

Reading Skills Progression – Dearham Primary School

EYFS	Year 1		Year 2		Year 3 & 4		Year 5 & 6	
Know that print has meaning and can have different purposes	Decoding	Read common exception words (Year 1 Spellings)	Decoding	Read common exception words (Year 2 Spellings).	Decoding	Read common exception words (Year 3 or Year 4 spellings)	Decoding	Read common exception words (Year 5 or Year 6 spellings)
Know we read English text from left to right, top to bottom		Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught (-s, -es, -ing, -ed, -er and -est endings) including words with more than one syllable		Read accurately by applying phonic knowledge and blending until decoding has become embedded and reading is fluent, including words with 2 or more syllables.		Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words that they meet.		Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words that they meet.
Know the names of different parts of a book		Read aloud, accurately and independently books that are consistent with their developing phonic knowledge.		Read most words quickly and fluently without overt sounding/blending.		Identifying the main ideas drawn from more than one paragraph and summarising these		Distinguishing between statements of fact and opinion
Understand page sequencing		Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)		Read and recognise alternate sounds for different graphemes.		Asking questions to improve their understanding		Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas (precising longer passages)
Engage in extended conversations about stories, learning new vocabulary	Comprehension / Retrieval	Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.	Comprehension / Retrieval	Read words with common suffixes (ed, ing).	Comprehension / Retrieval	Retrieving, recording and presenting information from non-fiction	Comprehension / Retrieval	Retrieving, recording and presenting information from non-fiction.
Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary		Checking the text makes sense as they read and self-correct mistakes.		Checking the text makes sense as they read and self-correcting mistakes.		Checking that the book makes sense to them and exploring the meaning of words in context		Asking questions to improve their understanding
Anticipate – where appropriate – key events in stories		Explaining clearly their understanding of what is read to them.		Explaining clearly their understanding of what is read to them.		Predicting what might happen from details stated and implied		Checking that the book makes sense to them and exploring the meaning of words in context
Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.		Discussing word meanings and linking new meanings to words already known.		Asking and answering questions about books		Drawing inferences such as inferring characters' feelings from their actions, and justifying inferences with evidence		Predicting what might happen from details stated and implied
	Inference	Making inferences from the text based on what is said and done in the book.	Comprehension / Retrieval	Discuss the sequence of events in a book and how events are related	Language for Effect	Discussing words and phrases that capture the reader's interest and imagination (WOW words – language choice) and how these contribute to meaning	Inference	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
		Predicting what might happen from what has been read so far		Discussing word meanings and linking new meanings to words already known.		Identifying how language, structure, and presentation contribute to meaning		Language for Effect

							how it contributes to meaning.	
		Linking their own experiences to their reading and using these to help understand the text.	Inference	Making inferences from the text based on what is said and done in the book.	Themes & Conventions	Identifying and discussing themes and conventions in and across a wide range of writing (features of a particular genre)	Themes & Conventions	Identifying and discussing themes and conventions in and across a wide range of writing (features of a particular genre)
Themes & Conventions	Understanding the particular characteristics of fairy tales and traditional stories	Predicting what might happen from what has been read so far		Others		Retelling well known stories (fairy tales, myths, legends) orally		Others
	Discussing the significance of the title and events	Linking their own experiences to their reading and using these to help understand the text.	Recognising some different forms of poetry [for example, free verse, narrative poetry]		Participating in discussions about books, explaining their understanding of what they have read and providing reasoned justifications for their views. (Possibly in presentations and debates, using notes where necessary.)			
Others	Retelling well known stories such as fairy tales and traditional stories	Language for Effect	Discussing favourite words and phrases and explaining why they like them	Learning poetry / play scripts by heart to perform, showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience	Others	Recommending books that they have read to their peers, giving reasons for their choices.		
	Learning to appreciate poetry/rhymes and recite some by heart		Recognising recurring language in poems/stories	Participating in discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.		Learning poetry / play scripts by heart to perform, showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience		
	Participating in discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	Themes & Conventions	Reading non-fiction books organised in different ways					
		Other	Retelling well known stories including fairy tales and traditional stories.					
			Learning to appreciate poetry/rhymes and recite some by heart					
			Participating in discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.					