

## Skills Progression: Reading

EYFS	Key Stage One		Key Stage Two			
30-50 months 40-60+ months ELGs	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<b>Reading – Word Reading</b>						
<b>Phonics and Decoding</b>						
Please refer to our Phonics and Spelling Pace and Progression document. This is available on the Phonics and Spelling page of our school website.						
<b>Common Exception Words</b>						
I can read some common irregular words.	I can read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.	I can read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.	I can begin to read Y3/Y4 exception words.*	I can read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and where these occur in the word.	I can read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	
<b>Fluency</b>						
<p>I can show interest in illustrations and print in books and print in the environment.</p> <p>I can recognise familiar words and signs such as own name and advertising logos.</p> <p>I can look and handle books independently (holds books the correct way up and turns pages).</p> <p>I can ascribe meanings I can marks that they see in different places.</p>	<p>I can accurately read texts that are consistent with my developing phonic knowledge, that do not require them to use other strategies to work out words.</p> <p>I can reread texts to build up fluency and confidence in word reading.</p>	<p>I can read aloud books (closely matched to my improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>I can reread these books to build up fluency and confidence in word reading.</p> <p>I can read words accurately and fluently without overt</p>	<p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</p>			

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<p>I can begin I can break the flow of speech into can words.</p> <p>I can begin to read words and simple sentences.</p> <p>I can read and understand simple sentences.</p>		<p>sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</p>				
<b>Reading - Comprehension</b>						
<b>Understanding and Correcting Inaccuracies</b>						
<p>I can understand that print carries meaning and, in English, is read from left to can right and top to bottom.</p> <p>I can understand humour, e.g. nonsense rhymes, jokes.</p>	<p>I can check that a text makes sense to me as I read and I can self-correct.</p>	<p>I can show understanding by drawing on what I already know or on background information and vocabulary provided by the teacher.</p> <p>I can check that the text makes sense to me as I read and correct inaccurate reading.</p>				
<b>Comparing, Contrasting and Commenting</b>						
<p>I can listen to stories with increasing attention and recall.</p> <p>I can anticipate key events and phrases in rhymes and stories.</p> <p>I can begin I can be aware of the way stories are</p>	<p>I can listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which I can read independently.</p> <p>I can link what I have read or have read to them to their own</p>	<p>I can participate in discussion about books, poems and other works that are read to me (at a level beyond at which I can read independently) and those that I can read for myself, explaining my</p>	<p>I can recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>I can use appropriate terminology when</p>	<p>I can discuss and compare texts from a wide variety of genres and writers.</p> <p>I can read for a range of purposes.</p> <p>I can identify themes and conventions in a wide range of books.</p>	<p>I can read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences</p>	<p>I can read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary</p>

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<p>structured.</p> <p>I can describe main story settings, events and principal characters.</p> <p>I can enjoy an increasing range of books.</p> <p>I can follow a story without pictures or props.</p> <p>I can listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>I can demonstrate understanding when talking with others about what I have read.</p>	<p>experiences.</p> <p>I can retell familiar stories in increasing detail.</p> <p>I can join in with discussions about a text, taking turns and listening to what others say.</p> <p>I can discuss the significance of titles and events.</p>	<p>understanding and expressing my views.</p> <p>I can become increasingly familiar with and retell a wide range of stories, fairy stories and traditional tales.</p> <p>I can discuss the sequence of events in books and how items of information are related.</p> <p>I can recognise simple recurring literary language in stories and poetry.</p> <p>I can ask and answer questions about a text.</p> <p>I can make links between the text I am reading and other texts I have read (in texts that I can read independently).</p>	<p>discussing texts (plot, character, setting).</p>	<p>I can refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).</p> <p>I can identify how language, structure and presentation contribute to meaning.</p> <p>I can identify main ideas drawn from more than one paragraph and summarise these.</p>	<p>between text types.</p> <p>I can participate in discussions about books that are read to me and those they I can read for myself, building on my own and others' ideas and challenging views courteously.</p> <p>I can identify main ideas drawn from more than one paragraph and I can summarise these.</p> <p>I can recommend texts to peers based on personal choice.</p>	<p>heritage and books from other cultures and traditions.</p> <p>I can recognise more complex themes in what I read (such as loss or heroism).</p> <p>I can explain and discuss my understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p>I can listen to guidance and feedback on the quality of my explanations and contributions to discussions and make improvements when participating in discussions.</p> <p>I can draw out key information and I can summarise the main ideas in a text.</p> <p>I can distinguish independently</p>
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						<p>between statements of fact and opinion, providing reasoned justifications for their views.</p> <p>I can compare characters, settings and themes within a text and across more than one text.</p>
<b>Words in Contrast and Authorial Choice</b>						
<p>I can build up vocabulary that reflects the breadth of their experiences.</p> <p>I can extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>I can use vocabulary and forms of speech that are increasingly influenced by my experiences of books.</p>	<p>I can discuss word meaning and link new meanings to those already known.</p>	<p>I can discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>I can discuss my favourite words and phrases.</p>	<p>I can check that the text makes sense to me, discussing my understanding and explaining the meaning of words in context.</p> <p>I can discuss authors' choice of words and phrases for effect.</p>	<p>I can discuss vocabulary used to capture readers' interest and imagination.</p>	<p>I can discuss vocabulary used by the author to create effect including figurative language.</p> <p>I can evaluate the use of authors' language and explain how it has created an impact on the reader.</p>	<p>I can analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.</p>
<b>Inference and Prediction</b>						
<p>I can suggest how a story might end.</p> <p>I can begin to understand 'why' and 'how' questions.</p> <p>I can answer 'how'</p>	<p>I can begin to make simple inferences.</p> <p>I can predict what might happen on the basis of what has been read so far.</p>	<p>I can make inferences on the basis of what is being said and done.</p> <p>I can predict what might happen on the</p>	<p>I can ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and</p>	<p>I can draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting my views with evidence from the text.</p>	<p>I can draw inferences from characters' feelings, thoughts and motives.</p> <p>I can make predictions based on details stated and</p>	<p>I can consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).</p>

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and 'why' questions about my experiences and in response to stories or events.		basis of what has been read so far in a text.	motives.  I can justify predictions using evidence from the text.	I can justify predictions from details stated and implied.	implied, justifying them in detail with evidence from the text.	I can discuss how characters change and develop through texts by drawing inferences based on indirect clues.
<b>Poetry and Performance</b>						
<p>I can listen to and join in with stories and poems, one-to-one and also in small groups.</p> <p>I can join in with repeated refrains in rhymes and stories.</p> <p>I can use intonation, rhythm and phrasing to make the meaning clear to others.</p> <p>I can develop preference for forms of expression.</p> <p>I can play cooperatively as part of a group to develop and act out a narrative.</p> <p>I can express myself effectively, showing awareness of listeners' needs.</p>	I can recite simple poems by heart.	I can continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.	<p>I can prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</p> <p>I can begin to use appropriate intonation and volume when reading aloud.</p>	<p>I can recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).</p> <p>I can prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.</p>	I can continually show an awareness of audience when reading out loud using intonation, tone, volume and action.	I can confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.
<b>Non-Fiction</b>						
I can understand that information can be relayed in the		I can recognise that non-fiction books are	I can retrieve and record information from non-fiction texts.	I can use all of the organisational devices available	I can use knowledge of texts and organisation devices	I can retrieve, record and present information from non-

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<p>form of print.</p> <p>I can understand that information can be retrieved from books and computers.</p>		<p>often structured in different ways.</p>		<p>within a non-fiction text to retrieve, record and discuss information.</p> <p>I can use dictionaries to check the meaning of words that I have read.</p>	<p>to retrieve, record and discuss information from fiction and non-fiction texts.</p>	<p>fiction texts.</p> <p>I can use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).</p>
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