Progression of skills in Reading

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|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Phonics Knowledge Accurate reading** | \*Use phonic knowledge to decode age appropriate words\*Fluently read age appropriate common exception words\*Fluently read words with apostrophes for contraction (I’m/ I’ll/ We’ll) | \*Apply phonic knowledge and skills consistently to decode age appropriate texts quickly and accurately.\*Recognise and effortlessly decode alternative sounds for graphemes, words of two or more syllables, words with common suffixes and most common exception words, based on what has been taught. | \*Fluently and effortlessly read and recite a range of age appropriate texts |
| **Reading Aloud** | \*Read age appropriate texts with some fluency and expression.\*Know by heart and recite a range of age appropriate poetry. | \*Sound out unfamiliar words accurately when reading aloud, without undue hesitation, and read with confidence and fluency.\*Use appropriate intonation to help make the meaning clear.\*Self-correct where the sense of the text is lost.\*Know by heart and recite a range of age appropriate poetry. | \*Read age appropriate texts with fluency, accuracy and expression.\*Begin to use textual cues to adapt tone, volume and intonation when reading text and plays aloud, and when reciting poetry.\*Know by heart and recite a range of age appropriate poetry. | \*Generally uses textual cues to adapt tone, volume and intonation when reading text and plays aloud, and when reciting poetry.\*Know by heart and recite a range of age appropriate poetry. | \*Demonstrate appropriate intonation, tone and volume when reading text and plays aloud, and reciting poetry.\*Know by heart and recite a range of age appropriate poetry. | \*Routinely demonstrate appropriate intonation, tone and volume when reading text and plays aloud, and reciting poetry. |
| **Read and** | \*Begin to demonstrate familiarity with a range | \*Demonstrate an understanding of a wide | \*Confidently demonstrate an | \*Begin to demonstrate familiarity with a wider | \*Demonstrate familiarity with a wider | \*Routinely demonstrate familiarity with a wider |

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| **understand a wide range of text types** | of stories, fairy stories poems, non-fiction and traditional tales. | range of poetry, stories, and non-fiction that is read independently.\*Demonstrate familiarity with a wide range of stories, fairy stories and traditional tales. | understanding of a wide range of poetry, stories, and non-fiction that is read independently.\*Confidently demonstrate familiarity with a wide range of stories, fairy stories and traditional tales. | range of text types, including myths, legends and traditional stories, modern fiction and fiction from literary heritage, and texts from other cultures and traditions. | range of text types, including myths, legends and traditional stories, modern fiction and fiction from literary heritage, and texts from other cultures and traditions. | range of text types, including myths, legends and traditional stories, modern fiction and fiction from literary heritage, and texts from other cultures and traditions. |
| **Following a listening task show understanding of texts read aloud by others** | \*Understand simple points from familiar texts and identify favourite characters/ events/information pictures.\*Ask simple questions about texts being read to them. | \*Understand books that are listened to, identifying key aspects of the text by drawing on own knowledge, and information and vocabulary provided.\*Ask and answer appropriate questions about texts being read to them. | \*Demonstrate understanding of the text supported by some references to relevant knowledge, information and vocabulary and sometimes quotations.\*Develop understanding of a text being read to them by asking and answering appropriate questions. | \*Demonstrate understanding of increasingly challenging texts supported by accurate comments supported relevant knowledge, information, vocabulary and quotations.\*Ask and respond to increasingly challenging questions in order to gain a more sophisticated understanding of the text being read to them. | \*Draw on an increasingly wide range of contextual evidence to make sense of what is being read.\*Ask and develop questions in order to gain an increasingly sophisticated understanding of the text being read to them. | \*Draw on a wide range of contextual evidence to make sense of what is being read.\*Participate in discussions to express views formed through listening to texts and courteously challenging those of others. |
| **Can select, retrieve and reference information in****order to** | \*Understand (with support) what is read or listened to, making some reference to the text or identifying some key vocabulary.\*Use own experience to | \*Demonstrate understanding of what is read independently, or listened to, by drawing on own knowledge, and information and vocabulary provided. | \*Sometimes use direct references to a text to justify ideas based on their reading.\*Identify main ideas in a text. | \*Regularly makes direct reference to text to explain their ideas.\*Prioritise ideas expressed in a text when explaining what | \*Condense information from a single text, selecting key points and presenting them.\*Support main points with some use of detail from the text. | \*Retrieve, record and present information; using non-fiction.\*Identify key details that support main ideas, and use them to summarise content drawn |

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| **explain ideas about a text** | support understanding of the text. |  |  | they have read. |  | from more than one paragraph. |
| **Can deduce, infer or interpret information, events and ideas from texts** | \*Make simple inferences from texts.\*Make predictions, which may not always be based on what has been read so far. | \*Make inferences on what has been read.\*Ask and answer questions appropriately, including those based on inference and prediction. | \*Sometimes use direct references to the text to explain ideas which are inferred or deduced.\*Through asking and answering questions, sometimes make links within and between texts to support inference and prediction.\*Begin to identify writer’s viewpoint. | \*Regularly use more than one reference to the text to support an inference or deduction.\*Through asking and answering questions can relate inferences and predictions made from a single text to wider reading.\*Suggest the writer’s viewpoint by referring to text. | \*Begin to draw together inferences to support a more detailed analysis of character and events.\*Discuss writer’s viewpoint, giving reasons why they agree or disagree.\*Engage in discussion about their reading, asking and answering questions about ideas arising from the text. | \*Draw inferences and justify inferences with evidence.\*Make predictions based on details stated and implied.\*Distinguishes between fact and opinion.\*Ask a range of questions to develop understanding of the text.\*Express views formed through independent reading, explaining and justifying personal opinions.\*Explain and discuss their understanding of what they have read. |
| **Can comment on language form and structure in fiction and non-fiction** | \*Show some understanding of simple language and text features. | \*Identify sequences of events in texts and give a simple explanation of how events or items relate to one another.\*Recognise the different structures of fiction and non-fiction books and sometimes comment ontheir uses. | \*Identify simple choices of language, form and structure in fiction and non-fiction texts, and make simple comments on these. | \*Comment on the writer’s choices of language, form orstructural features and give a simple explanation of their effect on the reader. | \*Develop comments on the writer’s choices of language, form or structural features and explain their effect on the reader. | \*Routinely develop comments on the writer’s choices of language, form or structural features and explain their effect on the reader. |