

## Skills Progression: ENGLISH Reading

Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Decoding children should:</b>	<p>Identify the taught GPCs (the sounds that the letters make) including some digraphs. (LIT)</p> <p>Blend the taught sounds to read CVC, CVCC and CCVC words. (LIT)</p> <p>Read some taught common exception/ high frequency and familiar words. (LIT)</p> <p>Read sentences made up of words with taught sounds and common exception words. (LIT)</p>	<p>apply phonic knowledge to decode words</p> <p>read aloud phonically-decodable texts</p> <p>re-read books to build fluency and confidence</p> <p>read simple sentences and understand the meaning including what a pronoun is (extra)</p> <p>speedily read all 40+ letters /groups for 40+ phonemes including alternative sounds for graphemes</p> <p>read Year 1 common exception words noting unusual correspondences between spelling and sound (identifying where they appear)</p> <p>read polysyllabic words containing taught GPCs</p> <p>read common suffixes (-s, -es, -ing, -ed, -er and -est)</p>	<p>apply phonic decoding until automatic and reading is fluent</p> <p>read common suffixes (-ed, -ing, -er, -est, -y, -er, -ment, -ful, -ness, -less, -ly</p> <p>re-read books to build up fluency and confidence in word reading</p> <p>note punctuation to read with appropriate expression</p> <p>read accurately by blending, including alternative sounds for graphemes</p> <p>read Year 2 common exception words, noting unusual correspondences</p> <p>read aloud books matched to phonic knowledge by sounding out</p>	<p>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words they meet</p> <p>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words they meet</p> <p>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</p>	<p>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</p>

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		<p>read contractions and understand that the apostrophe represents the omitted letter(s)</p> <p>read accurately by blending taught GPCs</p> <p>develop some fluency and expression, pausing at full stops (extra)</p>	<p>unfamiliar words automatically</p> <p>read polysyllabic words containing above graphemes</p> <p>read most words quickly &amp; accurately without overt sounding and blending</p>				
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	EYFS	Year 1	Year 2	Year3	Year 4	Year 5	Year 6
<b>Vocabulary children should:</b>	<p>-discussing word meanings, linking new meanings to those already known</p> <p>-talk about elements of a topic using newly introduced vocabulary (C&amp;L)</p>	<p>-discussing word meanings, linking new meanings to those already known</p> <p>-draw upon knowledge of vocabulary in order to understand the text</p> <p>-join in with predictable phrases</p> <p>- use vocabulary given by the teacher</p>	<p>-discussing and clarifying the meanings of words; link new meanings to known vocabulary</p> <p>-discussing their favourite words and phrases</p> <p>-recognise some recurring language in stories and poems</p>	<p>-use dictionaries to check the meaning of words that they have read</p> <p>-discuss words that capture the readers interest or imagination</p> <p>-identify how language choices help build meaning</p> <p>-find the meaning of new words using substitution within a sentence.</p>	<p>-using dictionaries to check the meaning of words that they have read</p> <p>-use a thesaurus to find synonyms</p> <p>-discuss why words have been chosen and the effect these have on the reader</p> <p>-explain how words can capture the interest of the reader</p>	<p>-explore the meaning of words in context, confidently using a dictionary</p> <p>-discuss how the author's choice of language impacts the reader</p> <p>- evaluate the authors use of language</p> <p>-investigate alternative word choices that could be made</p>	<p>-evaluate how the authors' use of language impacts upon the reader</p> <p>- find examples of figurative language and how this impacts the reader and contributes to meaning or mood.</p> <p>-discuss how presentation and structure contribute to meaning. explore the meaning of words in context by 'reading around'</p>

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		- discuss favourite words and phrases			-discuss new and unusual vocabulary and clarify the meaning of these  -find the meaning of new words using the context of the sentence	- begin to look at the use of figurative language -use a thesaurus to find synonyms for a larger variety of words  - re-write passages using alternative word choices  -read around the word and explore its meaning in the broader context of a section or paragraph.	the word' and independently  -explore its meaning in the broader context of a section or paragraph.
<b>Inference children should:</b>	To begin to <b>interpret</b> stories, rhymes and poetry; making suggestions for actions and events	-discuss the significance of the title and events  -discuss and make inferences based on what is being said and done	-make inferences based on what is being said and done  -answer and ask questions  -use pictures and words to make inference	-draw inferences such as inferring characters' feelings, thoughts and motives from their actions  -justify inferences with evidence from the text  -ask and answer questions	-ask and answer inference questions such as inferring characters' feelings, thoughts and motives. Eg I know this because...  -infer characters feelings, thoughts and motives from their actions  -consolidate the skill of justifying inferences using specific reference point in the text  -use more than one piece of evidence to justify their answer.	- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence make inferences about actions, feelings, events or states  - use figurative language to infer meaning give one or two pieces of evidence to support the point they are making	-drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. -discuss how characters change and develop through texts by drawing inferences based on indirect clues. make inferences about events, feelings, states backing these up with evidence. -infer characters' feelings, thoughts

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						-begin to draw evidence from more than one place across a text.	and motives, giving more than one piece of evidence to support each point made. They can draw evidence from different places across the text
<b>Prediction children should:</b>	<p>To talk about and respond to stories, rhymes and poetry; recalling, sequencing and <b>anticipating key events</b> some as exact repetition and some in their own words.</p> <p>- discuss simple predictions what might happen on the basis of what has been read so far in terms of story, character and plot</p>	<p>-predicting what might happen on the basis of what has been read so far in terms of story, character and plot</p> <p>-make simple predictions based on the story and on their own life experience.</p> <p>-begin to explain these ideas verbally or through pictures.</p>	<p>-predicting what might happen on the basis of what has been read in terms of plot, character and language so far</p> <p>-make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them</p>	<p>-justify predictions using evidence from the text.</p> <p>-use relevant prior knowledge to make predictions and justify them.</p> <p>-use details from the text to form further predictions.</p>	<p>-justify predictions using evidence from the text</p> <p>-use relevant prior knowledge as well as details from the text to form predictions and to justify them</p> <p>- monitor these predictions and compare them with the text as they read on</p>	<p>-predicting what might happen from details stated and implied</p> <p>-support predictions with relevant evidence from the text</p> <p>-confirm and modify predictions as they read on</p>	<p>-predicting what might happen from details stated and implied</p> <p>-support predictions by using relevant evidence from the text</p> <p>-confirm and modify predictions in light of new information</p>
<b>Explaining Children should:</b>	<p>give my opinion including likes and dislikes.</p>	<p>-give my opinion including likes and dislikes.</p> <p>-link what they read or hear to their own experiences</p> <p>-explain clearly my understanding of what has</p> <p>- read to the them express views about events or characters</p>	<p>-explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p> <p>-express my own views about a book or poem</p> <p>-discuss some similarities between books</p>	<p>-discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books</p> <p>-identifying how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts</p>	<p>-discussing words and phrases that capture the reader's interest and imagination</p> <p>- identifying how language, structure, and presentation contribute to meaning</p> <p>-recognise authorial choices and the purpose of these</p>	<p>-provide increasingly reasoned justification for my views</p> <p>-recommend books for peers in detail</p> <p>-give reasons for authorial choices begin to challenge points of view</p> <p>-begin to distinguish between fact and opinion</p>	<p>-provide increasingly reasoned justification for my views</p> <p>-recommend books for peers in detail</p> <p>-give reasons for authorial choices begin to challenge points of view</p> <p>-begin to distinguish between fact and opinion</p>

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			-listen to the opinion of others	-recognise authorial choices and the purpose of these		-identifying how language, structure and presentation contribute to meaning  -discuss and evaluate how authors use language, including figurative language, considering the impact on the reader  -explain and discuss their understanding of what they have read, including through formal presentations and debates.	-identifying how language, structure and presentation contribute to meaning -discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
<b>Retrieval: Children should</b>	-answer a question about what has just happened in a story  - Contribute ideas and thoughts in discussion	-answer a question about what has just happened in a story  -develop their knowledge of retrieval through images recognise characters, events, titles and information.  -recognise differences between fiction and non-fiction texts. retrieve information by finding a few key words.	-answer a question about what has just happened in a story  -develop their knowledge of retrieval through images  -recognize characters, events, titles and information.  -recognize differences between fiction and non-fiction texts.	-use contents page and subheadings to locate information  -learn the skill of 'skim and scan' to retrieve details.  -begin to use quotations from the text. retrieve and record  -information from a fiction text.	-confidently skim and scan texts to record details,  -using relevant quotes to support their answers to questions  -retrieve and record information from a fiction or non-fiction text	-confidently skim and scan, and also use the skill of reading before and after to retrieve information.  - use evidence from across larger sections of text  -read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts  -retrieve, record and present	-Children confidently skim and scan, and also use the skill of reading before and after to retrieve information using evidence from across whole chapters or texts  -Read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts.  -Retrieve, record and present

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		-Contribute ideas and thoughts in discussion	-retrieve information by finding a few key words.  -Contribute ideas and thoughts in discussion	-retrieve information from a non-fiction text		information from non-fiction texts  -ask my own questions and follow a line of enquiry.	information from a wide variety of non-fiction texts.  - Ask my own questions and follow a line of enquiry.
<b>Summarise/Sequence: Children should</b>	-retell familiar stories orally e.g fairy stories and traditional tales using props and pictures.	-retell familiar stories orally e.g fairy stories and traditional tales  -sequence the events of a story they are familiar with -begin to discuss how events are linked	-discuss the sequence of events in books and how items of information are related.  -retell using a wider variety of story language.  -order events from the text. -begin to discuss how events are linked focusing on the main content of the story.	-identifying main ideas drawn from a key paragraph or page and summarising these -begin to distinguish between the important and less important information in a text. -Give a brief verbal summary of a story.  -Observe and learn from teachers beginning to model how to record summary writing -identify themes from a wide range of books  -make simple notes from one source of writing	-use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information  - identifying main ideas drawn from more than one paragraph  -identify themes from a wide range of books summarise whole paragraphs, chapters or texts  -highlight key information and record it in bullet points, diagrams, maps etc	-summarising the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas.  - make connections between information across the text and include this is an answer.  -discuss the themes or conventions from a chapter or text  -identify themes across a wide range of writing	-summarise information from across a text and link information by analysing and evaluating ideas between sections of the text.  -summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas make -comparisons across different books . -summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs.

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<p><b>Non-fiction children should:</b></p>	<p>Talk about and respond with questions to non-fiction books; recalling some facts with <b>increasing explanation</b> and vocabulary in response to questions.</p> <p>Know and explain some differences between fiction and non-fiction books.</p>	<p>listen to and discuss a wide range of non-fiction at a level beyond that at which they can read independently</p>	<p>be introduced to non-fiction books that are structured in different ways</p>	<p>retrieve and record information from non-fiction texts</p>	<p>retrieve and record information from non-fiction texts</p>	<p>distinguish between statements of fact and opinion</p> <p>retrieve, record and present information from non-fiction texts</p>	<p>distinguish between statements of fact and opinion</p> <p>retrieve, record and present information from non-fiction texts</p>
<p><b>Poetry and performance children should:</b></p>	<p>To listen and sing nursery rhymes and songs, recalling whole songs and rhymes singing some independently and performing in groups / <b>independently</b> for others. (C&amp;L)</p>	<p>learn to appreciate rhymes and poems, and to recite some by heart</p>	<p>continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear</p>	<p>prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>recognise some different forms of poetry</p>	<p>prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>recognise some different forms of poetry</p>	<p>learn a wider range of poetry by heart, preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p>	<p>learn a wider range of poetry by heart, preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p>