



Reading Progression of Skills 2020-21

Reception	
Age	Typical Behaviour
22 to 36 months	<ul style="list-style-type: none"> • Has some favourite stories, rhymes, songs, poems or jingles. • Repeats words or phrases from familiar stories. • Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'.
30 to 50 months	<ul style="list-style-type: none"> • Enjoys rhyming and rhythmic activities. • Shows awareness of rhyme and alliteration. • Recognises rhythm in spoken words. • Listens to and joins in with stories and poems, one-to-one and also in small groups. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Beginning to be aware of the way stories are structured. • Suggests how the story might end. • Listens to stories with increasing attention and recall. • Describes main story settings, events and principal characters. • Shows interest in illustrations and print in books and print in the environment. • Recognises familiar words and signs such as own name and advertising logos. • Looks at books independently. • Handles books carefully. • Knows information can be relayed in the form of print. • Holds books the correct way up and turns pages. • Knows that print carries meaning and, in English, is read from left to right and top to bottom.
40 – 60 months +	<ul style="list-style-type: none"> • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. • Links sounds to letters, naming and sounding the letters of the alphabet. • Begins to read words and simple sentences. • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Enjoys an increasing range of books. • Knows that information can be retrieved from books and computers.
Early Learning Goal	Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.
Exceeding	Children can read phonically regular words of more than 1 syllable as well as many irregular but high frequency words. The use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. They can describe the main events in the simple stories they have read.



Year 1

Dimensions	Objectives
Word reading	Read aloud accurately books that are consistent with their developing phonic knowledge.
	Apply phonic knowledge and skills as the route to decode words.
	Respond speedily with the correct sound to grapheme for the 44 phonemes.
	Recognise and use the different ways of pronouncing the same grapheme; <i>e.g.</i> i in <i>fin</i> and <i>mind</i> ; er in <i>farmer</i> and <i>her</i> ; g in <i>giant</i> and <i>grand</i> ; ear in <i>pearl</i> and <i>hearing</i> .
	Read accurately by blending sounds in unfamiliar words.
	Read common exception words, noting tricky parts (see Year 1 list below).
	Read words containing <i>-ing</i> , <i>-ed</i> endings.
	Split two syllable words, including compound words, into the separate syllables to support blending for reading, <i>e.g.</i> <i>picnic</i> , <i>sticker</i> , <i>dinner</i> ; <i>haircut</i> , <i>something</i> , <i>flipchart</i> .
	Read words with contractions <i>e.g.</i> <i>I'm</i> , <i>I'll</i> , <i>we'll</i> .
	Develop fluency, accuracy and confidence by re-reading books.
	Read more challenging texts using phonics and common exception word recognition.
Developing pleasure in reading and motivation to read	Relate texts to own experiences.
	Recognise and join in with language patterns and repetition in stories, <i>e.g.</i> <i>fairy stories</i> , <i>traditional tales and stories by well-known authors</i> .
	Orally retell familiar stories in a range of contexts, <i>e.g.</i> <i>small world</i> , <i>role play</i> , <i>storytelling</i> .
	Enjoy and recite rhymes and poems including traditional verse.
	Make personal reading choices and give simple reasons for their selection.
Understanding books which they can read themselves and those which are read to them	Discuss key vocabulary, linking meanings of new words to those already known.
	Activate prior knowledge <i>e.g.</i> <i>what do you know about minibeasts?</i>
	Recognise when a text does not make sense while reading and, with prompting, can correct.
	Develop and demonstrate their understanding of characters and events through role play and drama.
	Give opinions and, when prompted, support with reasons.
	Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how.
	Identify and discuss the main events in stories using words like <i>first</i> , <i>next</i> , <i>after that</i> , <i>later on</i> , <i>at the end</i> .
	Make predictions based on what has been read so far and give simple reasons.
	Identify and describe the main characters in stories. Capture simply in writing, <i>e.g.</i> <i>character profile</i> , <i>role on the wall</i> .
	Discuss the title and predict what the story might be about.
	Answer 'why' questions requiring basic inference, <i>e.g.</i> <i>Why do you think he said...? Why do you think he did that?</i>
	Recall specific information from non-fiction texts by answering simple oral questions.
Participating in discussion	In discussions about books, listen to what others say and take turns to speak as directed by the teacher.



Year 2	
Dimensions	Objectives
Word reading	Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately and automatically.
	Re-read books to build up fluency and confidence in word reading.
	Read frequently encountered words, including high frequency words linked to phonics phase, quickly and accurately without overt sounding and blending.
	Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes.
	Read accurately words of two or more syllables that contain alternative sounds for grapheme e.g. ea in <i>treated</i> and <i>heading</i> ; c in <i>carrot</i> and <i>recently</i> .
	Read words containing common suffixes e.g. <i>-ness, -ment, -ful, -ly</i> .
	Read further common exception words, noting tricky parts (see Year 2 list below).
Developing pleasure in reading and motivation to read	Discuss and sequence the main events in stories.
	Using their own story map, orally retell stories, fairy tales and traditional tales.
	Recognise the use of repetitive language within a poem.
	Learn and recite a range of poems.
	Begin to develop and talk about personal reading preferences for particular authors or types of books.
Understanding books which they can read themselves and those which are read to them	Identify and discuss favourite words and phrases from a text.
	Identify and discuss words within the context of a text, linking new meanings to known vocabulary, e.g. <i>a toad is similar to a frog</i> .
	Take note of punctuation when reading aloud, e.g. <i>pausing at commas which separate items in a list</i> .
	Pose, orally rehearse and write questions prior to reading non-fiction.
	Recognise when a text does not make sense while reading and, with prompting, can correct.
	Demonstrate understanding of fiction and non-fiction texts by asking and answering, orally and in writing, <i>who, what, where, when, why, how</i> questions.
	Explain and discuss their understanding of a text, giving opinions e.g. <i>I think Dougal should stay in Atlantis because he will not have to do his boring job anymore</i> .
	Develop and demonstrate their understanding of characters and events through role play and drama, e.g. <i>improvisation, freeze frames and thought tracking</i>
	Draw inferences about characters and events from the text e.g. <i>why do you think that happened; how do you think the problem will be resolved?</i>
	Make predictions based on what has been read so far and give reasons.
Locate information from a non-fiction text using the contents page, index, labelled diagrams and charts.	
Participating in discussion	Make thoughtful contributions to discussions about texts in different group situations, e.g. <i>pairs, guided groups, whole class</i> .
	In discussing books, consider other points of view put forward by the teacher and/or peers.



Year 3	
Dimensions	Objectives
Word Reading	Use knowledge of root words to understand meanings of words, e.g. <i>limit, limiting, limited, limitation</i> .
	Use prefixes to understand meanings e.g. re- (meaning 'again' or 'back'), pre- (meaning 'before') <i>refresh, redecorate, reappear; preschool, prepay, prehistoric</i>
	Use suffixes to understand meanings e.g. -ly (meaning 'in this way'): <i>energetically, frantically, gently, nobly, comically</i> .
	Read and understand selected words from the Year 3 list (selected from the statutory Year 3/4 word list) - see below.
Pleasure	Identify and record the main events of a story in sequence, e.g. story map, story board. Use to retell.
	Orally retell stories including detail and vocabulary from the text to engage the listener.
	Discuss themes in fairy tales and folk tales e.g. <i>good over evil, weak and strong, wise and foolish, rich and poor</i> .
	Discuss conventions of fairy tales or folk tales, introduced by the teacher e.g. <i>magical sentence, a wish, a spell or a chant, repeated several times</i> .
	Prepare poems or play scripts to read aloud by text marking, colour coding and annotating to support rehearsal and performance.
Understanding	Identify and discuss favourite words and phrases which capture the reader's interest and imagination.
	Work out the meaning of unfamiliar words by using the context.
	Use dictionaries (first two letters) to check meanings of words they have read and identify the <i>appropriate</i> definition in relation to the context of the text.
	Use appropriate intonation and expression when reading aloud.
	Take note of punctuation when reading aloud, e.g. <i>show a rising inflection in response to a question mark</i> .
	Discuss their understanding of the text using tentative language, e.g. <i>I am puzzled by..., I'd like to know if..., I'm not sure but...</i>
	Raise own questions during the reading process to deepen understanding e.g. <i>Why did..., How did...? What happened when...?</i>
	Draw inferences around characters thoughts, feelings and actions.
	Make plausible predictions based on details stated.
	Provide evidence to support a statement provided by the teacher, e.g. <i>The Iron Man is a mysterious character. What evidence is there to support this point?</i>
	Discuss the purpose of paragraphs in non-fiction texts and identify the key idea of each paragraph, e.g. <i>discussion texts, information texts</i> .
Non-fiction information retrieval	Analyse texts looking at language, structure and presentation e.g. <i>poems on a theme, discussion texts</i> .
	Prepare for research by identifying what is already known and generate possible questions about the subject.
	Describe how specific information is organised within a non-fiction text e.g. text boxes, contents, bullet points, glossaries, diagrams.
	Use the title and contents page to appraise whether a book will provide relevant information for research.
	Locate features of information texts in print and on screen, e.g. <i>contents, index, headings, sub-headings, page numbers, hyperlinks, icons and drop down menus</i> .
Discussion	Record information from non-fiction texts by making simple notes e.g. <i>key words and phrases, page references and headings, and use these in subsequent writing</i> .
	Participate in discussion about what is read to them and books they have read independently, e.g. <i>generating, asking and answering questions, making comments using tentative language</i> .
	Consider and choose from a selection of rules for effective discussion provided by the teacher.
	Make and respond to contributions in group situations e.g. <i>pairs and guided groups</i> .



Year 4	
Dimensions	Objectives
Word Reading	Use knowledge of root words to understand meanings of words, e.g. <i>strange, stranger, strangely, estranged; probable, probably, improbable; guide, misguided, guiding; answer, unanswered, answerable; centre, central, centred.</i>
	Use prefixes to understand meanings e.g. sub-(meaning 'under'): <i>subheading, submarine, submerge;</i> inter- (meaning 'between'): <i>interact, intercity, international.</i>
	Use suffixes to understand meanings e.g. -cian (meaning 'having a skill or art'): <i>musician, electrician</i> -sion (meaning 'act of' or 'state of'): <i>decision, invasion, confusion.</i>
	Read and understand selected words from the Year 4 list (selected from the statutory Year 3/4 word list) - see below.
Pleasure	Orally respond to texts, enthusiastically sharing their opinions. Capture some responses in writing e.g. <i>performing and recommending poems, completing a recommended reads chart, creating a book review board game.</i>
	Prepare a poem and/or play script to perform to another class or assembly, showing understanding through intonation, tone, volume and action. Use text marking, colour coding and annotations to support planning and rehearsal.
	Orally retell myths, fairy tales and stories from other cultures, engaging the listener through use of eye contact, expression, gesture and props.
Understanding	Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination in poetry and narrative texts e.g. <i>alliteration, noun phrases</i>
	Work out the meaning of unfamiliar vocabulary using the context.
	Use dictionaries (first three letters) to check meanings of words they have read and identify the <i>appropriate</i> definition in relation to the context of the text.
	Use punctuation to determine intonation and expression when reading aloud to a range of audiences, e.g. <i>pausing at the comma after a fronted adverbial.</i>
	Distinguish between information which is stated and that which is implied, e.g. <i>complete a sorting activity using some statements which make direct references to the text and others which contain implied information.</i>
	Demonstrate active reading strategies and capture in reading journals e.g. <i>visualisation, constructing images, relationship grids and freeze frames.</i>
	Identify and discuss themes e.g. <i>just and unjust.</i>
	Draw inferences around characters' thoughts and feelings, and justify with evidence from the text.
	Justify responses to the text using the PE prompt. Teacher provides a piece of Evidence from the text for exploration and asks what Point is made. (Point + Evidence).
	Identify main ideas drawn from more than one paragraph and summarise orally e.g. <i>In narrative - The main character decided to leave because ... with two or more reasons, or in persuasive texts - Buy this today... because.... with 1/2/3 reasons across a text.</i>
Non-fiction information retrieval	Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning e.g. <i>persuasion, non-chronological reports, issues and dilemmas.</i>
	Recognise and analyse different forms of poetry e.g. <i>limericks, riddles, calligrams, classic poems, narrative poems.</i>
	Before researching, orally recall existing knowledge on the subject, and reduce the options for enquiry by posing focused questions.
	Scan texts in print or on screen to locate dates, numbers and names, headings, lists, bullet points, captions.
	Make a simple record of information from texts read, e.g. by listing words, drawing together notes from more than one source.
	Locate features of information texts in print and on screen, e.g.



	Evaluate how specific information is organised within a non-fiction text in print and on screen e.g. <i>text boxes, sub-headings, bullet points, glossary, diagrams, contents, index, headings, sub-headings, page numbers, hyperlinks, icons and drop down menus.</i>
	Explain how paragraphs are used to order or build up ideas.
Discussion	Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say, e.g. <i>building on the ideas and contributions of others and sharing personal reflections.</i>
	Develop and agree on rules for effective discussion, taking turns and listening to what others say.
	Make extended contributions by making a point and elaborating, e.g. <i>using an example, quoting directly from the text, making links with prior experiences of reading or real life situations.</i>

Year 5	
Dimensions	Objectives
Word Reading	Use knowledge of root words and suffixes to understand meanings e.g. <i>-ant (meaning 'a person who') – observant, hesitant, tolerant</i> <i>-ance (meaning 'quality, action, state or process') – observance, hesitance, tolerance, substance</i> <i>-ancy (meaning 'state' or 'quality') – pregnancy, buoyancy, absorbancy</i>
	Read and understand selected words from the Year 5 list (selected from the statutory Year 5/6 word list) - see below.
Maintaining positive attitudes to reading	Recommend fiction books or authors to their peers with detailed reasons for opinions, e.g. <i>add comments to card inserts for books in the class library or contribute to a reading blog.</i>
	Prepare a poem to perform and learn by heart, e.g. <i>classic narrative, limerick or haiku.</i> Use text marking, colour coding and annotations to support planning and rehearsal. Show understanding through intonation, tone, volume and action so the meaning is clear to an audience.
Understanding	Work out the meaning of unfamiliar vocabulary using the context.
	Use commas to determine intonation and expression when reading aloud, e.g. <i>commas used to:</i> <ul style="list-style-type: none"> • <i>demarcate clauses (including relative clauses)</i> <ul style="list-style-type: none"> • <i>follow a fronted adverbial</i> • <i>avoid ambiguity</i>
	Demonstrate understanding by using a range of active reading strategies, including drama, and capture thoughts in writing e.g. <i>freeze frames and thought tracking at different points in the story, writing in role.</i>
	Draw inferences around characters' thoughts and feelings from their actions and justify inferences with evidence, e.g. <i>What might Alice's thoughts have been immediately before drinking the potion? What evidence do you have?</i>
	Use clues from the author's descriptions of settings and characters (including actions and speech) to predict outcomes.
	Formulate a simple hypothesis related to non-fiction (e.g. <i>I think this author believes aliens could exist</i>) and, through close reading, re-reading and reading ahead, locate clues to support this. Discuss and capture through text marking and annotation.
	Discuss a theme, identified by the teacher, within a poem, e.g. <i>childhood, love, loyalty, betrayal.</i> Explore how the theme acts as a one word summary of the poem, identifying evidence to support this.
	Compare settings within and across texts.
	Distinguish between statements of fact and opinion within a text e.g. <i>magazines, information texts linked to cross curricular themes.</i>
	Scan for key information in non-fiction texts and text mark e.g. <i>identify words and phrases which tell you ..., or find three words or phrases which suggest that ...</i>
	Orally summarise the main ideas drawn from more than one paragraph in a fiction text and identify key details which support this by text marking and annotation.



	Create responses to the text using the PEE prompt (Point + Evidence +Explanation), e.g. <i>children are given the point and evidence and they are required to provide the explanation.</i>
	Identify how language, structure and presentation contribute to meaning in poetry, e.g. <i>limericks, haiku, poems on a theme.</i>
Evaluating the impact of the author's use of language	Explore, recognise and use the terms metaphor and simile. Explain the effect on the reader of the authors' choice of language, e.g. <i>It makes me imagine..., It's the author's way of saying...</i>
Discussion and Debate	Make active contributions to discussions about non-fiction, expressing opinions and preferences, and giving reasons.
	Prepare and deliver a short oral presentation linked to non-fiction, e.g. <i>another curriculum area</i> . Include a specific focus on the use of Standard English, e.g. <i>avoidance of informal words such as 'stuff' and 'thing'; ensuring correct subject and verb agreement when using singular and plural (was/were).</i>
	Following a presentation linked to reading, prepare questions using Standard English and then submit these to the speaker for response.

Year 6	
Dimensions	Objectives
Word Reading	Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. un+happy+ness, dis+repute+able, dis+respect+ful, re+engage+ment.
	Use suffixes to understand meanings e.g. <i>-cial</i> (meaning 'relating to') -official, special, artificial; <i>-tial</i> , (meaning 'relating to') - partial, confidential, essential
	Read and understand selected words from the Year 6 list (selected from the statutory Year 5/6 word list) - see below.
Maintaining positive attitudes to reading	Recommend books to their peers with detailed reasons for their opinions, e.g. <i>writing recommendation card inserts for books in the library, presentations within a reading assembly.</i>
	Prepare a poem to perform and learn by heart e.g. <i>poems with imagery</i> . Show understanding through intonation, tone and volume so that meaning is clear to an audience. Use text marking, colour coding and annotations to support planning and rehearsal.
Understanding	Work out the meaning of unfamiliar vocabulary using the context.
	Demonstrate active reading strategies through book talk e.g. <i>raising questions, justifying opinions and responding to different viewpoints within a group</i> . Capture in reading journals.
	Justify responses to the text using the PEE prompt (Point + Evidence + Explanation). Using some evidence provided by the teacher, children identify/summarise a plausible Point and provide further explanation using their own words.
	Draw inferences around characters' thoughts and feelings, e.g. <i>How might Tom be feeling? What evidence supports this?</i>
	Use clues from the author's descriptions of settings and characters (including actions and speech) to predict outcomes.
	Formulate a simple hypothesis related to non-fiction (e.g. <i>I think this is a hybrid text with elements of instruction, explanation and persuasion</i>) and, through close reading, re-reading and reading ahead, locate clues to support this. Discuss and capture through text marking and annotation.
	Make comparisons within and across texts e.g. similar events in different books such as being an evacuee in <i>Carrie's War</i> and <i>Goodnight Mr Tom</i> .
	Using a selection of themes provided by the teacher (e.g. <i>ambition, fortune, power</i>) identify the most suitable one to act as a one word summary of the story. Justify opinions using evidence from the text.
	Distinguish between statements of fact and opinion within a text e.g. <i>web pages, newspapers.</i>



	<p>Skim to gain an overall sense of the text.</p> <p>Retrieve, record and make notes for different purposes. Understand what is meant by 'in your own words' and when it is appropriate to copy, quote and adapt.</p> <p>Identify how language, structure and presentation contribute to meaning in poetry.</p>
<p>Evaluating the impact of the author's use of language</p>	<p>Explore, recognise and use the term analogy, e.g. <i>Life is like a race. The one who keeps running wins the race and the one who stops to catch a breath loses</i> or <i>Just as a sword is the weapon of a warrior, a pen is the weapon of a writer.</i></p> <p>Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words, phrases and techniques.</p>
<p>Discussion and debate</p>	<p>Build on the views of others courteously, e.g. <i>I agree but also...; That's a thought...maybe...; Yes, and maybe...</i></p> <p>Prepare and deliver a short formal presentation, explaining and discussing their understanding of what they have read.</p> <p>Prepare and use visual aids to support an oral presentation linked to reading, e.g. <i>pictures, props, ICT</i></p> <p>Using Standard English, respond to questions generated by a presentation, re stating the original standpoint and supporting with further information and ideas.</p>