

PROGRESSION IN SKILLS – READING

Lyppard Grange Primary School

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
WORD RECOGNITION	[KEY] Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.	[EXS] Read most words quickly and accurately, without overt sounding and blending (when they have been frequently encountered) and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words.	[KEY] In age-appropriate texts, apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.	[KEY] In age-appropriate texts, apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.	[KEY] In age-appropriate texts, apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.	[KEY] In age-appropriate texts, apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.
	[KEY] Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	[EXS] Read most common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	[KEY] In age-appropriate texts, read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	[KEY] In age-appropriate texts, read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.		
	[KEY] Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.	[EXS] Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.				
	[KEY] Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.					
	Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.	[EXS] Read words containing common suffixes (see English Appendix 1)				
	Apply phonic knowledge and skills as the route to decode words.	Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.				
	Read other words of more than one syllable that contain taught GPCs.	[EXS] Read accurately words of two or more syllables that contain the graphemes taught so far.				
	Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).					
	Re-read these books to build up their fluency and confidence in word reading.					

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
COMPREHENSION	Children should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:	Children should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:	Children should be taught to develop positive attitudes to reading and understanding of what they read by:	Children should be taught to develop positive attitudes to reading and understanding of what they read by:	Children should be taught to maintain positive attitudes to reading and understanding of what they read by:	Children should be taught to maintain positive attitudes to reading and understanding of what they read by:
	[KEY] Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently <i>GDS: and discuss their reading preferences, including favourite authors and genres</i>	[KEY] Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently <i>GDS: make links between the book they are reading and other books they have read</i>	[KEY] Listening to and discussing a range of age-appropriate fiction, poetry, plays, non-fiction and reference books or textbooks	[KEY] Listening to and discussing a wide range of age-appropriate fiction, poetry, plays, non-fiction and reference books or textbooks.	[KEY] Increasing their familiarity with a range of age-appropriate books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.	[KEY] Increasing their familiarity with a wide range of age-appropriate books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
	[KEY] Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics <i>GDS: Confidently retell familiar stories by identifying the key points and discussing their particular characteristics</i>	Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.	Increasing their familiarity with a range of books, including fairy stories, myths and legends, and retelling some of these orally.	Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.	Continuing to read and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks.	Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
	Being encouraged to link what they read, or hear read, to their own experiences.	Discussing the sequence of events in books and how items of information are related.	[KEY] Identifying themes and conventions in a range of books. <i>GDS: and make connections with other texts they have read</i>	[KEY] Identifying and discussing themes and conventions in a wide range of books <i>GDS: and make connections with other texts they have read</i>	[KEY] Identifying and discussing themes and conventions in and across a range of writing <i>GDS: and make connections with other texts they have read</i>	[KEY] Identifying and discussing themes and conventions in and across a wide range of writing <i>GDS: and make connections with other texts they have read</i>
Recognising and joining in with predictable phrases.	Recognising simple recurring literary language in stories and poetry.	Recognising some different forms of poetry [for example, free verse, narrative poetry].	Recognising some features of different forms of poetry [for example, free verse, narrative poetry].	Learning a range of poetry by heart, and recognising some key features	Learning a wider range of poetry by heart and recognising key features.	

	Learning to appreciate rhymes and poems, and to recite some by heart.	Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.	Preparing poems and play scripts to read aloud and to perform, increasingly showing understanding through intonation, tone, volume and action.	Preparing poems and play scripts to read aloud and to perform, showing appropriate understanding through intonation, tone, volume and action.	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.	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 and is able to justify these choices.
	[KEY] Discussing word meanings, linking new meanings to those already known <i>GDS: and correctly using some of these words in context</i>	[EXS] Discussing and clarifying the meanings of words, linking new meanings to known vocabulary. <i>GDS: and using these in a verbal sentence</i>	Using dictionaries to check the meaning of words that they have read.	Using dictionaries to check the meaning of words that they have read, taking context into account		
		Being introduced to non-fiction books that are structured in different ways.	Reading age-appropriate books that are structured in different ways and reading for a range of purposes.	Reading age-appropriate books that are structured in different ways and reading for a range of purposes.	Reading age-appropriate books that are structured in different ways and reading for a range of purposes.	Reading age-appropriate books that are structured in different ways and reading for a range of purposes.
		Discussing their favourite words and phrases.	[KEY] Discussing words and phrases that capture the reader's interest and imagination <i>GDS: commenting on authorial intent</i>	[KEY] Discussing how words and phrases have captured the reader's interest and imagination. <i>GDS: commenting on authorial intent</i>		
					Recommending books that they have read to their peers, beginning to give reasons for their choices.	Recommending books that they have read to their peers, giving reasons for their choices.
					Making comparisons within and across books.	Making reasoned comparisons within and across books.
COMPREHENSION	Children should be taught to understand both the books that they can already read accurately and fluently and those that they listen to by:	Children should be taught to understand both the books that they can already read accurately and fluently and those that they listen to by:	Children should be taught to understand what they read, in books they can read independently by:	Children should be taught to understand what they read, in books they can read independently by:	Children should be taught to understand what they read by:	Children should be taught to understand what they read by:
	[KEY] Checking that the text makes sense to them as they read and correcting inaccurate reading <i>GDS: consistently and accurately</i>	[EXS] Checking that the text makes sense to them as they read and correcting inaccurate reading. <i>GDS: and identify the effect</i>	[KEY] Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context <i>GDS: and identifying the effect</i>	[KEY] Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context, justifying some of these choices <i>GDS: and identifying the effect</i>	[KEY] Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context, justifying these choices <i>GDS: and identifying the effect</i>	[KEY] Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context, commenting on authorial choices <i>GDS: and identifying the effect</i>
	[KEY] Discussing the significance of the title and events <i>GDS: and relate this to other books they have read</i>	[EXS] Explaining what has happened so far in what they have read <i>GDS: in event order</i>	[KEY] Identifying main ideas drawn from more than one paragraph and summarising these <i>GDS: and justify choices</i>	[KEY] Consistently identifying main ideas drawn from more than one paragraph and summarising these <i>GDS: and justify choices</i>	[KEY] Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas <i>GDS: and justify and explain choices</i>	[KEY] Concisely summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas <i>GDS: and justify and explain choices</i>
	[KEY] Predicting what might happen on the basis of what has been read so far <i>GDS: and justifying their choices</i>	[KEY] Predicting what might happen on the basis of what has been read so far. <i>GDS: Essential for GDS</i>	Predicting what might happen from details stated and implied.	Predicting what might happen from details stated and implied, with increasing reference to the text.	Predicting what might happen from details stated and implied and justifying these with evidence.	Predicting what might happen from details stated and implied and consistently justifying these with evidence from across the text.
	[KEY] Making inferences on the basis of what is being said and done <i>GDS: and find some evidence to support these inferences</i>	[EXS] Making inferences on the basis of what is being said and done. <i>GDS: Make inferences in a book they can read independently</i>	[KEY] Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and often justifying inferences with evidence <i>GDS: and identify the effect on the reader</i>	[KEY] Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and consistently justifying inferences with evidence <i>GDS: and identify the effect on the reader</i>	[KEY] Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence <i>GDS: and identify the effect on the reader</i>	[KEY] Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, justifying inferences with evidence and explaining these choices <i>GDS: and identify the effect on the reader</i>
	Drawing on what they already know or on background information and vocabulary provided by the teacher.	Drawing on what they already know or on background information and vocabulary provided by the teacher.	[KEY] Identifying how elements of language, structure, and presentation contribute to meaning <i>GDS: and identify how readers could be influenced by this</i>	[KEY] Identifying how language, structure, and presentation contribute to meaning <i>GDS: and identify how readers could be influenced by this</i>	[KEY] Identifying how language, structure and presentation contribute to meaning <i>GDS: and identify how readers could be influenced by this</i>	[KEY] Identifying how language, structure and presentation contribute to meaning in both fiction and non-fiction <i>GDS: and identify how readers could be influenced by this</i>
		[EXS] Answering and asking questions <i>GDS: making reference to the text</i>	[KEY] Asking simple questions to improve their understanding of a text <i>GDS: and questions are discerning, showing a critical understanding of the text</i>	[KEY] Asking relevant questions to improve their understanding of a text <i>GDS: and questions are discerning, showing a critical understanding of the text</i>	[KEY] Asking insightful questions to improve their understanding <i>GDS: and questions are discerning, showing a critical understanding of the text</i>	[KEY] Asking insightful questions which demonstrate their understanding <i>GDS: and questions are discerning, showing a critical understanding of the text</i>
			[KEY] Retrieve and record information from non-fiction <i>GDS: identifying the most important points</i>	[KEY] Retrieving and recording information from non-fiction, in own words <i>GDS: identifying the most important points</i>	[KEY] Retrieving, recording and presenting information from non-fiction, in own words <i>GDS: identifying the most important points</i>	[KEY] Retrieving, concisely recording and presenting information from non-fiction, in own words <i>GDS: identifying the most important points</i>
	Participate in discussion about what is read to them, taking turns and listening to what others say.	Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say	Participate 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.	Participate in discussion about both books that are read to them and those they can read for themselves, taking turns, listening to what others say and responding to their comments.	Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.	Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously with reasoned arguments.

	Explain clearly their understanding of what is read to them	Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.			Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and beginning to use notes where necessary.	Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
					[KEY] Provide reasoned justifications for their views <i>GDS: and adjust these, where necessary, in response to additional evidence</i>	[KEY] Provide reasoned justifications for their views, drawing evidence from across a text <i>GDS: and adjust these, where necessary, in response to additional evidence</i>
					[KEY] Discuss and evaluate how authors use language, including figurative language (such as similes, metaphors and alliteration), considering the impact on the reader <i>GDS: commenting on authorial intent</i>	[KEY] Discuss and evaluate how authors use language, including the full range of figurative language, considering the impact on the reader <i>GDS: commenting on authorial intent</i>
					Distinguish between statements of fact and opinion.	Distinguish between statements of fact and opinion and recognise bias.