Reading Skills Progression (Updated March 2022)

St Paul's Cray CE Primary School

In order to ensure broad and balanced coverage, we follow these principles:

- Encouraging a love of reading; Reading for purpose, reading for pleasure.
- High expectations of pupils.
- A range of quality texts, that where possible link to other areas of the curriculum.
- Pupils learn reading skills (content domain) and embed them as the progress through the school.

Area of Study:	3-4 Year Olds	Reception	Early Learning Goal
Phonics and Decoding	Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in words • recognise words with the same initial sound, such as money and mother	Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by soundblending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Common Exception Words		Read a few common exception words matched to the school's phonic programme.	To read some common irregular words.
Fluency	Understand the five key concepts about print: • print has meaning • the names of different parts of a book • print can have different purposes • page sequencing • we read English text from left to right and from top to bottom	Blend sounds into words, so that they can read short words made up of letter-sound correspondences	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Understanding and Correcting Inaccuracies	Enjoy listening to longer stories and can remember much of what happens. Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.	Listen to and talk about stories to build familiarity and understanding. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

Comparing, Contrasting and Commenting	Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.	Compare and contrast characters from stories, including figures from the past. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Anticipate (where appropriate) key events in stories. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
Words in Context	Use a wider range of vocabulary. Engage in extended conversations about stories, learning new vocabulary.	Learn new vocabulary. Use new vocabulary throughout the day. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play
Inference and Prediction	Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"		Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Anticipate (where appropriate) key events in stories.
Poetry and Performance	Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. Remember and sing entire songs. Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs. Create their own songs, or improvise a song around one they know.	Engage in story times. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Learn rhymes, poems and songs. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play.	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Make use of props and materials when role playing characters in narratives and stories. Invent, adapt and recount narratives and stories with their peers and their teacher. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.
Non-Fiction	Engage in non-fiction books. Listen to and talk about selected		Offer explanations for why things might happen, making use of recently

	non-fiction to develop a deep familiarity with new knowledge and vocabulary.		introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

YEAR 1		
Learning Experiences: Daily Phonics, Daily Reading, Air Reading		
KS1 National Curriculum		
Areas of Study:		KS1 Content Domain
Decoding	•apply phonic knowledge to decode words •speedily read all 40+ letters/groups for 40+ phonemes •read accurately by blending taught GPC •read common exception words •read common suffixes (-s, -es, -ing, -ed, etc.) •read multisyllable words containing taught GPCs •read contractions and understanding use of apostrophe •read aloud phonically-decodable texts	
Range of Reading	•listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently •being encouraged to link what they read or hear read to their own experiences	
Familiarity with Texts	*becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics *recognising and joining in with predictable phrases	1b Identify and explain key features of fiction and non-fiction texts, such characters, events, titles information.
Poetry and Performance	*learning to appreciate rhymes and poems, and to recite some by heart	
Word Meanings	*discussing word meanings, linking new meanings to those already known	1a Draw on knowledge of Vocabulary to understand texts.
Understanding	*drawing on what they already know or on background information and vocabulary provided by the teacher *checking that the text makes sense to them as they read and correcting inaccurate reading	1c Identify and explain the sequence of events in texts.
Inference	*discussing the significance of the title and events *making inferences on the basis of what is being said and done	1d Make inferences from the text.
Prediction	*predicting what might happen on the basis of what has been read so far	1e Predict what might happen on the basis of what has been read so far.
Authorial Intent		
Non-Fiction		
Discussing Reading	*participate in discussion about what is read to them, taking turns and listening to what others say *explain clearly their understanding of what is read to them	

YEAR 2		
Learning Experiences: Daily Phonics, Daily Reading, Air Reading		
KS1 National Curriculum		
Areas of Study:		KS1 Content Domain
Decoding	*secure phonic decoding until reading is fluent *read accurately by blending, including alternative sounds for graphemes *read multisyllable words containing these graphemes *read common suffixes *read exception words, noting unusual correspondences *read most words quickly & accurately without overt sounding and blending	
Range of Reading	*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	
Familiarity with Texts	*becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales *recognising simple recurring literary language in stories and poetry	1b Identify and explain key features of fiction and non-fiction texts, such characters, events, titles information.
Poetry and Performance	*continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	
Word Meanings	*discussing and clarifying the meanings of words, linking new meanings to known vocabulary *discussing their favourite words and phrases	1a Draw on knowledge of Vocabulary to understand texts.
Understanding	*discussing the sequence of events in books and how items of information are related *drawing on what they already know or on background information and vocabulary provided by the teacher *checking that the text makes sense to them as they read and correcting inaccurate reading	1c Identify and explain the sequence of events in texts.
Inference	*making inferences on the basis of what is being said and done *answering and asking questions	1d Make inferences from the text.
Prediction	*predicting what might happen on the basis of what has been read so far	1e Predict what might happen on the basis of what has been read so far.
Authorial Intent		
Non-Fiction	*being introduced to non-fiction books that are structured in different ways	
Discussing Reading	*participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say *explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	

LKS2/YEARS 3 and 4		
Learning Experiences: Daily Phonics, Daily Reading, Air Reading		
KS2 National Curriculum		
Areas of Study:		KS2 Content Domain
Decoding	*apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet *read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	
Range of Reading	*listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *reading books that are structured in different ways and reading for a range of purposes	
Familiarity with Texts	*increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally *identifying themes and conventions in a wide range of books	2b Retrieve and record information/identify key details from fiction and non-fiction.
Poetry and Performance	*preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action *recognising some different forms of poetry	
Word Meanings	*using dictionaries to check the meaning of words that they have read	2a Give and explain the meaning of words in context.
Understanding	*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context *asking questions to improve their understanding of a text *identifying main ideas drawn from more than one paragraph and summarising these	2c Summarise main ideas from more than one paragraph.
Inference	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	2d Make inferences from the text/explain and justify inferences with evidence from the text.
Prediction	*predicting what might happen from details stated and implied	2e Predict what might happen from details stated and implied.
Authorial Intent	*discussing words and phrases that capture the reader's interest and imagination *identifying how language, structure, and presentation contribute to meaning	2g Identify/explain how meaning is enhanced through choice of words.
Non-Fiction	*retrieve and record information from non-fiction	2h Make comparisons within the text.
Discussing Reading	*participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	2f Identify/explain how information/narrative content is related and contributes to meaning as a whole.

Learning Experiences: Daily Phonics, Daily Reading, Air Reading		
KS2 National Curriculum		
Areas of Study:		**KS2 Content Domain**
Decoding	*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.	
Range of Reading	*continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *reading books that are structured in different ways and reading for a range of purposes *making comparisons within and across books	
Familiarity with Texts	*increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions *identifying and discussing themes and conventions in and across a wide range of writing	2b Retrieve and record information/identify key details from fiction and non-fiction.
Poetry and Performance	*learning 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	
Word Meanings		2a Give and explain the meaning of words in context.
Understanding	* checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context *asking questions to improve their understanding *summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas	2c Summarise main ideas from more than one paragraph.
Inference	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	2d Make inferences from the text/explain and justify inferences with evidence from the text.
Prediction	*predicting what might happen from details stated and implied	2e Predict what might happen from details stated and implied.
Authorial Intent	*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	2g Identify/explain how meaning is enhanced through choice of words.
Non-Fiction	*distinguish between statements of fact and opinion *retrieve, record and present information from nonfiction	2h Make comparisons within the text.
Discussing Reading	*recommending books that they have read to their peers, giving reasons for their choices *participate in discussions about books, building on their own and others' ideas and challenging views courteously *explain and discuss their understanding of what they have read, including through formal presentations and debates, *provide reasoned justifications for their views	2f Identify/explain how information/narrative content is related and contributes to meaning as a whole.