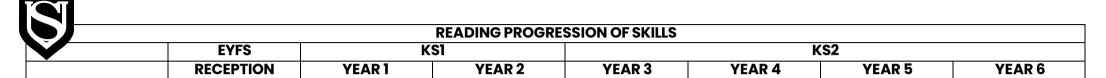
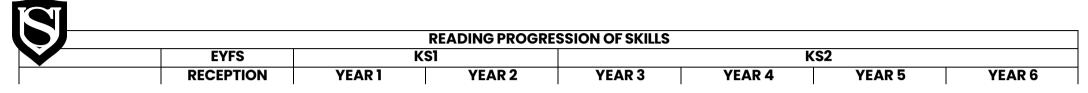


Phonics and	Say a sound for	To apply phonic	To continue to apply	To use their	To read most	To read most	To read fluently
Decoding	each letter in the	knowledge and	phonic	phonic	words fluently and	words fluently and	with full knowledge
· ·	alphabet and at	skills as the route	knowledge and	knowledge to	attempt to decode	attempt to decode	of all Y5/ Y6
	least 10 digraphs.	to decode words.	skills as the route	decode quickly	any unfamiliar	any unfamiliar	exception words,
			to decode words	and accurately	words with	words with	root words, prefixes,
	Read words	To blend sounds in	until automatic	(may still need	increasing speed	increasing speed	suffixes/word
	consistent	unfamiliar words	decoding has	support to read	and skill.	and skill,	endings and to
	with their phonic	using the GPCs	become	longer unknown		recognising their	decode any
	knowledge by	that they have	embedded and	words).	To apply their	meaning through	unfamiliar words
	sound- blending.	been taught.	reading is fluent.		knowledge of root	contextual cues.	with increasing
				To apply their	words, prefixes and	To apply their	speed and skill,
	Read aloud simple	To respond	To read accurately	growing	suffixes/word	growing knowledge	recognising their
	sentences and	speedily, giving	by blending the	knowledge of	endings to read	of root words,	meaning through
	books that are	the correct sound	sounds in	root words and	aloud fluently.	prefixes and	contextual cues.
	consistent with	to graphemes for	words that	prefixes,		suffixes/ word	
	their phonic	all of the 40+	contain the	including in-,im-,		endings, including	
	knowledge,	phonemes.	graphemes	il-, ir-,dis-,		- sion, - tion, -cial, -	
	including some		taught so far,	mis-, un-, re-,		tial, -ant/-ance/-	
	common	To read words	especially	sub-, inter-,		ancy, -ent/-	
	exception words.	containing	recognising	super-, anti- and		ence/- ency, -	
		taught GPCs.	alternative sounds	auto-to begin to		able/-ably and -	
		To read words	for graphemes.	read aloud.*		ible/ibly, to read	
		containing -s, -es,				aloud fluently.	
		- ing, -ed and -est	To accurately read	To apply their			
		endings.	most words of two or	growing			
			more syllables.	knowledge of			
		To read words with		root words and			
		contractions, e.g.	To read most	suffixes/word			
		I'm, I'll and we'll. To	words	endings,			
		read Y1 common	containing	including- ation,			
		exception words,	common	-ly, -ous, - ture,			
		noting unusual	suffixes.	-sure, -sion, -tion,			
		correspondences		- ssion and -cian,			
		between spelling		to begin to read			
		and sound and		aloud.			
		where					

READING PROGRESSION OF SKILLS											
	EYFS KS1 KS2										
	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6				
		these occur in									
		words.									



Common	To read some	To read Y1	To read most Y1	To begin to	To read all Y3/Y4	To begin to read	To read most
<b>Exception Words</b>	common irregular	common	and Y2 common	read Y3/Y4	exception words,	most Y5/ Y6	Y5/Y6 exception
	words.	exception words,	exception words,	exception	discussing the	exception words,	words, discussing
		noting unusual	noting unusual	words.	unusual	discussing the	the unusual
		correspondences	correspondences		correspondences	unusual	correspondences
		between spelling	between spelling			correspondences	between spelling
		and sound and	and sound and			between spelling	and sound and
		where	where these occur			and sound and	where these occur
		these occur in	in the word.			where these occur	in the word.
		words.				in the word.	
Fluency	Read aloud simple	To accurately read	To read aloud		• 1	skills should be takir	0 1
	sentences and	texts that are	books (closely	•		cifically. Any focus on	word reading should
	books that are	consistent with	matched to their	support the develo	pment of vocabulary.		
	consistent with	their developing	improving phonic				
	their phonic	phonic knowledge,	knowledge),				
	knowledge,	that do not require	sounding out				
	including some	them to use other	unfamiliar words				
	common	strategies to work	accurately,				
	exception words.	out words.	automatically				
		To reread texts to	and without				
		build up fluency	undue hesitation.				
		and confidence in	To reread these books to build up				
		word reading.	fluency and				
			confidence in				
			word reading.				
			word reading.				
			To read words				
			accurately and				
			fluently without				
			overt sounding				
			and blending, e.g.				
			at over 90 words				
			per minute, in age-				
			appropriate texts.				



Understandin	Demonstrate	To check that a	To show	
g and	understanding of	text makes sense	understanding by	
Correcting	what has been	to them as they	drawing on what	
Inaccuracies	read to them by	read and to self-	they already know	
	retelling stories	correct.	or on background	
Clarifying	and narratives		information and	
Clarifying?	using their own		vocabulary	
	words and		provided by the	
	recently		teacher.	
	introduced			
	vocabulary.		To check that the	
			text makes sense	
			to them as they	
			read and to	
			correct	
			inaccurate	
			reading.	

			<b>READING PROGRE</b>	SSION OF SKILLS			
	EYFS	K	<b>(S1</b>		K	(S2	
·	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6

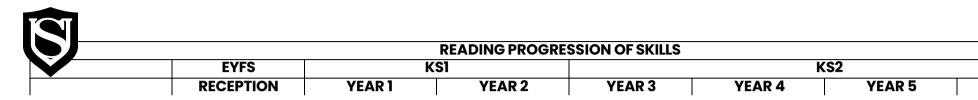
Comparing,	Listen attentively	To listen to and	To participate in	To recognise,	To discuss and	To read a wide	To read for
Contrasting and	and respond to	discuss a wide	discussion about	listen to and	compare texts	range of genres,	pleasure,
Commentating	what they hear	range of fiction,	books, poems and	discuss a wide	from a wide variety	identifying the	discussing,
	with relevant	non-fiction and	other works that	range of fiction,	of genres and	characteristics of	comparing and
	questions,	poetry at a level	are read to them	poetry, plays,	writers. To read for	text types (such as	evaluating in depth
	comments and	beyond that at	(at a level beyond	non-fiction and	a range of	the use of the first	across a wide
	actions when	which they can	at which they can	reference books	purposes.	person in writing	range of genres,
	being read to and	read	read	or textbooks.	To identify themes	diaries and	including myths,
	during whole class	independently.	independently)		and conventions in	autobiographies)	legends, traditional
	discussions and		and those that	To use	a wide range of	and differences	stories, modern
	small group	To link what they	they can read for	appropriate	books. To refer to	between text types.	fiction, fiction from
	interactions.	have read or have	themselves,	terminology	authorial style,		our literary
		read to them to	explaining their	when discussing	overall themes	To participate in	heritage and books
	Offer explanations	their own	understanding	texts (plot,	(e.g. triumph of	discussions about	from other cultures
	for why things	experiences.	and expressing	character,	good over evil)	books that are	and traditions.
	might happen,		their views.	setting).	and features (e.g.	read to them and	
	making use of	To retell familiar	To become		greeting in letters,	those they can	To recognise more
	recently	stories in increasing	increasingly		a diary written in	read for	complex themes in
	introduced	detail.	familiar with and to		the first person or	themselves,	what they read
	vocabulary from		retell a wide range		the use of	building on their	(such as loss or
	stories, non-	To join in with	of stories, fairy		presentational	own and others'	heroism).
	fiction, rhymes	discussions about	stories and		devices such as	ideas and	
	and poems when	a text, taking turns	traditional tales.		numbering and	challenging views	To explain and
	appropriate.	and listening to	To discuss the		headings).	courteously.	discuss their
		what others say.	sequence of events		To identify how		understanding of
	Anticipate (where		in books and how		language, structure	To identify main	what they have
	appropriate) key	To discuss the	items of		and presentation	ideas drawn from	read, including
	events in stories.	significance of titles	information are		contribute to	more than one	through formal
	Demonstrate	and events.	related.		meaning.	paragraph and to	presentations and
	understanding of		To recognise			summarise these.	debates,
	what has been		simple recurring		To identify	To recommend	maintaining a
	read to them by		literary language		main ideas	texts to peers	focus on the topic
	retelling stories		in stories and		drawn from	based on	and using notes
	and narratives		poetry.		more than one	personal choice.	where necessary.
	using their own				paragraph and		·
	words and		To ask and answer		summarise		To listen to

			READING PROGRESS	SION OF SKILLS	5				
	EYFS		KS1	KS2					
· ·	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6		
	recently		questions about a		these.		guidance and		
	introduced		text.				feedback on the		
	vocabulary.						quality of their		
			To make links				explanations and		
			between the text				contributions to		
			they are reading				discussions and to		
			and other texts				make		
			they have read (in				improvements		
			texts that				when participating		
							in		
							discussions.		

		READING PROGRES	SSION OF SKILLS			
EYFS		KS1				
RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
		they can read				
		independently).				To draw out key
						information and to
						summarise the mai
						ideas in a text.
						To distinguish
						independently
						between
						statements of fact
						and opinion,
						providing
						reasoned
						justifications for
						their views.
						To compare
						characters,
						settings and
						themes within a
						text and across
						more than one

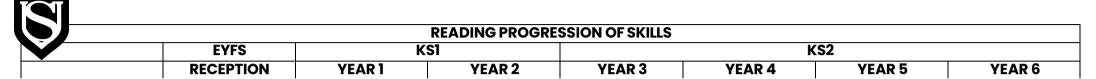
text.

			<b>READING PROGRE</b>	SSION OF SKILLS					
	EYFS	K	<b>(S1</b>	KS2					
·	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6		
Word in Context	Offer explanations		To discuss and	To check that the	Discuss vocabulary	To discuss	To analyse and		
and Authorial	for why things		clarify the	text makes sense	used to capture	vocabulary used by	evaluate the use		
Choice	might happen,		meanings of words,	to them,	readers' interest	the author to	of language,		
	making use of		linking new	discussing their	and imagination.	create effect	including		
	recently		meanings to known	understanding		including figurative	figurative		
	introduced		vocabulary.	and explaining		language.	language and how		
	vocabulary from		To discuss their	the meaning of			it is used for effect		
	stories, non-		favourite words and	words in context.		To evaluate the	using technical		
	fiction, rhymes		phrases.			use of authors'	terminology such		
	and poems when			To discuss		language and	as metaphor,		
	appropriate.			authors' choice		explain how it has	simile, analogy,		
				of words and		created an impact	imagery, style		
	Demonstrate			phrases for		on the reader.	and effect.		
	understanding of			effect.					
	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.						
	Offer explanations	To begin to make	To make	To ask and	To draw inferences	To draw	To consider different
	for why things might happen,	simple inferences. To predict what	inferences on the basis of what is	answer questions	from characters' feelings, thoughts	inferences from characters'	accounts of the same event
	making use of	might happen on	being said and	appropriately,	and motives that	feelings, thoughts	and to discuss
	recently	the basis of what	done.	including some	justifies their	and motives.	viewpoints (both
i	introduced	has been read so		simple inference	actions,		of authors and of
	vocabulary from	far.	To predict what	questions based	supporting their	To make	fictional
	stories, non-		might happen on	on characters'	views with	predictions based	characters).
	fiction, rhymes		the basis of what	feelings,	evidence from the	on details stated	T
	and poems when appropriate.		has been read so far in a text.	thoughts and motives.	text.	and implied, justifying them in	To discuss how characters
	арргорпасо.		rai iira toxta	To justify	To justify	detail with	change and
	Anticipate			predictions using	predictions from	evidence from the	develop through
	(where			evidence from	details stated and	text.	texts by
	appropriate)			the text.	implied.		drawing
	key events in					To continually	inferences
	stories.					show an awareness of	based on indirect clues.
						audience when	manect clues.
						reading out loud	
						using intonation,	
						tone, volume and	
						action.	

YEAR 6



Poetry and	Demonstrate	To discuss word	To continue to	To prepare and	To recognise and	To continually	To confidently
Performance	understanding of	meaning and link	build up a	perform poems	discuss some	show an	perform texts
	what has been	new meanings to	repertoire of	and play scripts	different forms of	awareness of	(including
	read to them by	those already	poems learnt by	that show some	poetry (e.g. free	audience when	poems learnt by
	retelling stories	known.	heart,	awareness of	verse or narrative	reading out loud	heart) using a
	and narratives		appreciating	the audience	poetry).	using intonation,	wide range of
	using their own		these and reciting	when reading		tone, volume and	devices to
	words and recently		some with	aloud.	To prepare and	action.	engage the
	introduced		appropriate		perform poems		audience and for
	vocabulary.		intonation to	To begin to use	and play scripts		effect.
			make the	appropriate	with appropriate		
	Demonstrate		meaning clear.	intonation and	techniques		
	understanding of			volume when	(intonation, tone,		
	what has been			reading aloud.	volume and		
	read to them by				action) to show		
	retelling stories				awareness		
	and narratives				of the audience		
	using their own				when reading aloud.		
	words and recently						
	introduced vocabulary.						
Non-Fiction	Offer explanations		To recognise that	To retrieve and	To use all of the	To use knowledge	To retrieve,
	for why things		non- fiction books	record	organisational	of texts and	record and
	might happen,		are often structured	information from	devices available	organisation	present
	making use of		in different ways.	non- fiction	within a non-	devices to retrieve,	information from
	recently			texts.	fiction text to	record and	non-fiction texts.
	introduced				retrieve, record	discuss	
	vocabulary from				and discuss	information from	To use non-fiction
	stories, non-				information.	fiction and non-	materials for
	fiction, rhymes					fiction texts.	purposeful
	and poems when				To use dictionaries		information
	appropriate.				to check the		retrieval (e.g. in
					meaning of words		reading history,
	Use and understand				that they have		geography and
	recently introduced				read.		science) and in
	vocabulary during						contexts where

	READING PROGRESSION OF SKILLS											
	EYFS	K	<b>S1</b>		KS2							
•	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6					
	discussions about						pupils are					
	stories, non-fiction,						genuinely					
	rhymes						motivated to find					
	and poems and						out information					
	during role play.						(e.g. reading					
							information					
							leaflets before a					
							gallery)					