



Overview of Progression of reading skills.

Over the academic year, the skills below that are the focus for a specific year group are revisited time and time again using a more demanding text.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Word Reading: Develop their phonological awareness to:</p> <ul style="list-style-type: none"> ➤ Spot rhymes in familiar stories and poems. ➤ Able to complete a rhyming string. ➤ Recognise and use rhyme in daily conversation. ➤ Count or clap syllables in a word. ➤ Begin to sound buttons to identify how many sounds are in a word. ➤ Use sound buttons to segment and read words. ➤ Recognise words with the same initial sound. ➤ Can supply words with the same initial sound for phase 2 single sounds. ➤ Can identify words containing the same digraph or trigraph e.g. ay- may, day, play. <p>ELG Reading Say a sound for each letter in the alphabet and at least 10 digraphs</p> <p>ELG Reading Read words consistent with their phonic knowledge by sound-blending.</p> <p>ELG Reading Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Comprehension:</p> <ul style="list-style-type: none"> ➤ Asks questions about stories. ➤ Repeat words and phrases from familiar stories. 	<p>Review Reception content.</p> <p><i>Reading for meaning is at the heart of Y1 Guided Reading – this is a vehicle to teach reading skills and comprehension skills.</i></p> <ul style="list-style-type: none"> ➤ Read age-appropriate books with some fluency (show some awareness for punctuation when reading) ➤ Skimming and scanning (You Choose) ➤ Find and Point to... (visuals/words) ➤ Teaching pupils to infer/ justify their answers through scaffolded / modelled answer stems using both pictures and texts (I think ____ because) ➤ Beginning to develop an understanding for true/ false through a variety of questions (within English and across the curriculum) ➤ Beginning to sequence events through modelled responses ➤ Guided retrieval activities using question stems from the KS1 curriculum ➤ Pupils begin to develop stamina and resilience (prepared to persevere with all texts) reading longer age-appropriate texts with fluency. ➤ Pupils apply their knowledge of taught phonic skills in shared and independent reading. 	<p>Review year 1 content.</p> <p><i>Reading for meaning is at the heart of Y2 Guided Reading – this is a vehicle to teach reading skills and comprehension skills.</i></p> <ul style="list-style-type: none"> ➤ Maintain fluency whilst reading age-appropriate books at speed (showing awareness of the function of punctuation when reading, some intonation) ➤ ‘Find and point’ skimming and scanning is developed to ‘Find and Copy’ where children can identify writer’s choice of language demonstrating an understanding of writer/ reader relationship. ➤ Pupils develop their skills to infer/ justify their opinion as the texts presented display more complex plots. ➤ Pupils develop retrieval skills where questions increase in difficulty (word substitutions) ➤ Over the academic year, pupils independently summarise the general gist of what they are reading in various forms. ➤ Pupils develop stamina and resilience (prepared to persevere with all texts) reading longer age-appropriate texts with fluency. ➤ Pupils display and demonstrate (verbally first and later in a written form) a greater understanding of inference ➤ Pupils develop a deeper understanding of a wider range of vocabulary. 	<p>Review year 2 content.</p> <p><i>Reading for meaning is at the heart of Y3 Guided Reading – this is a vehicle to teach reading skills and comprehension skills.</i></p> <ul style="list-style-type: none"> ➤ Read age-appropriate books fluently and accurately using intonation ➤ Pupils show stamina and resilience (prepared to persevere with all texts) reading longer age-appropriate texts with fluency. ➤ Over the academic year, pupils develop a more controlled skill of summarising the gist of what they have read (verbally and in the written form). ➤ As the demand of text increases, pupils are challenged to discuss the meaning of words within texts. ➤ Teachers scaffold frames to support pupils to find evidence to support their points (using Impression/ Evidence through PE, PE) ➤ Pupils develop a stronger understanding of the need to be precise with their answers. ➤ Pupils are encouraged and guided to compare what they have read to previous texts and justify these similarities and differences. ➤ Pupils further develop their understanding of true and false and display this across the curriculum. ➤ Texts chosen support pupils to further develop prediction skills (based on what is stated/ implied) 	<p>Review year 3 content.</p> <p><i>Reading for meaning is at the heart of Y4 Guided Reading – this is a vehicle to teach reading skills and comprehension skills.</i></p> <ul style="list-style-type: none"> ➤ Shows stamina whilst reading age-appropriate books fluently and accurately whilst retaining speed (using intonation) ➤ Pupils apply a more controlled skill of summarising the gist of what they have read (verbally and in the written form). ➤ As the demand of text increases, pupils are challenged to discuss the meaning of words within texts. ➤ Pupils are able to find evidence to support their points (using Impression/ Evidence through PE, PE) ➤ Pupils’ answers precision. ➤ Pupils are able to compare what they have read to previous texts and justify these similarities and differences. ➤ Pupils apply an understanding of true and false and display this across the curriculum. ➤ Texts chosen support pupils to further develop prediction skills (based on what is stated/ implied) ➤ Pupils’ writing displays an understanding of the writer/ reader relationship ➤ Pupils apply these developed reading skills across a wider range of fiction; non-fiction and poetry. They are confident 	<p>Review year 4 content.</p> <p><i>Reading for meaning is at the heart of Y5 Guided Reading – this is a vehicle to teach reading skills and comprehension skills.</i></p> <ul style="list-style-type: none"> ➤ Shows stamina whilst reading age-appropriate books fluently and accurately whilst retaining speed (using intonation) ➤ Pupils’ verbal and written responses to questions display precision and an awareness of understanding the expectations of the question. ➤ Pupils can discuss the difference between fact and opinion across a range of texts (including the wider curriculum) ➤ Pupils can summarise with ease across more than one paragraph and can express their opinion of what they have read (with reference to the text where appropriate) ➤ Pupils can apply their retrieval skills across a wide range of age-appropriate children’s literature. ➤ Pupils select evidence from the text with ease and precision when justifying their opinions. ➤ Pupils are confident when verbally challenging each other discussing themes that emerge from high-quality texts. ➤ Pupils understand how more demanding texts are organised and can discuss features of texts with confidence. 	<p>Review year 5 content.</p> <p><i>Reading for meaning is at the heart of Y6 Guided Reading – this is a vehicle to teach reading skills and comprehension skills.</i></p> <ul style="list-style-type: none"> ➤ Shows stamina whilst reading age-appropriate books fluently and accurately whilst retaining speed (using intonation) ➤ Pupils in year 6 apply what they have learned to more complex writing – specifically texts that they may not ordinarily choose to read. ➤ Texts chosen deliberately generate more ‘meaty’ discussions where pupils can debate contemporary issues. ➤ Pupils demonstrate independence when researching – showing a real understanding of reading. ➤ Pupils demonstrate retrieval skills across the curriculum at the same standard as in English sessions. ➤ Pupils compare and contrast characters, settings and themes in a verbal and written form with conscious control over their responses. ➤ Pupils support their reading responses with an understanding for the technical terms that an author uses. In turn, children can use what they have read in their writing. ➤ Pupils select evidence with ease to justify their opinions



<ul style="list-style-type: none"> ➤ Repeat new vocabulary in a context of a story. ➤ Has favourite books and seeks them out, to share with an adult. ➤ Answer questions about a text that has been read to them. ➤ Begin to predict what might happen next in a story. ➤ Begin to use modelled vocabulary during role play for example in the Small World. ➤ Seeks familiar texts or stories to re-read in the book area. Requests favourite stories and poems for example during Vote for a story. ➤ Can share a favourite book with a peer, retelling the story in their own way repeating known phrases from the text. <p>ELG Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>ELG Comprehension Anticipate – where appropriate – key events in stories.</p> <p>ELG Comprehension ➤ Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>		<ul style="list-style-type: none"> ➤ Pupils begin to understand how texts are presented and can follow the text (sub headings, title, captions) 	<ul style="list-style-type: none"> ➤ Pupils further develop their understanding of the writer/reader relationship and this begins to show in their own writing ➤ Pupils apply these developed reading skills across a wider range of fiction; non-fiction and poetry. They are confident at applying these skills when they read texts across the curriculum that are unseen. ➤ Pupils develop an understanding of how texts are presented and can follow the text (sub headings, title, captions) 	<p>at applying these skills when they read texts across the curriculum that are unseen</p> <ul style="list-style-type: none"> ➤ Pupils begin to compare and contrast the content of a text and can track characters throughout. ➤ Pupils understand how texts are organised and can discuss features of texts with confidence. 		<p>when faced with an inference activity.</p> <ul style="list-style-type: none"> ➤ Pupils demonstrate agility when reading across various different forms of texts and are not fazed by longer extracts. ➤ Pupils summarise quickly and develop an opinion of what they have read. They are prepared to challenge their peers with justified responses. ➤ Pupils can comment on how narrative content and non-fiction content are organised and discuss reasons for this.
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