

Reading Skills and Knowledge Progression map



Reading Skill	EYFS	KS1		KS2			
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading for Pleasure							
Reading for Pleasure	<p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Learn rhymes, poems and songs.</p>	<p>I enjoy listening to a range of stories, poems and non-fiction read to me.</p> <p>I enjoy reading different books and talking about them.</p> <p>I am beginning to explain what type of books I like and dislike.</p>	<p>I enjoy listening to a range of stories, classic, contemporary poetry and non-fiction.</p> <p>I chose to read different books and enjoy sharing them.</p> <p>I am able to explain what types of books I like and dislike and why.</p>	<p>I can enjoy listening to, reading and discussing a wide range of fiction, poetry, plays, non-fiction and reference books.</p> <p>I can discuss books written by a familiar author.</p> <p>I can read a range of books, including fairy stories, myths and legends, and retelling some of these orally with increasing familiarity.</p>	<p>I can enjoy listening to, reading and discussing a wide range of fiction, poetry, plays, non-fiction and reference books.</p> <p>I can talk about books by a familiar author and explain why I like or dislike them.</p> <p>I can read a range of books, including fairy stories, myths and legends, and retelling some of these orally with increasing familiarity.</p>	<p>I enjoy continuing to read and discuss an increasingly wide range of texts (fiction, poetry, plays, non-fiction books) to read for a range of purposes.</p> <p>I can read a wide range of books, including myths, legends and traditional tales, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p> <p>I can select and read books written by a favourite author.</p> <p>I can recommend and comment positively on texts that I have read.</p>	<p>I enjoy continuing to read and discuss an increasingly wide range of texts (fiction, poetry, plays, non-fiction books) to read for a range of purposes.</p> <p>I can read a wide range of books, including myths, legends and traditional tales, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p> <p>I can select and read books written by a favourite author.</p> <p>I can recommend authors and texts to others and give reasons for my choices.</p>

Reading Skill	EYFS	KS1		KS2			
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Reading - Word Reading							
Phonics and Decoding	<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words.</p> <p>ELG: Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>To read words containing taught GPCs.</p> <p>To read words with one or more syllable.</p> <p>To read multisyllabic words containing taught letter / sound correspondences.</p> <p>To read words containing –s, -es, -ing, -ed and –est endings.</p> <p>To read words with <i>contractions, e.g. I'm, I'll and we'll.</i></p> <p>Read aloud a phonetically decodable text.</p>	<p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables.</p> <p>To read most words containing common suffixes.</p>	<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer words).</p> <p>To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.</p> <p>To apply their growing knowledge of root words and suffixes / word endings, including –ation, -ly, -ous, -ture, -sure, -sion, -tion, -sion and –cian, to begin to read aloud.</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes / word endings to read aloud fluently.</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual clues.</p> <p>To apply their growing knowledge of root words, prefixes and suffixes / word endings, including –sion, -tion, -cial, -tial, -ant /-ance /-ancy, -ent /-ence /-ency, -able /-ably and –ible /-ibly, to read aloud fluently.</p> <p>Use the syntax and semantics which surround a new word to support their understanding of its meaning – read around the word.</p>	<p>To read fluently and with full knowledge of all Y5/6 exception words, root words, prefixes, suffixes / word endings and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual clues.</p> <p>Read and pronounce unfamiliar words using knowledge of letter strings – linked to spelling patterns.</p> <p>Use the syntax and semantics which surround a new word to support their understanding of its meaning – read around the word.</p>

Common Exception Words	Read a few common exception words matched to the school's phonic programme. ELG: To read some common exception words.	To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.	To read all Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.	To begin to read Y3 / Y4 exception words.	To read all Y3 / Y4 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	To read all Y3 / Y4 exception words. To read most Y5 / Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	To read all Y5 / Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.
Fluency	Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. ELG: Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	To accurately read texts that are consistent with their developing phonics knowledge, that do not require them to use other strategies to work out words. To reread texts to build up fluency and confidence in word reading.	To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without due hesitation. To reread these books to build up fluency and confidence in word reading. To read words accurately and fluently without overt sounding and blending.	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.			

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Reading Comprehension							
Developing 'reading sense'	Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	To check that a text makes sense to them as they read and to self-correct. To draw on what they already know or on background information	To check that the text makes sense to them as they read and correct inaccurate reading. To show understanding by drawing on what they already know or on background information	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.	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.		

(Understanding and correcting inaccuracies)		and vocabulary provided by the teacher. Explain clearly their understanding of what is read to them.	and vocabulary provided by the teacher. Checking that the text makes sense to them as they read and correcting inaccurate reading.		Identifying main ideas drawn from more than one paragraph and summarising these and provide reasoned justifications for their view.		
<p style="text-align: center;">Exploring Language / Vocabulary</p> <p style="text-align: center;">(Words in Contextual and Authorial Choice)</p> <p style="text-align: center;"><i>VIPERS LINK:</i> <i>V = Vocabulary</i></p>	Learn new vocabulary.	To identify and discuss word meaning and link new meanings to those already known. Find words with similar meanings.	To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To discuss their favourite words and phrases. Begin to use dictionaries to check the meaning of words with support and discuss how this fits into the text.	To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. <i>To discuss authors' choice of words and phrases that capture the readers' interest and imagination and begin to explain why.</i> Use dictionaries to check the meaning of words.	To check a text makes sense using an understanding of the words in context and explain it. <i>To discuss authors' choice of words and phrases that capture the readers' interest and imagination and begin to explain why.</i> Confidently use dictionaries to check the meaning of words and a thesaurus to find words of similar meaning. Within wider reading, identify topic specific vocabulary and explore the meaning.	To discuss vocabulary used by the author to create effect including figurative language. To evaluate the use of <i>authors' language and</i> explain how it has created an impact on the reader. Distinguish between statements of fact and opinion with evidence. Understand, explore and explain the meaning of words in context with growing independence across all texts.	Understand, explore and explain the meaning of words in context with growing independence across all texts. Discuss the vocabulary and phrases chosen by authors and its intended impact on the reader. Use evidence to explain <i>how authors' use of</i> language impacts on the reader.
<p style="text-align: center;">Retrieving, Recounting and Summarising / Sequencing</p>	Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.	Sequence and retell the events of s story they are familiar with e.g. traditional tales and fairy stories. Identify the beginning, middle and end of a text / story.	Retell a range of stories, traditional tales and fairy stories which shows a good understanding of the sequence of events. Asking and answering retrieval questions.	Understand what the purpose of summarising is. Identify and summarise main ideas in a text. Retell a wider range of stories orally e.g. fairy	Identify main ideas drawn from more than one paragraph and summarising these. Identify and summarise main ideas in a text. Retell a wider range of stories orally e.g. fairy	Use skimming and scanning techniques to quickly locate key words / phrases to aid in summarising and comprehension. Accurately summarise key points from paragraphs and then link	Independently use skimming and scanning techniques to quickly locate key words / phrases to aid in summarising and comprehension. Summarise main ideas from more than one

<p><i>VIPERS LINK:</i> <i>R = Retrieval</i> <i>S = Sequencing (KS1)</i> <i>S = Summarising (KS2)</i></p>		<p>Talk about what I have read with others.</p> <p>Develop their knowledge of retrieval through images.</p> <p>Retell familiar stories orally and sequence the events of a story they are familiar with.</p>	<p>Discuss the sequence of events in books and how items of information are relayed.</p>	<p>stories, myths and legends.</p> <p>Retrieve and record information from a fiction text.</p>	<p>stories, myths and legends.</p> <p>Retrieve and record information from a fiction text.</p>	<p>my paragraph summaries to main ideas.</p>	<p>paragraph by identifying key details to support the main ideas.</p>
<p>Inference and Prediction</p> <p><i>VIPERS LINK:</i> <i>I = Inference</i> <i>P = Prediction</i> <i>E = Explain</i></p>	<p>Listen to and talk about stories to build familiarity and understanding.</p>	<p>To begin to make simple inferences through the use of pictures.</p> <p>Find clues in a text based on what has been said and done.</p> <p>To predict what might happen on the basis of what has been read so far and begin to justify answers orally.</p>	<p>Discussing the significance of the title and events.</p> <p>To make inferences on the basis of what is being said and done.</p> <p>To predict what might happen on the basis of what has been read so far in a text.</p>	<p><i>Infer a characters' feelings, thoughts and motives through their actions and interactions with others.</i></p> <p>To ask and answer questions appropriately, including some simple inference questions based <i>on characters' feelings, thoughts and motives.</i></p> <p>Make predictions based on evidence from the text and begin to explain how this supports your prediction</p>	<p>To draw inferences from <i>the characters' feelings, thoughts and motives</i> that justifies their actions, supporting their views with evidence from the text.</p> <p>To ask and answer questions appropriately, including some simple inference questions based <i>on characters' feelings, thoughts and motives.</i></p> <p>To justify predictions using evidence from the text.</p>	<p>To draw inferences from <i>the characters' feelings, thoughts and motives</i> through their actions and interactions between other characters and the environment.</p> <p>Use evidence from the text to support my decisions and explain how this evidence supports my view points.</p> <p>To make predictions based on details stated and implied, justifying them in detail with evidence from the text.</p>	<p>To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).</p> <p>Use evidence from the text to support my decisions and explain how this evidence supports my view points.</p> <p>To make predictions based on details stated and implied, justifying them in detail with evidence from the text.</p> <p>To discuss how characters, change and develop through texts by drawing inferences based on indirect clues.</p>
<p>Identifying Features and</p>	<p>Name and explain different parts of a book e.g. front cover, page, title, back page.</p>	<p>Recognise and join in with repeated patterns and phrases.</p>	<p>Identify a sequence of events in a book.</p>	<p>Identify common themes in a wide range of books.</p>	<p>Identify themes and conventions in a wide range of books.</p>	<p>Understands the features of different texts.</p>	<p>Confidently comment on the structure and layout of a text.</p>

<p>Conventions in Texts</p> <p><i>VIPERS LINK: R = Retrieval</i></p>		<p>Name and explain different parts of a book e.g. front cover, page, title, back page, blurb.</p>	<p>Identify and use the structure of non-fiction books.</p>	<p>Recognise different forms of poetry.</p> <p>Use the structure of a non-fiction book to retrieve information.</p>	<p>Recognise different forms of poetry (narrative and free verse).</p> <p>Understand how language, structure and presentation add meaning to text.</p>	<p>Comments on why texts have been structured in different ways.</p> <p>Retrieve, record and present information from non-fiction texts.</p>	<p>Compare structures of different texts and comment on their effectiveness.</p> <p>Identify how the structure of texts supports and guides the reader.</p>
<p>Comparing / Connecting Texts</p>	<p>Listen to and talk about stories to build familiarity and understanding.</p>	<p>To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.</p> <p>To link what they have read or have read to them to their own experiences.</p> <p>To retell familiar stories in increasing detail.</p> <p>To join in with discussions about a text, taking turns and listening to what others say.</p> <p>To discuss the significance of titles and events.</p>	<p>To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.</p> <p>To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p> <p>To discuss the sequence of events in books and how items of information are related.</p> <p>To recognise simple recurring literary language in stories and poetry.</p> <p>To ask and answer questions about a text.</p> <p>To make links between the text they are reading</p>	<p>To recognise, listen to and discuss a wide range of fiction, poetry, plays non-fiction and reference books or textbooks.</p> <p>To use appropriate terminology when discussing texts (plot, character, setting).</p> <p>Compare texts that are structured in different ways.</p> <p>Participate in discussions about both books that are read to them and those they can read themselves.</p>	<p>To discuss and compare texts from a wide variety of genres and writers.</p> <p>To read for a range of purposes.</p> <p>To identify themes and conventions in a wide range of books.</p> <p>To identify how language, structure and presentation contribute to meaning.</p> <p>To identify main ideas drawn from more than one paragraph and summarise these.</p> <p>Participate in discussions about both books that are read to them and those they can read themselves.</p>	<p>To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.</p> <p>To participate in discussions about books that are read to them and those they can read for themselves, building <i>on their own and others'</i> ideas and challenging views courteously.</p> <p>To identify main ideas drawn from more than one paragraph and to summarise these.</p> <p>Compare themes and conventions across a wide range of genres and asking comparisons within and across books.</p>	<p>To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p> <p>To recognise more complex themes in what they read to explain and discuss their understanding of what they have read, using notes where necessary.</p> <p>To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.</p> <p>To draw out key information and to</p>

			and other texts they have read (in texts that they can read independently).			To recommend texts to peers based on personal choice.	summarise the main 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.
Poetry and Performance	Learn rhymes, poems and songs.	To recite simple poems by heart.	To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.	To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. To begin to use appropriate intonation and volume when reading aloud.	To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.	To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.	To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.
Non-Fiction	Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.		To recognise that non-fiction books are often structured in different ways.	To retrieve and record information from non-fiction texts.	To use all of the organisational devices available within a non-fiction text to retrieve record and discuss information.	To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.	To retrieve, record and present information from non-fiction texts. To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science texts) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery

							or museum visit or reading a theatre programme or review).
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