Stradbroke CE Primary School
Reading Skills and Knowledge Progression

	EYFS	KS1			Lower KS2		Upper KS2	
Decoding	**Reception**	**Year 1**	**Year 2**	**Word Reading**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
	To say a sound for each letter in the alphabet and at least 10 digraphs. To read words consistent with their phonic knowledge by sound-blending. To read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	To apply phonic knowledge and skills as the route to decode words. To respond speedily with the correct sound to graphemes for all phonemes. To read accurately by blending sounds in unfamiliar words. To read common exception words, noting unusual correspondences between spelling and sound. To read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings. To read other words of more than one syllable that contain taught GPCs. To read words with contractions and understand that the apostrophe represents the omitted letter(s). To read books aloud, accurately,	To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. To read accurately by blending sounds in words that contain graphemes taught so far, especially recognising alternative sounds for graphemes. To read accurately words of two or more syllables that contain taught graphemes. To read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the words. To read most words quickly and accurately, without sounding and blending.		To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). 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. To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud. To begin to read Y3/Y4 exception words.	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently. To read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and sound.	To apply growing knowledge of root words, prefixes and suffixes to read aloud new words. To apply growing knowledge of root words, prefixes and suffixes to understand new words.	To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.

		that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. To these books to build up their 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 undue hesitation. To reread these books to build up their fluency and confidence in word reading.					
Comprehension - Retrieve	To demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	To retell key stories, fairy stories and traditional tales. To check the text makes sense to them.	To discuss the sequence of events in a book. To begin to explore non-fiction books structured in different ways. To recognise simple, recurring language in stories and poetry. To answer questions.	**Comprehension - Retrieve**	To begin to identify main ideas drawn from more than one paragraph. To begin to summarise the main ideas in a text. To retrieve and record information from non-fiction and fiction texts.	To identify main ideas drawn from more than one paragraph. To summarise the main ideas in a text. To retrieve and record information from non-fiction and fiction texts.	To summarise main ideas from more than one paragraph. To retrieve, record and discuss information from non-fiction texts. To check that the book makes sense to them, discussing their understanding. To explore the meaning of words in context.	To summarise main ideas from more than one paragraph, identifying key details which support the main ideas. To retrieve, record and present information from non-fiction texts. To check that the book makes sense to them, discussing their understanding. To explore the meaning of words in context.

Comprehension - Interpret	To anticipate (where appropriate) key events in stories.	To link what they read and hear to their own experiences. To discuss word meanings. To link new word meanings to those already known. To draw on what they know, background information and vocabulary from the teacher to understand. To make inferences based on what is being said and done. To explain clearly their understanding of what is read to them. To predict what might happen based on what has been read so far.	To discuss the meaning of words. To draw on background information to understand a text. To check the text makes sense to them as they read and correct inaccurate reading. To make inferences on the basis of what is being said and done. To predict what might happen on the basis of what has been read so far. To ask questions. To explain and discuss their understanding of what they have read.	**Comprehension - Interpret**	To ask questions to improve their understanding of the text. To begin to explain the meaning of words in context. To begin to draw inferences such as characters' feelings, thoughts and motives from their actions. To begin to justify inferences with evidence. To begin to predict what might happen from details stated and implied. To begin use dictionaries to check the meaning of words that I have read.	To ask questions to improve their understanding of the text. To explain the meaning of words in context. To draw inferences such as characters' feelings, thoughts and motives from their actions. To begin to justify inferences with evidence. To predict what might happen from details stated and implied. To use dictionaries to check the meaning of words that I have read.	To ask questions to improve their understanding of the text. To draw inferences such as characters' feelings, thoughts and motives from their actions. To justify inferences with evidence. To predict what might happen from details stated and implied. To begin to make comparisons within and across books. To independently use dictionaries to check the meaning of words that I have read.	To ask questions to improve their understanding of the text. To justify inferences with evidence. To predict what might happen from details stated and implied. To make comparisons within and across books. To independently use dictionaries to check the meaning of words that I have read.
Comprehension - Review	To use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	To listen to and discuss a wide range of poems, stories and non-fiction texts at a level beyond that which they can read independently. To discuss the significance of the title and events. To identify characteristics of key stories, fairy stories and traditional tales.	To listen to, discuss and express views about a range of genres including texts beyond their independent reading ability. To discuss their favourite words and phrases. To discuss books, poems and other texts, taking turns	**Comprehension – Choice**	To begin to identify how language, structure and presentation contribute to the meaning. To begin to discuss words and phrases that capture the reader's interest and imagination. To begin to recognise some	To identify how language, structure and presentation contribute to the meaning. To discuss words and phrases that capture the reader's interest and imagination. To recognise some different forms of poetry.	To identify how language, structure and presentation contribute to the meaning. To begin to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	To identify how language, structure and presentation contribute to the meaning. To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

		To participate in discussions about what is read to them, taking turns and listening to others.	and listening to what others say.		different forms of poetry. To read books that are structured in different ways and read for a range of purposes. To begin to identify conventions in a range of books.	To read books that are structured in different ways and read for a range of purposes. To identify conventions in a range of books.	To read books that are structured in different ways and read for a range of purposes. To identify conventions in an increasingly wide range of books.	To read books that are structured in different ways and read for a range of purposes. To identify conventions in a wide range of books.
Perform		To recognise and join in with predictable words and phrases. To recite some phrases and poems by heart. To read books aloud which are in line with their phonic knowledge.	To retell stories, fairy stories and traditional tales. To learn poems by heart and recite these with appropriate intonation.	**Perform**	To prepare poems and play scripts to read aloud and perform, showing some understanding through beginning to use intonation, tone, volume and action.	To prepare poems and play scripts to read aloud and perform, showing understanding through using intonation, tone, volume and action.	To continually show an awareness of audience when reading out loud using intonation, tone, volume and action. To learn a wider range of poems by heart.	To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.
				Viewpoint	To begin to identify themes in a range of books.	To identify themes in a range of books.	To identify themes in a wider range of books. To begin to provide justifications for views.	To identify themes in a wider range of books. To provide reasoned justifications for views.
				Review	To begin to discuss books read independently and in a group. To take turns and listen to what others say.	To discuss books read independently and in a group. To take turns and listen carefully to what others say.	To discuss books read independently and in a group. To recommend books to peers, beginning to give reasons for choices. To participate in discussions about books, building on their own and others' ideas and challenging views courteously.	To discuss books read independently and in a group. To recommend books to peers, giving reasons for choices. To participate in discussions about books, building on their own and others' ideas and challenging views courteously and

								making improvements when participating in discussions.