

# English

## Reading skills progression

skills	F2	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
Phonics and decoding: children should	Say a sound for each letter of the alphabet and at least 10 digraphs.	apply phonic knowledge to decode words- following progression of LW curriculum	apply phonic decoding until automatic and reading is fluent	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 they meet	*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 they meet	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill	To read fluently with full knowledge of all Y5/Y6 exception words
	Read words consistent with their phonic knowledge by sound-blending	read aloud phonically decodable texts	read common suffixes (-ed, -ing, -er, -est, -y, -er, -ment, -ful, -ness, -less, -ly	read aloud and to understand the meaning of new words they meet	read aloud and to understand the meaning of new words they meet	apply their growing knowledge of root words, prefixes and suffixes	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
	Also-	re-read books to build fluency and confidence	re-read books to build up fluency and confidence	read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	* (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet	
	Identify the taught GPCs - following the progression of the LW curriculum-(the sounds that the letters make) including some digraphs.	read simple sentences and understand the meaning	in word reading note punctuation to read with appropriate expression	read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word		
	blend the taught sounds to read CVC, CVCC and CCVC words.	speedily read all 40+ letters /groups for 40+ phonemes including alternative sounds for graphemes	read accurately by blending, including alternative sounds for graphemes	*root word and prefixes including In-,im-,il, -ir, dis-, mis,-un,-re, sub-, inter-, super-, anti-, auto-	read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word		
	read some taught common exception/	read Year 1 common exception words noting unusual	read Year 2 common exception words, noting unusual correspondences	Root word and suffixes including			

	<p>high frequency and familiar words.</p> <p>read sentences made up of words with taught sounds and common exception words.</p>	<p>correspondences between spelling and sound (identifying where they appear)</p> <p>read polysyllabic words containing taught GPCs</p> <p>read common suffixes (-s, -es, -ing, -ed, -er and -est)</p> <p>read contractions and understand that the apostrophe represents the omitted letter(s)</p> <p>read accurately by blending taught GPCs develop some fluency and expression, pausing at full stops</p> <p>re-read words, sentences and books to build up their fluency and</p>	<p>read aloud books matched to phonic knowledge by sounding out unfamiliar words automatically</p> <p>read polysyllabic words containing above graphemes</p> <p>read most words quickly &amp; accurately without overt sounding and blending</p>	<p>-ation,--ly-,ous,- ture,-sure,-sion, - tion, ssion,- and - cian</p>			
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		confidence in word reading					
<b>Fluency Children should :</b>	<p>Read aloud simple sentences and books that are consistent with their phonic knowledge</p> <p>To read short sentences to check for sense.</p>	<p>To accurately (95%) read texts that are consistent with their developing phonic knowledge that do not require other strategies for them to work them out</p> <p>re-read books to build up fluency and confidence</p>	<p>To read aloud books (closely matched to their improving phonic knowledge ), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>To read words accurately and fluently without overt sounding and blending</p> <p>-read books to build up fluency and confidence</p>	<p>Teaching comprehension skills should take precedence over teaching word reading specifically.</p> <p>Prosody -including fluency – to be continued to develop alongside comprehensive reading skills through whole class, group and individual reading.</p> <p>Any focus on word reading should support the development of vocabulary , along side morphological approach to spelling.</p>			
<b>Range of reading: children should</b>	<p>Read sentences made up of words with taught sounds and common exception words. (LIT)</p> <p>Listen to, talk about and respond to stories (rhymes and</p>	<p>listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p>	<p>listen to, discuss and express 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</p>	<p>listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>read books that are structured in different ways and</p>	<p>listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>read books that are structured in</p>	<p>continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p>	<p>continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p>

	<p>songs) with actions, relevant comments, questions; recalling key events and innovating. (C&amp;L)</p> <p>To use non-fiction books to develop new knowledge and vocabulary. (C&amp;L)</p>			<p>reading for a range of purposes</p>	<p>different ways and reading for a range of purposes</p>	<p>read books that are structured in different ways and read for a range of purposes make comparisons within and across books</p>	<p>read books that are structured in different ways and read for a range of purposes make comparisons within and across books</p>
<p>Familiarity with texts : children should</p>	<p>Talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words. (LIT)</p> <p>To begin to interpret stories, rhymes and poetry; making suggestions for actions and events (images and text). (LIT)</p> <p>To talk about and respond with questions to non-fiction books;</p>	<p>recognise and join in with predictable phrases</p> <p>become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>re-read books to build up their fluency and confidence in word reading</p>	<p>become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales</p> <p>recognise simple recurring literary language in stories and poetry</p>	<p>increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally</p> <p>identify themes and conventions in a wide range of books</p>	<p>increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally</p> <p>identify themes and conventions in a wide range of books</p>	<p>increase 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</p> <p>identify and discuss themes and conventions in and across a wide range of writing</p>	<p>increase 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</p> <p>identify and discuss themes and conventions in and across a wide range of writing</p>

	recalling some facts with increasing explanation and vocabulary in response to questions. (LIT)						
Poetry and performance: children should	To listen and sing nursery rhymes and songs, recalling whole songs and rhymes singing some independently and performing in groups / independently for others. (C&L)	learn to appreciate rhymes and poems, and to recite some by heart	continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear	prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action  recognise some different forms of poetry	prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action  recognise some different forms of poetry	learn 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	learn 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: children should	Talk about elements of a topic using newly introduced vocabulary (C&L)	discuss word meanings and link new meanings to words already known	discuss and clarify the meanings of words and link new meanings to known vocabulary  discuss their favourite words and phrases	use dictionaries to check the meaning of words that they have read	use dictionaries to check the meaning of words that they have read	use dictionaries to check the meaning of words that they have read	use dictionaries to check the meaning of words that they have read
Understanding: children should	Understand how to listen carefully. (C&L)  Respond to stories (rhymes and songs)	draw on what they already know or on background information and vocabulary provided by the teacher be	discuss the sequence of events in books and how items of information are related	check that the text makes sense to them, discuss their understanding and explain the meaning of words in context	check that the text makes sense to them, discuss their understanding and explain the meaning of words in context	check that the book makes sense to them, discuss their understanding and explore the meaning of words in context	check that the book makes sense to them, discuss their understanding, and explore the meaning of words in context

	<p>with actions, relevant comments, questions; recalling key events. (LIT)</p> <p>Talk about elements of a topic using newly introduced vocabulary and extending sentences using a range of conjunctions to offer extra explanation and detail. (LIT)</p>	<p>encouraged to link what they read or hear read to their own experiences</p> <p>check that the text makes sense to them as they read and correct inaccurate reading</p> <p>answer simple retrieval questions about a text</p> <p>Encouraged and supported to find evidence to support answers -through modelling and discussion</p>	<p>draw on what they already know or on background information and vocabulary provided by the teacher</p> <p>make links between a current book and those already read</p> <p>check that the text makes sense to them as they read and correct inaccurate reading</p> <p>answer simple retrieval questions about a text and find evidence to support answers</p>	<p>ask questions to improve their understanding of a text</p> <p>identify main ideas drawn from more than one paragraph and summarise these</p> <p>identify morals and messages in a story</p>	<p>ask questions to improve their understanding of a text</p> <p>identify main ideas drawn from more than one paragraph and summarise these</p> <p>identify morals and messages in a story</p>	<p>ask questions to improve their understanding</p> <p>summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</p>	<p>ask questions to improve their understanding</p> <p>summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</p>
<p>Inference: children should</p>	<p>To begin to interpret stories, rhymes and poetry; making suggestions for actions and events (images and text).(LIT)</p>	<p>discuss the significance of the title and events</p> <p>make inferences on the basis of what is being said and done</p>	<p>make inferences on the basis of what is being said and done</p> <p>answer and ask questions</p>	<p>draw inferences such as inferring characters' feelings, thoughts and motives from their actions</p> <p>justify inferences with evidence</p>	<p>draw inferences such as inferring characters' feelings, thoughts and motives from their actions</p> <p>justify inferences with evidence</p>	<p>draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence</p>	<p>draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence</p> <p>To consider different accounts</p>

							of the same event and to discuss viewpoints (both of authors and fictional characters)
Prediction: children should	To talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words.	predict what might happen on the basis of what has been read so far  Discuss reasons for this	predict what might happen on the basis of what has been read so far  Begin to give reasons for this	predict what might happen from details stated and implied	predict what might happen from details stated and implied	predict what might happen from details stated and implied	predict what might happen from details stated and implied
Authorial intent: children should	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play	To discuss word meaning and link to words already known  To begin to discuss favourite words	To discuss and clarify the meanings of words, linking new vocabulary to known vocabulary  To discuss their favourite words and meanings	discuss words and phrases that capture the reader's interest and imagination  identify how language, structure, and presentation contribute to meaning	discuss words and phrases that capture the reader's interest and imagination  identify how language, structure, and presentation contribute to meaning  Refer to authorial style, overall themes (eg triumph of good over evil and features (eg greetings in letters, diaries written in	identify how language, structure and presentation contribute to meaning  discuss and evaluate how authors use language, including figurative language and consider the impact on the reader	identify how language, structure and presentation contribute to meaning  discuss and evaluate how authors use language, including figurative language and consider the impact on the reader

					<p>first person or use of presentational devices- subheadings etc )</p> <p>identify main ideas drawn from more than one paragraph and to summarise these</p>		
Non-fiction: children should	<p>Talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions.</p> <p>Know and explain some differences between fiction and non-fiction books.</p>	listen to and discuss a wide range of non-fiction at a level beyond that at which they can read independently	be introduced to non-fiction books that are structured in different ways	retrieve and record information from non-fiction texts	retrieve and record information from non-fiction texts	<p>distinguish between statements of fact and opinion</p> <p>retrieve, record and present information from non-fiction texts</p>	<p>distinguish between statements of fact and opinion</p> <p>retrieve, record and present information from non-fiction texts</p>
Discussing reading: children should	Talk about and respond to stories (rhymes and songs) with actions, relevant comments, questions.	participate in discussion about what is read to them by taking turns and listening to what others say	participate in discussion about books, poems & other works that are read to them & those that they can read for themselves by taking turns and	participate in discussion about both books that are read to them and those they can read for themselves by taking turns and	participate in discussion about both books that are read to them and those they can read for themselves by taking turns and	<p>recommend books that they have read to their peers and giving reasons for their choices</p> <p>participate in discussions about</p>	<p>recommend books that they have read to their peers and giving reasons for their choices</p> <p>participate in discussions about</p>

	<p>Talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words.</p> <p>Begin to interpret stories, rhymes and poetry; making suggestions for actions and events.</p> <p>Talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary</p>	<p>explain clearly their understanding of what is read to them</p>	<p>listening to what others say</p> <p>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>	<p>listening to what others say</p>	<p>listening to what others say</p>	<p>books, building on their own and others' ideas and challenging views courteously</p> <p>explain and discuss their understanding of what they have read, including through formal presentations and debates</p> <p>provide reasoned justifications for their views</p>	<p>books, building on their own and others' ideas and challenging views courteously</p> <p>explain and discuss their understanding of what they have read, including through formal presentations and debates</p> <p>provide reasoned justifications for their views</p>
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