# Curriculum Progression of Skills – Reading

| Skill domains: VERTICAL LINKS | Early Years | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| **READING** | | | | | | | |
| **Word Reading**<br><br>*Phonics* | • Read single-letter Set 1 sounds<br>• Read all Set 1 sounds; blend sounds into words orally<br>• Blend sounds to read words; read short Ditty stories<br>• Read Red Storybooks<br>• Read Green Storybooks; read some Set 2 sounds<br>• Read Green or Purple Storybooks | • Read Purple Storybooks; read some Set 2 sounds<br>• Read Pink Storybooks; read all Set 2 sounds<br>• Read Orange Storybooks; read some Set 3 sounds<br>• Read Yellow Storybooks; read all of Set 3 sounds<br>• Read Blue Storybooks | • Read Blue Storybooks<br>• Read Blue Storybooks with increasing fluency and comprehension<br>• Read Grey Storybooks<br>• Read Grey Storybooks with fluency and comprehension<br>• Access RWI Comprehension and Spelling programmes<br>• Access RWI Comprehension and Spelling programmes | • Attend intervention sessions to make rapid progress with any sounds that children are not secure with | • Spotlight readers follow Read Write Inc. Fresh Start | • Spotlight readers follow Read Write Inc. Fresh Start | • Spotlight readers follow Read Write Inc. Fresh Start |
| *Decoding* | • Read individual letters by saying the sounds for them.<br>• Blend sounds into words, so that they can read short words made up | • Apply phonic knowledge to decode words<br>• Speedily read all 40+ letters/ groups for 40+ phonemes<br>• Read accurately by | • Secure phonic decoding until reading is fluent<br>• Read accurately by blending, including alternative | • To use their phonic knowledge to decode quickly and accurately<br>• To apply their growing knowledge of root words and prefixes, | • To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill<br>• Apply knowledge of | • Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning | • Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read |

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| | of letter-sound correspondences.<br>• Read some letter groups that each represent one sound and say sounds for them.<br>• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words<br>• Say a sound for each letter in the alphabet and at least 10 digraphs.<br>• Read words consistent with their phonic knowledge by sound-blending<br>• Read aloud simple sentences and books that are consistent with | blending taught GPC<br>• Read common exception words<br>• Read common suffixes (-s, -es, -ing, -ed, etc.)<br>• Read multisyllable words containing taught GPCs<br>• Read contractions<br>• Read aloud phonically-decodable texts | sounds for graphemes<br>• Read multisyllable words containing these graphemes<br>• Read common suffixes<br>• Read contractions and understanding use of apostrophe<br>• Read exception words, noting unusual correspondences<br>• Read most words quickly & accurately without overt sounding and blending | including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud<br>• 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<br>• Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word | root words, prefixes and suffixes/word endings to read aloud fluently<br>• Read further exception words, noting unusual correspondences between spelling and sound, and where these occur in the word<br>• Focus on word reading to support the development of vocabulary when reading longer words, test out different pronunciations | through contextual cues<br>• 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<br>• Accurately read individual words, to unlock the meaning of a sentence or paragraph<br>• Can use a range of strategies to decode unfamiliar words e.g. root words, knowledge of similar words, | aloud and to understand the meaning of new words that they meet<br>• 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 |

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| | their phonic knowledge, including some common exception words | | | | | chunking syllables etc. | |
| *Fluency* | • Blend sounds into words, so that they can read short words made up of letter-sound correspondences.<br>• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.<br>• Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment<br>• Read aloud simple | • accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words<br>• reread texts to build up fluency and confidence in word reading | • read aloud books (matched to their phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation<br>• reread these books to build up fluency and confidence in word reading<br>• read words accurately and fluently at over 90 words per minute, without overt sounding and blending in age-appropriate texts | • Read aloud age-appropriate books with increased fluency and accuracy<br>• Read with good phrasing; adhering to punctuation, stress, and intonation<br>• Read with varied volume and expression<br>• Voice matches the interpretation of the passage/text | • Smoothness - reads age appropriate texs smoothly with some breaks, but self corrects with difficult words and/ or sentence structures.<br>• Expression and volume – Reads age appropriate texts with varied volume and expression. The reader sounds like they are talking to a friend with their voice matching the interpretation of the passage/text<br>• Phrasing – reads age- | • Smoothness - reads age appropriate texs smoothly and self corrects with difficult words and/ or sentence structures.<br>• Expression and volume – Reads age appropriate texts with varied volume and expression. The reader sounds like they are talking to a friend with their voice matching the interpretation of the passage/text<br>• Phrasing – reads age-appropriate | • Smoothness - reads age appropriate texs smoothly and self corrects with difficult words and/ or sentence structures.<br>• Expression and volume – Reads age appropriate texts with varied volume and expression. The reader sounds like they are talking to a friend with their voice matching the interpretation of the passage/text<br>• Phrasing – reads age-appropriate texts with good phrasing; |

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| | sentences and books that are consistent with their phonic knowledge, including some common exception words | | | | appropriate texts with good phrasing; adhering to punctuation, stress, and intonation<br>• Pace - reads age-appropriate texts at a conversational pace throughout the reading | texts with good phrasing, adhering to punctuation, stress, and intonation<br>• Pace - reads age-appropriate texts at a conversational pace throughout the reading | adhering to punctuation, stress, and intonation<br>• Pace - reads age-appropriate texts at a conversational pace throughout the reading |
| **Comprehension**<br><br>*Vocab (understanding the meaning of words)* | • Engage in extended conversations about stories, learning new vocabulary.<br>• Learn new vocabulary<br>• Use new vocabulary throughout the day | • To discuss word meaning and link new meanings to those already known<br>• Draw on knowledge of vocabulary to understand texts | • To discuss and clarify the meanings of words, linking new meanings to known vocabulary.<br>• To discuss their favourite words and phrases | • To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.<br>• To discuss authors' choice of words and phrases for effect.<br>• beginning to use dictionaries to check the meaning of words they have read | • Discuss how vocabulary is used to capture readers' interest and imagination.<br>• Using dictionaries to check the meaning of words they have read and begin to consider the impact of these word choices on the reader | • Can use a range of strategies to establish the meaning of unfamiliar words: root words, clues from context, clues from prefixes and suffixes.<br>• Give/explain the meaning of words in context<br>• Identify/explain how meaning is enhanced through different choices of | • Can use a range of strategies to establish the meaning of unfamiliar words: root words, clues from context, clues from prefixes and suffixes<br>• To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical |

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| | | | | | | words and phrases | terminology such as metaphor, simile, analogy, imagery, style and effect |
| *Retrieval* | • Children can point to information the page in order to locate the answer which can be found easily in the text | • Use their growing phonic knowledge and vocabulary to recognise words and phrases which locate information found explicitly in the text | • Children begin to scan for key words in the text order to locate answers<br>• Sometime can find answers where the information that needs to be retrieved is not basic or highly prominent | • Children become more familiar with retrieving facts and information where question words and text language vary.<br>• Retrieve and record information/identify key details from | • Children can skim across a whole text first to select which paragraph or section of the text to look to retrieve the information that they need<br>• Develop retrieval skills working across a wider range of text types | • Retrieve and record information/identify key details from fiction and non-fiction<br>• Children are learning to locate the author's viewpoint, wither where is can be explicitly stated | • Independently locate information and provide reasoned justifications for their views<br>• Can scan the text to locate key points<br>• Can skim read text for key ideas and use devices such as subheadings, |

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| | | | | fiction and non-fiction<br>• Check the accuracy of what they are retrieving by reading around words or phrases they find. | with increasing lengths | or retrieved through using similar words or phrases<br>• Can use topic sentences and key words to help them skim read texts for content<br>• Can scan texts for key words to help them retrieve information.<br>• Retrieve key details and begin to find quotations from a whole text | topic sentences or key words to locate key information.<br>• Can sift through competing information in the text and make clear decisions about what is required and what is a functional distractor |
| *Summarise (sequencing)* | • Can retell the events in a simple story or text | • Identify and explain the sequence of events in texts<br>• Begin to sequence pictures and images, linked to a text, in chronological order | • begin to order texts in chronological order to demonstrate their understanding of the text key events.<br>• Be able to answer true and false grids based on their understanding and summary of the whole | • Summarise main ideas from more than one paragraph<br>• Be able to give a general overview of what has happened in each paragraph.<br>• Be able to write a sentence to explain what a | • Identify the main ideas in more than one paragraph and be able to summarise these in a couple of sentences.<br>• Can circle the main idea of a paragraph, connect main ideas to the paragraph in which they | • Summarise more than one paragraph or whole fiction texts drawing on: genre, theme, characters, main events, examples from text that don't give away the story, rhetorical question | • Can skim read texts to provide an overview of key events before reading more deeply into the content |

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| | | | text – when the questions is basic and highly prominent | paragraph is about or to tick the correct 'main idea' of a paragraph<br>• Be able to answer true and false grids based on their understanding and summary of the whole text – including when there are functional distractors within the text | occur or link facts to the topic they are reading about | | |
| *Inference* | • Understand 'why' questions, like: "Why do you think the caterpillar got so fat? When there are clear concrete reasons or clues for this | • To begin to make simple inferences about characters or emotions when there are clear, concrete reasons or clues in the text | • To make inferences based on character, emotions or events on the basis of what is being said and done | • To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.<br>• Make inferences from the text using their knowledge and understanding of the context | • To draw inferences from characters'/authors feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text. | • Make inferences from the text/explain and justify inferences with evidence from the text<br>• Explain how the evidence from the texts support the inferences made<br>• To draw inferences from characters' feelings, thoughts and | • To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional character<br>• To discuss how characters change and develop through texts by drawing inferences based on indirect clues |

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| | | | | and explain and justify inferences with evidence from the text | | motives about character, emotions and mood | which may be abstract |
| *Prediction* | • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate<br>• Anticipate (where appropriate) key events in stories | • With support children will predict what might happen on the basis of what has been read so far in a text | • Across a range of texts, children will predict what might happen on the basis of what has been read so far in a text | • Predict what might happen from details stated and implied<br>• To justify predictions using evidence from the text | • To justify predictions from details stated and implied | • To make predictions based on details stated and implied, justifying them in detail with evidence from the text | • Across an increasingly wide range of texts, to make predictions based on details stated and implied, justifying them in detail with evidence from the text |
| *Vocab (word choices/authorial intent)* | • Use a wider range of vocabulary<br>• Engage in extended conversations about stories, learning new vocabulary<br>• Learn new vocabulary<br>• Use new vocabulary | • To discuss word meaning and link new meanings to those already known | • To discuss and clarify the meanings of words, linking new meanings to known vocabulary<br>• To discuss their favourite words and phrases | • To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context<br>• Be able to discuss authors' choice of words and | • Discuss vocabulary used to capture readers' interest and imagination | • To discuss vocabulary used by the author to create effect including figurative language<br>• To evaluate the use of authors' language and explain how it | • To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, |

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| | throughout the day | | | phrases for effect<br>• Identify/explain how info/narrative content is related and contributes to meaning as a whole<br>• Identify/explain how meaning is enhanced through different choices of words and phrases | | has created an impact on the reader | simile, analogy, imagery, style and effect |
| *Compare and contrast* | • Compare and contrast characters from stories, including figures from the past | • Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information<br>• To link what they have read or have read to them to their own experiences | • To discuss the sequence of events in books and how items of information are related | • To discuss and compare texts from the same and different authors | • To discuss and compare texts from a wide variety of genres and writers | • 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 | • 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 |

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| **Reading for pleasure** | • Book of the month<br>• Take home share books<br>• Talk for writing<br>• Storyland<br>• Character visits<br>• Regular story times throughout the day<br>• Storytelling area in provision – innovated for each story<br>• Celebrate children being authors<br>• Perform own stories outside | • Listen to and join in with a wide range of poems and stories<br>• Listen to and become familiar with the Favourite 5 books<br>• Take part in class library visits<br>• Receive a birthday book<br>• Take home share books | • Spend time in the classroom reading area<br>• Be given the opportunity to choose a book for the class to listen to during story time<br>• Take home share books | • Develop a love of the same author<br>• Have opportunities to exercise choice in selecting books and be taught how to do so, with teachers making use of any library services and expertise to support this | • Have the opportunity to add to and borrow from the 'wondering book box' class library | • Marcus Rashford book club and regular chances to read regularly throughout the day | • Be given the opportunity for independent reading time throughout the day |
| **Vocab**<br><br>*Language* | • Start to use new words learned through reading in context | • Discuss word meanings, linking new meanings to those already known | • Discuss and clarify the meanings of words, linking new meanings to known vocabulary<br>• Discuss favourite words and phrases | • Using dictionaries to check the meaning of words that they have read | • Start to apply words learned through reading in spoken language to extend their vocabulary | • Start to apply words learned through reading in spoken and written language to extend their vocabulary | • Start to apply words learned through reading in spoken and written language to extend their vocabulary |
| *Common exception words* | • To write some irregular common words | • To spell all Y1 common exception words correctly | • To spell most Y1 and Y2 common exception words correctly | • To spell many of the Y3 and Y4 statutory spelling words correctly | • To spell all of the Y3 and Y4 statutory spelling words correctly | • To spell many of the Y5 and Y6 statutory spelling words correctly | • To spell all of the Y5 and Y6 statutory spelling words correctly |

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| | | • To spell days of the week correctly | | | | | |