

Reading Progression of Knowledge and Skills

National Curriculum Objectives

Area of Learning	EYFS	Year 1	Year 2
Decoding / Word Reading	<ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<ul style="list-style-type: none"> • Able to match all 40+ graphemes to their phonemes. • Blend sounds of unfamiliar words. • Divide words into syllables. • Read compound words. • Read words with contractions and understand the apostrophe represents the missing letter. • Read phonetically decodable words. • Read words that end with –s, –es, –ing, –ed, –est. • Read words that start with un– • Add –ing, –ed, and –er, to verbs. • Read words of more than one syllable that contain taught grapheme, phoneme correspondents. 	<ul style="list-style-type: none"> • Can decode automatically and fluently. • Can blend sounds in words that contain the graphemes learnt. • Recognise and read alternative sounds for graphemes. • Read accurately words of two or more syllables that contain the same GPCs. • Read words with common suffixes. Read common exception words. • Read and comment on unusual correspondence between graphemes and phonemes. • Read most words quickly and accurately when they are known words without sounding out and blending. • Read most suitable books accurately, showing fluency and confidence.
Comprehension	<ul style="list-style-type: none"> • Understand simple sentences they read. • Demonstrate understanding when talking to others about what they have read. • Anticipate – where appropriate – key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. 	<ul style="list-style-type: none"> • Say what they like and don't like about a book. • Link what has been read or heard to their own experiences. • Retell key stories orally using narrative language. • Talk about the main characters in a story. • Learn poems and rhymes by heart. • Use what is already known to understand texts. • Check reading makes sense and correct it when it doesn't. 	<ul style="list-style-type: none"> • Talk about and give an opinion on a range of texts. • Discuss the sequence of events in books and how they relate to each other. • Use prior knowledge, including context and vocabulary, to understand texts. • Retell stories, including fairy stories and traditional tales.

		<ul style="list-style-type: none"> • Begin to draw inferences from the text. • Make predictions about the events. • Explain what they think a text is about. 	<ul style="list-style-type: none"> • Read for meaning and check that the text makes sense, go back and re-read when it does not make sense. • Find recurring language in stories and poems. Talk about favourite words and phrases in stories and poems. • Recite some poems by heart, with appropriate intonation. • Ask and answer questions. • Make predictions based on what they have read. • Draw (simple) inferences from illustrations, events, characters' actions and speech.
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Key to understanding this document: Black = National Curriculum Objectives **Blue** = Knowledge **Red** = Skills to be taught **Green** = Resources to be used

Area of Learning	Year 3	Year 4	Year 5	Year 6
Decoding / Word Reading	<ul style="list-style-type: none"> Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. Read further exception words, noting the unusual correspondences between spelling and sound. Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. 	<ul style="list-style-type: none"> Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. Read further exception words, noting the unusual correspondences between spelling and sound. Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. 	<ul style="list-style-type: none"> Pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. Prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words. Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) to support reading aloud and to understand the meaning of new words that they meet. 	<ul style="list-style-type: none"> Pupils' reading should be sufficiently fluent and effortless for them to manage the general demands of the curriculum. Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) to support reading aloud and to understand the meaning of new words that they meet.
Comprehension	<ul style="list-style-type: none"> Read and discuss range of fiction, poetry, plays, and nonfiction texts. Read aloud and independently, taking turns and listening to others. 	<ul style="list-style-type: none"> Know which books to select for specific purposes, especially in relation to science, geography and history learning. 	<ul style="list-style-type: none"> Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. 	<ul style="list-style-type: none"> Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

	<ul style="list-style-type: none"> • Explain how non-fiction books are structured in different ways and use them effectively. • Explain some of the different types of fiction books. • Ask relevant questions to get a better understanding of a text. • Predict what might happen based on details known and read. • Draw inferences such as inferring a characters' feelings, thoughts and motives from their actions. • Use a dictionary to check the meaning of unfamiliar words. • Identify the main point of a text. • Explain how structure and presentation contribute to the meaning of texts. • Use non-fiction texts to retrieve information. • Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action. 	<ul style="list-style-type: none"> • Use a dictionary to check the meaning of unfamiliar words. • Discuss and record words and phrases that writers use to engage and impact on the reader. • Identify some of the literary conventions in different texts. • Identify the (simple) themes in texts. • Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action. • Explain the meaning of words in context. • Ask relevant questions to improve my understanding of a text. • Infer meanings and begin to justify them with evidence from the text. • Predict what might happen from details stated and from the information deduced. • Identify where a writer has used precise word choices for effect to impact on the reader. • Identify some text type organisational features, for example, narrative, 	<ul style="list-style-type: none"> • 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. • Prepare 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. • Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. • Ask questions to improve their understanding. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Predict what might happen from details stated and implied. • Summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas. 	<ul style="list-style-type: none"> • Identify and discussing themes and conventions in and across a wide range of writing. • Read books that are structured in different ways and reading for a range of purposes. • Identify and discuss themes and conventions in and across a wide range of writing. • Learn a wider range of poetry by heart. • Ask questions to improve their understanding. • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. • Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. • Explain and discuss their understanding of
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		<p>explanation and persuasion.</p> <ul style="list-style-type: none"> • Retrieve and record information from non-fiction texts. • Build on others' ideas and opinions about a text in discussion. 	<ul style="list-style-type: none"> • Identify how language, structure and presentation contribute to meaning. • Distinguish between statements of fact and opinion. • Retrieve, record and present information from non-fiction. • Provide reasoned justifications for their views. 	<p>what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p>
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