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# READING SKILLS AND PROGRESSION

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	EFYS	Year 1	Year 2	Years 3 and 4	Years 5 and 6
Retrieval	Children read & understand simple sentences. They use phonic knowledge to decode regular words & read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.	Becoming very familiar with key stories and retelling them. Explain clearly their understanding of what is read to them.	Becoming increasingly familiar with and retelling a wider range of stories. Answering and asking questions. Discussing the sequence of events in books and how items of information are related.	Increasing their familiarity with a wide range of books and retelling some of these orally. Asking questions to improve their understanding of a text. Identifying main ideas drawn from more than one paragraph and summarising these. Retrieve and record information from non-fiction.	Asking questions to improve their understanding. Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas. Retrieve, record and present information from non-fiction.
Inference	Children read & understand simple sentences. They use phonic knowledge to decode regular words & read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.	Explain clearly their understanding of what is read to them. Predicting what might happen on the basis of what has been read so far. Discussing the significance of the title and events, making inferences based on what is being said and done.	Making inferences on the basis of what is being said and done. Answering and asking questions. Predicting what might happen because of what has been read so far.	Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Predicting what might happen from details stated and implied. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Asking questions to improve their understanding of a text.	Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predicting what might happen from details stated and implied. Distinguish between statements of fact and opinion. Provide reasoned justifications for their views.
Text Structure	Children read & understand simple sentences. They use phonic knowledge to decode regular words & read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.	Becoming very familiar with key stories, fairy stories and traditional tales and considering their particular characteristics.	Being introduced to non-fiction books that are structured in different ways.	Recognising some different forms of poetry. Retrieve and record information from non-fiction. Identifying how structure and presentation contribute to meaning. Reading books that are structured in different ways and reading for a range of purposes.	Reading books that are structured in different ways and reading for a range of purposes. Identifying and discussing conventions in and across a wide range of writing. Identifying how structure and presentation contribute to meaning.
Vocabulary	Children read & understand simple sentences. They use phonic knowledge to decode regular words & read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.	Recognising and joining in with predictable phrases. Discussing word meanings, linking new meanings to those already known.	Discussing and clarifying the meanings of words, linking new meanings to known vocabulary. Discussing their favourite words and phrases. Recognising simple recurring literary language in stories and poetry.	Apply their growing knowledge of root words, prefixes and suffixes to understand the meaning of new words they meet. Using dictionaries to check the meaning of words they have read. Explaining the meaning of words in context. Discussing words and phrases that capture the reader's interest and imagination. Identifying how language contributes to meaning. Checking the book makes sense to them, discussing their understanding and exploring the meaning of words in context.	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), to understand the meaning of new words that they meet. Identifying how language contributes to meaning. Asking questions to improve their understanding. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.

<b>Compare and Contrast</b>	Children read & understand simple sentences. They use phonic knowledge to decode regular words & read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.	Being encouraged to link what they read or hear read to their own experiences	Discussing the sequence of events in books and how items of information are related Being introduced to non-fiction books that are structured in different ways	Identifying themes and conventions in a wide range of books. Reading books that are structured in different ways and reading for a range of purposes.	Making comparisons within and across books. Reading books that are structured in different ways and reading for a range of purposes. Identifying and discussing themes and conventions in and across a wide range of writing (text types). <i>Non statutory – Pupils should be shown how to compare characters, settings, themes and other aspects of what they read.</i>
<b>Reviewing and performing</b>	Children read & understand simple sentences. They use phonic knowledge to decode regular words & read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.	Participate in discussion about what is read to them, taking turns and listening to what others say. Learning to appreciate rhymes and poems, and to recite some by heart. Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.	Listening to, discussing and expressing 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. Answering and asking questions. Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. Participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say. Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Participate in discussion about both books that are read to them and those that they can read for themselves, taking turns and listening to what others say. Asking questions to improve their understanding of a text.	Learning 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. Asking questions to improve their understanding. Recommending books that they have read to their peers, giving reasons for their choice. Participate in discussions about books, building on their own and others' ideas and challenging views courteously. Explain and discuss their understanding of what they have read, including through formal presentations and debates.
<b>Spoken Language</b>	ELG – Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.	Ask relevant questions to extend their understanding and knowledge Articulate and justify answers, arguments and opinions Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas Participate in discussions, presentations, performances, role play/ improvisations and debates Consider and evaluate different viewpoints, attending to and building on the contributions of others			
<b>In a range of</b>	<i>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books.</i>	<i>Age-appropriate texts: Reading for themselves key stories, fairy stories and traditional tales Listening to a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</i>	<i>Age-appropriate texts: Reading for themselves a wider range of stories, fairy stories and traditional tales Listening to a wide range of contemporary and classic poetry stories and non-fiction at a level beyond that at which they can read independently</i>	<i>Age-appropriate texts: Reading for themselves a wide range of books, including fairy stories, myths and legends, listening to a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes</i>	<i>Age-appropriate texts: Reading for themselves an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes. 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.</i>

