



## Reading Skills Progression Map

### Reading programme of study: National Curriculum Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

## Decoding and Phonics

	EYFS (30 - 50mths to ELGs) 30–50 months / 40–60 months / Early Learning Goals	Year 1	Year 2
Skills	<p>I can copy finger movements and other gestures.</p> <p>I pay attention and respond to the pictures or the words in books.</p> <p>I can repeat words and phrases from familiar stories.</p> <p>I notice some print, such as the first letter of my name or a familiar logo.</p> <p>I know print has meaning.</p> <p>I know print can have different purposes.</p> <p>I know we read English text from left to right and from top to bottom.</p> <p>I can name the different parts of a book.</p> <p>I can spot and suggest rhymes.</p> <p>I can count or clap syllables in a word.</p> <p>I can recognise words with the same initial sound.</p> <p>I can read individual letters by saying the sounds for them.</p> <p>I can blend sounds into words, so they can read short words made up of known letter-sound correspondences.</p> <p>I can read some letter groups that each represent one sound and say sounds for them.</p> <p>I can read a few common exception words (please see Little Wandle progression doc)</p> <p>I can read simple phrases and sentences made up of words with known letter-sound correspondences and a few exception words.</p>	<p>I can apply phonic knowledge to decode words.</p> <p>I can blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>I can respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>I can read words containing -s, -es, -ing, -ed and -est endings.</p> <p>I can read words with contractions, e.g. I'm, I'll and we'll.</p> <p>I can read Y1 common exception words.</p> <p>*Please refer to the Little Wandle Phonics progression document to see what sounds are taught and when.</p>	<p>I can use phonic decoding until reading is fluent.</p> <p>I can read accurately by blending, including alternative sounds for graphemes.</p> <p>I can read polysyllabic words containing these graphemes.</p> <p>I can read common suffixes.</p> <p>I can read most Y1 and Y2 common exception words, noting unusual correspondences.</p>

Year 3	Year 4	Year 5	Year 6
<p>I can use phonic knowledge to decode quickly and accurately.</p> <p>I can apply a growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words I meet.</p> <p>I can begin to read Year 3 and 4 common exception words, noting unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>I can securely use phonic knowledge to decode quickly and accurately.</p> <p>I can apply a growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words I meet.</p> <p>With growing confidence, I can read Year 4 common exception words, noting unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>I can apply knowledge of exception words, root words, prefixes, and suffixes/word endings and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>I can read some of the Year 5 and 6 common exception words.</p>	<p>I can apply knowledge of exception words, root words, prefixes, and suffixes/word endings and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>I can read a wide range of common exception words.</p>

Fluency			
	EYFS (30 - 50mths to ELGs) 30–50 months / 40–60 months / Early Learning Goals	Year 1	Year 2
Skills	<p>I can say some of the words in songs and rhymes, copying sounds, rhythms, tunes and tempo.</p> <p>I can re-read books to build up fluency, understanding and enjoyment.</p>	<p>I can read aloud phonically-decodable texts that match my reading age.</p> <p>I can reread texts to build up fluency and confidence in word reading.</p>	<p>I can read most words quickly and accurately and fluently without overt sounding and blending in books that match my reading age.</p> <p>I can reread these books to build up fluency and confidence in word reading.</p>

Year 3	Year 4	Year 5	Year 6
<p>With support, I can read aloud with to develop my fluency and expression, taking into account some punctuation and spoken words in books that match my reading age.</p> <p>I can begin to read words that are outside of my spoken vocabulary, making a good guess at pronunciation.</p>	<p>I can speedily read aloud with developing fluency and expression through recognising familiar words more quickly (from the Year 3 /4 list) and decoding unfamiliar words with growing confidence.</p> <p>I can take into account some simple punctuation such as commas that create phrasing within sentences.</p>	<p>At this stage, teaching reading skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</p> <p>I can read most words effortlessly and work out how to pronounce unfamiliar written words with increasing accuracy and speed.</p> <p>I can notice more sophisticated punctuation for example, parenthesis and relative clause sentences, and use expression when reading aloud.</p>	<p>At this stage, teaching reading skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</p> <p>I can read a wide range of age-appropriate texts fluently and with confidence. I can notice and respond to a wide variety of punctuation accurately and when reading aloud, use intonation, tone and volume to keep the interest of my audience.</p>

Comprehension			
	EYFS (30 - 50mths to ELGs) 30–50 months / 40–60 months / Early Learning Goals	Year 1	Year 2
Skills	<p>I can ask questions about a book make comments and share ideas.</p> <p>I can re-read books to build up fluency, understanding and enjoyment.</p>	<p>I can check that a text makes sense when I read and I can self-correct.</p> <p>I can begin to answer questions about what I have read.</p>	<p>I can draw on what I already know or on background information and vocabulary provided by the teacher.</p> <p>I can check that the text makes sense to me as I read and can correct inaccurate reading.</p> <p>I can answer questions about what I have read.</p>

Year 3	Year 4	Year 5	Year 6
<p>I can check that the text makes sense discussing my understanding of it and build up my knowledge to explain the meaning of words in context.</p> <p>I can ask questions to improve my understanding of a text.</p> <p>I can identify main ideas drawn from more than one paragraph and summarise these.</p>	<p>With growing confidence, I can discuss my understanding of a text, working across a wider range of genres as well as using texts of increasing length.</p> <p>I can build up my ability to skim a whole document to retrieve information to answer a question.</p>	<p>I can check that the book makes sense, discuss my understanding and explore the meaning of words in context.</p> <p>I can ask questions to improve my understanding.</p> <p>I can retrieve key details and begin to find quotations in the text to support my answer.</p> <p>I can understand some challenging vocabulary and use a thesaurus or a dictionary to help me find its meaning.</p>	<p>I can independently locate information and provide reasoned justifications for my views.</p> <p>I can consistently find accurate quotes within a text to support my answers.</p> <p>I can retrieve and summarise details to support opinions and predictions.</p> <p>I can use skimming and scanning techniques to support answers to questions.</p>

Comparing, contrasting and commenting			
	EYFS (30 - 50mths to ELGs) 30–50 months / 40–60 months / Early Learning Goals	Year 1	Year 2
Skills	<p>I enjoy sharing books with an adult.</p> <p>I have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</p>	<p>I can listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which I can read independently.</p> <p>I can link what I read or hear to my own experiences.</p> <p>I can retell familiar stories in increasing detail.</p> <p>I can join in with discussions about a text, taking turns and listening to what others say.</p>	<p>I can listen to, discuss and express views about a wide range of poetry, stories and non-fiction at a level beyond at which I can read independently.</p> <p>I am becoming increasingly familiar with fairy stories and traditional tales.</p> <p>I can retell a wide range of stories.</p> <p>I can discuss the sequence of events in books and how items of information are related.</p>

Year 3	Year 4	Year 5	Year 6
<p>I can develop positive attitudes to reading by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference/text books.</p> <p>I can participate in discussions about texts sometimes listening to others.</p> <p>I can increase my familiarity of texts to include fairy tales and myths and legends and retell some of these.</p> <p>I can begin to identify how language structure and presentation contribute to meaning.</p>	<p>With increasing confidence and gathering evidence from a wider range of texts, I can develop positive attitudes to reading by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference/text books.</p> <p>I can develop my familiarity with texts including myths and legends and retell some of these.</p> <p>I am becoming increasingly aware of authorial choice, discussing words and phrases which capture my interest.</p> <p>I can identify how language, paragraph structure and layout contribute to meaning.</p>	<p>I can extend my familiarity with texts to include modern fiction, diverse and inclusive texts.</p> <p>During supported discussions, I can make comparisons within and across texts.</p> <p>I can distinguish between fact and opinion with guidance.</p> <p>I can discuss and evaluate how authors use language and can consider the impact on the reader.</p> <p>I can begin to understand figurative language e.g. metaphor, simile and personification.</p>	<p>I can confidently participate in discussions about books that are read to me and those that I read independently building on my own and others' ideas and challenging views.</p> <p>I can discuss and evaluate how authors use language and the effect of their words and phrases on the reader.</p> <p>I can identify and talk about figurative language and its impact.</p> <p>I can confidently distinguish between fact and opinion.</p> <p>I can explain and discuss my understanding of what I have read and express my point of view providing reasoned justification for it.</p>

Inference			
	EYFS (30 - 50mths to ELGs) 30–50 months / 40–60 months / Early Learning Goals	Year 1	Year 2
Skills		<p>I can begin to discuss the significance of the title and events.</p> <p>I can begin to make inferences on the basis of what is being said and done.</p> <p>I can comment on characteristics and actions and characters.</p>	<p>I can make inferences on the basis of what is being said and done.</p> <p>I can make inferences within a sentence.</p>

Year 3	Year 4	Year 5	Year 6
<p>I can ask questions to improve my understanding of a text.</p> <p>With support, I can draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.</p> <p>I can draw generally accurate inferences including inferring a character's motives from their thoughts and actions, sometimes supported through reference to the text.</p> <p>I can begin to discuss how speech can show a character's emotions Infer underlying themes and ideas such as good vs evil, loyalty and treachery.</p> <p>I can use a dictionary to check meanings of new vocabulary and with support, I am able to talk about what words mean in context.</p>	<p>I can more confidently identify themes across a text and draw inferences about a characters' feelings, thoughts and motives for their actions and justify their inferences with text-based evidence.</p> <p>I can more confidently make predictions about what might happen next from implied details.</p> <p>With growing independence, I can use a dictionary to define new vocabulary and discuss and explain words and phrases to explore meanings in context.</p>	<p>I can learn to independently draw inferences often justifying with textual evidence.</p> <p>I can make predictions from implied details both before and after events.</p> <p>I can identify and discuss themes across a wide range of texts to include fiction, non-fiction and poetry</p> <p>I can summarise the main ideas and make comparisons across texts.</p> <p>I can discuss and explore the exact meaning of words and phrases in context.</p>	<p>With confidence, fluency and independence, I can draw out hidden inferences justifying these with evidence from the text.</p> <p>I can make reasoned predictions from implied details.</p> <p>I can identify and discuss themes across a wide range of texts.</p> <p>I can summarise main ideas across a whole text noting developments e.g. of a character or relationship.</p> <p>I can make comparisons within and across texts.</p> <p>I can work out the subtle meanings of words and phrases in context.</p>

Prediction			
	EYFS (30 - 50mths to ELGs) 30–50 months / 40–60 months / Early Learning Goals	Year 1	Year 2
Skills	I can ask questions about a book make comments and share ideas.	<p>I can begin to make predictions based on titles, text, blurb and/or pictures.</p> <p>I can make plausible predictions about characters based on what has been said, my own experiences or knowledge of the story.</p>	I can predict what might happen on the basis on what has been read so far in a text, using a range of clues (e.g. experiences of books written by the same author; experience of books already read on a similar theme, book title, cover and blurb) with increasing confidence.

Year 3	Year 4	Year 5	Year 6
<p>I can recite some poems and songs by heart, in groups and sometimes alone, building confidence and fluency.</p> <p>I can begin to recognise and discuss some different forms of poetry.</p>	<p>With increased complexity and confidence I can recite poems and songs by heart, in groups and sometimes alone, using intonation, tone, volume and action. Also showing an awareness of audience when reading aloud.</p> <p>I can recognise and discuss some different forms of poetry.</p>	<p>With support, I can learn a wider range of poetry, to include song, by heart.</p> <p>I can perform poems and songs using some devices to engage the audience and for effect.</p>	<p>With increased confidence I can learn a wider range of poetry, to include song, by heart.</p> <p>I can confidently perform poems and songs, showing understanding through intonation, tone and volume so that the meaning is clear to the audience.</p>



Performance and Poetry			
	EYFS (30 - 50mths to ELGs) 30–50 months / 40–60 months / Early Learning Goals	Year 1	Year 2
Skills	<p>I enjoy songs and rhymes, tuning in and paying attention.</p> <p>I can sing songs and say rhymes independently.</p>	I can recite some familiar rhymes, predictable phrases, simple poems and songs by heart.	I can continue to build up a repertoire of rhymes, phrases, poems and songs learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.

Year 3	Year 4	Year 5	Year 6
I can begin to predict what might happen from details stated or implied using various clues from the text, image, title.	With increasing confidence I can to predict what might happen from details stated or implied using various clues from the text, image, title.	I can make predictions based on details stated and implied, justifying them in detail with evidence from the text..	I can make predictions and express opinions, explaining and justifying these using at quotations and text references to support ideas and arguments.

Non-Fiction			
	EYFS (30 - 50mths to ELGs) 30–50 months / 40–60 months / Early Learning Goals	Year 1	Year 2
Skills	I can begin to read labels.	<p>I can begin to understand that non-fiction texts are based on fact.</p> <p>I can recognise that non-fiction books are often structured in different ways.</p>	<p>I can understand that non-fiction texts are based on fact and are used for research purposes.</p> <p>I can comment on some of the key features of non-fiction texts and their purpose.</p> <p>I can begin to share facts I have learned in class discussions.</p>

Year 3	Year 4	Year 5	Year 6
<p>I can begin to retrieve and record factual information from age-appropriate non-fiction texts.</p> <p>I can use the factual information I have retrieved to engage in class discussions, sharing knowledge and understanding of new vocabulary.</p>	<p>I can retrieve and record factual information from age-appropriate non-fiction texts.</p> <p>I can understand the importance of non-fiction features.</p> <p>I can more confidently engage in more in-depth class discussions sharing rich knowledge and understanding of new vocabulary.</p>	<p>I can use age-appropriate non-fiction texts to retrieve, record and discuss factual information (e.g. in reading History, Geography and Science books).</p> <p>I can begin to recognise bias, fact and opinion when using non-fiction texts for research purposes.</p>	<p>I can use age-appropriate non-fiction texts to purposefully retrieve, record and discuss information (e.g. in reading History, Geography and Science books).</p> <p>I can recognise bias, fact and opinion when using non-fiction texts for research purposes.</p>

Vocabulary			
	EYFS (30 - 50mths to ELGs) 30–50 months / 40–60 months / Early Learning Goals	Year 1	Year 2
Skills	<p>Develop play around the favourite stories using props.</p> <p>I engage in extended conversations about stories, learning new vocabulary.</p>	<p>I can recognise simple recurring language (e.g. Once upon a time; far, far, away; in the deep, dark woods)</p> <p>I can begin to discuss favourite words and phrases.</p> <p>I can read books closely matched to my improving phonic knowledge.</p>	<p>I can discuss and clarify the meaning of words.</p> <p>I can begin to understand the meaning of unknown words by reading the sentence as a whole.</p> <p>I can discuss favourite words and phrases.</p> <p>I can read books closely matched to my improving phonic knowledge; progressing onto texts that include more sophisticated and challenging vocabulary.</p>

Year 3	Year 4	Year 5	Year 6
<p>I can discuss authors' choice of words and phrases for effect.</p> <p>I can discuss vocabulary used to capture readers' interest and imagination.</p> <p>With support I can use dictionaries and thesauruses to check the meaning of words that are read.</p>	<p>I can discuss authors' choice of words and phrases for effect.</p> <p>I can discuss vocabulary used to capture readers' interest and imagination.</p> <p>I can more confidently use dictionaries and thesauruses to check the meaning of words that are read.</p>	<p>I can begin to discuss vocabulary used by the author to create effect, including figurative language (e.g. metaphor, simile, pathetic fallacy)</p> <p>I can evaluate the use of authors' language and explain how it has created an impact on the reader.</p> <p>I know to use dictionaries to find the meaning of words and thesauruses to find synonyms for words.</p>	<p>I can analyse and evaluate the use of language including figurative language and how it is used for effect, using technical terminology (e.g. metaphor, simile, personification, analogy, imagery, style and effect.)</p> <p>I can evaluate the use of authors' language and explain how it has created an impact on the reader.</p> <p>I am confident to use dictionaries to find the meaning of words and thesauruses to find synonyms for words.</p>