



Blackboys CE School – Reading Skills Progression

Reading skill/Year	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding	<ul style="list-style-type: none"> *Read individual letters by saying the sounds for them. *Blend sounds into words, so that they can read short words made up of letter- sound correspondences. *Read some letter groups that each represent one sound and say sounds for them. *Read simple phrases and sentences made up of words with known letter-sound correspondences. 	<ul style="list-style-type: none"> *Apply phonic knowledge to decode words. *Speedily read all 40+ leers/groups for 40+ phonemes. *Read accurately by blending taught GPC. *Read common suffixes (-s, -es, -ing, -ed, etc.). *Read multi-syllable words containing taught GPCs. *Read contractions and understanding use of apostrophe. *Read aloud phonically-decodable texts. 	<ul style="list-style-type: none"> *Secure phonic decoding unless reading is fluent. *Read accurately by blending, including alternative sounds for graphemes. *Read multi-syllable words containing these graphemes. *Read common suffixes. *Read most words quickly & accurately without overt sounding and blending. 	<ul style="list-style-type: none"> *Begin to apply their growing knowledge of root words, prefixes and suffixes. *Begin to read words with these prefixes and suffixes aloud. 	<ul style="list-style-type: none"> *Apply their knowledge of root words, prefixes and suffixes. *Read words with these prefixes and suffixes aloud. 	<ul style="list-style-type: none"> *Begin to apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology). *Begin to read these words aloud. *Begin to understand the meaning of new words that they meet. 	<ul style="list-style-type: none"> *Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) *Read these words aloud. *Understand the meaning of new words that they meet.
Common Exception Words	<ul style="list-style-type: none"> *Read a few common exception words matched to the school's phonic programme (At Blackboys CE Primary School we use Monster Phonics). 	<ul style="list-style-type: none"> *Read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words. 	<ul style="list-style-type: none"> *Read most Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. 	<ul style="list-style-type: none"> *Begin to read Y3/Y4 exception words (At Blackboys CE Primary School we use the spelling appendix in the National Curriculum). 	<ul style="list-style-type: none"> *Read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and where these occur in the word. 	<ul style="list-style-type: none"> *Read most Y5/Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word. 	<ul style="list-style-type: none"> *Read all Y5/Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.
Understanding	<ul style="list-style-type: none"> *Listen to and talk about stories to build familiarity and understanding. *Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 	<ul style="list-style-type: none"> *Draw on what they already know or on background information and vocabulary provided by the teacher. *Check that the text makes sense to them as they read and correct inaccurate reading. 	<ul style="list-style-type: none"> *Discuss the sequence of events in books and how items of information are related. *Draw on what they already know or on background information and vocabulary provided by the teacher. *Check that the text makes sense to them as they read and correct inaccurate reading. 	<ul style="list-style-type: none"> *Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context. *Begin to ask questions to improve their understanding of a text. *Begin to identify main ideas drawn from more than one paragraph and summarising these. 	<ul style="list-style-type: none"> *Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. *Ask more questions to improve their understanding of a text. *Identify main ideas drawn from more than one paragraph and summarising these. 	<ul style="list-style-type: none"> *Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. *Develop the questions they ask to improve their understanding. *Begin to summarise the main ideas drawn from more than one paragraph, identifying key details to support the main idea. 	<ul style="list-style-type: none"> *Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. *Ask deeper questions to improve their understanding. *Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas
Discussing a range of reading and becoming familiar with the text	<ul style="list-style-type: none"> *Compare and contrast characters from stories, including figures from the past. *Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. 	<ul style="list-style-type: none"> *Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. *Be encouraged to link what they read or hear read to their own experiences. *Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. *Recognise and join in with predictable phrases. *Participate in discussion about what is read to them, taking turns and listening to what others say. *Explain clearly their understanding of what is read to them. 	<ul style="list-style-type: none"> *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. *Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. *Recognise simple recurring literary language in stories and poetry. *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. 	<ul style="list-style-type: none"> *Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. *Read books that are structured in different ways and read for a range of purposes. *Begin to increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. *Begin to identify themes and conventions in a wide range of books. *Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. 	<ul style="list-style-type: none"> *Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. *Read books that are structured in different ways and reading for a range of purposes. *Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. *Identify themes and conventions in a wide range of books. *Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. 	<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. *Read books that are structured in different ways and reading for a range of purposes. *Make comparisons within and across books. *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. *Identify and discuss themes and conventions in and across a wide range of writing. *Recommend books that they have read to their peers, giving reasons for their choices. *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. *Provide reasoned justifications for their views. 	<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. *Read books that are structured in different ways and reading for a range of purposes. *Make comparisons within and across books. *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. *Identify and discuss themes and conventions in and across a wide range of writing. *Recommend books that they have read to their peers, giving reasons for their choices. *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. *Provide reasoned justifications for their views.



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Word meanings and authorial intent	<ul style="list-style-type: none"> *Learn new vocabulary. *Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. *Use new vocabulary in different contexts. *Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 	<ul style="list-style-type: none"> *Discuss word meanings, linking new meanings to those already known. 	<ul style="list-style-type: none"> *Discuss and clarify the meanings of words, linking new meanings to known vocabulary. *Discuss their favourite words and phrases. 	<ul style="list-style-type: none"> *Begin to use dictionaries to check the meaning of words that they have read. *Discuss words and phrases that capture the reader's interest and imagination. *Begin to identify how language, structure, and presentation contribute to meaning. *Discuss authors' choice of words and phrases for effect. 	<ul style="list-style-type: none"> *Use dictionaries to check the meaning of words that they have read. *Discussing words and phrases that capture the reader's interest and imagination. *Identify how language, structure, and presentation contribute to meaning. *Discuss vocabulary used to capture readers' interest and imagination. 	<ul style="list-style-type: none"> *Begin to use understanding of prefixes and suffixes to determine the meaning of unfamiliar words. *Discuss vocabulary used by the author to create effect including figurative language. *Evaluate the use of authors' language and explain how it has created an impact on the reader. 	<ul style="list-style-type: none"> *Use understanding of prefixes and suffixes to determine the meaning of unfamiliar words. *Analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.
Inference	<ul style="list-style-type: none"> *Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" *Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems where appropriate. 	<ul style="list-style-type: none"> *Discuss the significance of the title and events. *Make inferences on the basis of what is being said and done. 	<ul style="list-style-type: none"> *Make inferences on the basis of what is being said and done. *Answer and ask questions. 	<ul style="list-style-type: none"> *Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. 	<ul style="list-style-type: none"> *Draw inferences from characters' feelings, thoughts and moves from their actions, and justifying inferences with evidence from the text. 	<ul style="list-style-type: none"> *Draw inferences from characters' feelings, thoughts and motives. 	<ul style="list-style-type: none"> *Consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters). *Discuss how characters change and develop through texts by drawing inferences based in indirect clues.
Prediction	<ul style="list-style-type: none"> *Anticipate (where appropriate) key events in stories. 	<ul style="list-style-type: none"> *Predict what might happen on the basis of what has been read so far. 	<ul style="list-style-type: none"> *Predict what might happen on the basis of what has been read so far. 	<ul style="list-style-type: none"> *Predict what might happen from details stated and implied. *Justify predictions using evidence from the text. 	<ul style="list-style-type: none"> *Predict what might happen from details stated and implied. *Justify predictions from details stated and implied. 	<ul style="list-style-type: none"> *Make predictions based on details stated and implied, justifying them in detail with evidence from the text. 	<ul style="list-style-type: none"> *Predict what might happen from details stated and implied.
Non-fiction	<ul style="list-style-type: none"> *Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. *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"> *Be introduced to non-fiction books that are structured in different ways. 	<ul style="list-style-type: none"> *Recognise that non-fiction books are often structured in different ways. 	<ul style="list-style-type: none"> *Retrieve and record information from non-fiction. 	<ul style="list-style-type: none"> *Use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information. 	<ul style="list-style-type: none"> *Distinguish between statements of fact and opinion. *Retrieve, record and present information from nonfiction. 	<ul style="list-style-type: none"> *Retrieve, record and present information from nonfiction texts. *Use non-fiction materials for purposeful information retrieval (eg in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (eg reading information leaflets before a gallery or museum visit or reading a theatre programme or review).
Poetry and Performance	<ul style="list-style-type: none"> Engage in story times. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Learn rhymes, poems and songs. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. 	<ul style="list-style-type: none"> *Learn to appreciate rhymes and poems, and to recite some by heart. 	<ul style="list-style-type: none"> *Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> *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. 	<ul style="list-style-type: none"> *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. 	<ul style="list-style-type: none"> *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. 	<ul style="list-style-type: none"> *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.