



Laughton Junior & Infant School

Learning together, achieving together

Reading Skills Progression



	Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	Phonics and Decoding						
<p>KS1 (Word Reading) <i>Pupils should be taught to:</i></p> <p><i>Apply phonic knowledge and skills as the route to decode words.</i></p> <p><i>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</i></p> <p><i>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</i></p> <p><i>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</i></p> <p><i>Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.</i></p> <p><i>Read other words of more than one syllable that contain taught GPCs.</i></p> <p><i>Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).</i></p> <p><i>Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</i></p> <p><i>Re-read these books to build up their fluency and confidence in word reading.</i></p>	<p>To enjoy rhyming and rhythmic activities.</p> <p>To show awareness of rhyme and alliteration.</p> <p>To recognise rhythm in spoken words.</p> <p>To continue a rhyming string.</p> <p>To hear and say the initial sound in words.</p> <p>To segment the sounds in simple words and blend them together and know which letter represents some of them.</p> <p>To link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>To use phonic knowledge to decode regular words and read them aloud accurately.</p>	<p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>To read words containing taught GPCs.</p> <p>To read words containing -s, -es, -ing, -ed and -est endings.</p> <p>To read words with contractions, e.g. I'm, I'll and we'll.</p>	<p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables.</p> <p>To read most words containing common suffixes.</p>	<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.</p> <p>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.</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>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.</p>	<p>To 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.</p>

<p><i>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</i></p> <p><i>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</i></p> <p><i>Read accurately words of two or more syllables that contain the same graphemes as above.</i></p> <p><i>Read words containing common suffixes.</i></p> <p><i>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</i></p> <p><i>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</i></p> <p><i>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</i></p>							
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Common Exception Words

<p>KS2 (Word Reading)</p> <p><i>Pupils should be taught to:</i></p> <p><i>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.</i></p> <p><i>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</i></p>	<p>To read some common irregular words.</p>	<p>To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</p>	<p>To read most Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>To begin to read Y3/Y4 exception words.</p>	<p>To read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and these occur in the word.</p>	<p>To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>To read all Y5/Y6 exception words.</p>
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Fluency

	<p>To show interest in illustrations and print in books and print in the environment.</p>	<p>To accurately read texts that are consistent with their developing</p>	<p>To read aloud books (closely matched to their improving</p>	<p>Children have daily access to excellent models of fluency (teachers, teaching assistants) of age appropriate and challenging (syntax, structure, theme) and practise improving their reading fluency through a variety of strategies (echo reading, paired, individual and whole class reading aloud and on own)</p>
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	<p>To recognise familiar words and signs such as own name and advertising logos.</p> <p>To look and handle books independently (holds books the correct way up and turns pages).</p> <p>To ascribe meanings to marks that they see in different places.</p> <p>To begin to break the flow of speech into words.</p> <p>To begin to read words and simple sentences.</p> <p>To read and understand simple sentences.</p>	<p>phonic knowledge, that do not require them to use other strategies to work out words.</p> <p>To reread texts to build up fluency and confidence in word reading.</p>	<p>phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>To reread these books to build up fluency and confidence in word reading.</p> <p>To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</p>	<p>Teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically.</p> <p>Focus on word reading supports the development of age-appropriate and challenging (Tier 2/3, subject specific, theme) vocabulary.</p>
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Understanding & Correcting Inaccuracies

<p>KS1 (Comprehension)</p> <p><i>Pupils should be taught to: Develop pleasure in reading, motivation to read, vocabulary and understanding by:</i></p> <p><i>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</i></p> <p><i>Being encouraged to link what they read or hear read to their own experiences.</i></p> <p><i>Discussing the sequence of events in books and how items of information are related</i></p> <p><i>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</i></p> <p><i>Being introduced to non-fiction books that are structured in different ways.</i></p> <p><i>Recognising simple recurring literary language in stories and poetry.</i></p>	<p>To know that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p>To understand humour, e.g. nonsense rhymes, jokes.</p>	<p>To check that a text makes sense to them as they read and to self-correct.</p>	<p>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>To check that the text makes sense to them as they read and to correct inaccurate reading.</p>	<p>Develop increasingly sophisticated understanding of a wider variety of age appropriate and challenging texts.</p> <p>Develop a range of skills to show understanding by drawing on prior knowledge and vocabulary for independent research and study linked to LJI wider curriculum and own areas of interest.</p>
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Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.

Discussing their favourite words and phrases.

Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.

Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.

Recognising and joining in with predictable phrases.

Learning to appreciate rhymes and poems, and to recite some by heart.

Discussing word meanings, linking new meanings to those already known.

Understand both the books they can already read accurately and fluently and those they listen to by: Drawing on what they already know or on background information and vocabulary provided by the teacher.

Checking that the text makes sense to them as they read and correcting inaccurate reading.

Discussing the significance of the title and events.

Making inferences on the basis of what is being said and done.

Predicting what might happen on the basis of what has been read so far.

Participate in discussion about what is read to them, taking turns and listening to what others say.

<i>Explain clearly their understanding of what is read to them.</i>				
<i>Drawing on what they already know or on background information and vocabulary provided by the teacher.</i>				
<i>Answering and asking questions.</i>				
<i>Predicting what might happen on the basis of what has been read so far</i>				

Comparing, Contrasting and Commenting

<p>KS2 (Comprehension)</p> <p>Pupils should be taught to: Develop and maintain positive attitudes to reading and understanding of what they read by: Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Reading books that are structured in different ways and reading for a range of purposes.</p> <p>Using dictionaries to check the meaning of words that they have read.</p> <p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</p> <p>Identifying themes and conventions in a wide range of books.</p> <p>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Discussing words and phrases that capture the reader's interest and imagination.</p>	<p>To listen to stories with increasing attention and recall.</p> <p>To anticipate key events and phrases in rhymes and stories.</p> <p>To begin to be aware of the way stories are structured.</p> <p>To describe main story settings, events and principal characters.</p> <p>To enjoy an increasing range of books.</p> <p>To follow a story without pictures or props.</p> <p>To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>To demonstrate understanding when talking with others about what they have read.</p>	<p>To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.</p> <p>To link what they have read or have read to them to their own experiences.</p> <p>To retell familiar stories in increasing detail.</p> <p>To join in with discussions about a text, taking turns and listening to what others say.</p> <p>To discuss the significance of titles and events.</p>	<p>To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.</p> <p>To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p> <p>To discuss the sequence of events in books and how items of information are related.</p> <p>To recognise simple recurring literary language in stories and poetry.</p> <p>To ask and answer questions about a text</p>	<p>To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>To use appropriate terminology when discussing texts (plot, character, setting).</p>	<p>To discuss and compare texts from a wide variety of genres and writers.</p> <p>To read for a range of purposes.</p> <p>To identify themes and conventions in a wide range of books.</p> <p>To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).</p> <p>To identify how language, structure and presentation contribute to meaning.</p> <p>To identify main ideas drawn from more than one paragraph and summarise these.</p>	<p>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.</p> <p>To 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.</p> <p>To identify main ideas drawn from more than one paragraph and to summarise these.</p> <p>To recommend texts to peers based on personal choice.</p>	<p>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.</p> <p>To recognise more complex themes in what they read (such as loss or heroism).</p> <p>To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p>To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.</p> <p>To draw out key information and to summarise the main</p>
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<p>Recognising some different forms of poetry [for example, free verse, narrative poetry]</p> <p>Making comparisons within and across books.</p> <p>Learning a wider range of poetry by heart.</p> <p>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.</p> <p>Understand what they read, in books they can read independently, by:</p> <p>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Asking questions to improve their understanding of a text.</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Predicting what might happen from details stated and implied.</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these.</p> <p>Identifying how language, structure, and presentation contribute to meaning.</p> <p>Retrieve and record information from non-fiction.</p> <p>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.</p>			<p>To make links between the text they are reading and other texts they have read (in texts that they can read independently).</p>				<p>ideas in a text.</p> <p>To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.</p> <p>To compare characters, settings and themes within a text and across more than one text.</p>
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Predicting what might happen from details stated and implied.							
Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.							
Identifying how language, structure and presentation contribute to meaning.							
Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.							

Words in Context and Authorial Choice

	<p>To build up vocabulary that reflects the breadth of their experiences.</p> <p>To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words</p> <p>To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p>	<p>To discuss word meaning and link new meanings to those already known.</p>	<p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>To discuss their favourite words and phrases.</p>	<p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>To discuss authors' choice of words and phrases for effect.</p>	<p>Discuss vocabulary used to capture readers' interest and imagination.</p>	<p>To discuss vocabulary used by the author to create effect including figurative language.</p> <p>To evaluate the use of authors' language and explain how it has created an impact on the reader.</p>	<p>To 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.</p>
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Inference and Prediction

	<p>To suggest how a story might end.</p> <p>To begin to understand 'why' and 'how' questions.</p> <p>To answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	<p>To begin to make simple inferences.</p> <p>To predict what might happen on the basis of what has been read so far.</p>	<p>To make inferences on the basis of what is being said and done.</p> <p>To predict what might happen on the basis of what has been read so far in a text.</p>	<p>To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p> <p>To justify predictions using evidence from the text.</p>	<p>To draw inferences from characters' feelings, thoughts and motives that justify their actions, supporting their views with evidence from the text.</p> <p>To justify predictions from details stated and implied.</p>	<p>To draw inferences from characters' feelings, thoughts and motives.</p> <p>To make predictions based on details stated and implied, justifying them in detail with evidence from the text.</p>	<p>To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).</p> <p>To discuss how characters, change and develop through texts by drawing inferences based on indirect clues.</p>
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Poetry and Performance

	<p>To listen to and join in with stories and poems, one-to-one and also in small groups.</p>	<p>To recite simple poems by heart.</p>	<p>To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting</p>	<p>To prepare and perform poems and play scripts that show some awareness of the audience when</p>	<p>To recognise and discuss some different forms of poetry (e.g. free verse or narrative</p>	<p>To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.</p>	<p>To confidently perform texts (including poems learnt by heart) using a wide range of devices to</p>
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	<p>To join in with repeated refrains in rhymes and stories.</p> <p>To use intonation, rhythm and phrasing to make the meaning clear to others.</p> <p>To develop preference for forms of expression.</p> <p>To play cooperatively as part of a group to develop and act out a narrative.</p> <p>To express themselves effectively, showing awareness of listeners' needs.</p>		<p>some with appropriate intonation to make the meaning clear.</p>	<p>reading aloud.</p> <p>To begin to use appropriate intonation and volume when reading aloud.</p>	<p>poetry).</p> <p>To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.</p>		<p>engage the audience and for effect.</p>
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Non-Fiction

	<p>To know that information can be relayed in the form of print.</p> <p>To know that information can be retrieved from books and computers.</p>		<p>To recognise that non-fiction books are often structured in different ways.</p>	<p>To retrieve and record information from non-fiction texts.</p>	<p>To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.</p> <p>To use dictionaries to check the meaning of words that they have read.</p>	<p>To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.</p>	<p>To retrieve, record and present information from non-fiction texts.</p> <p>To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).</p>
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