

## LANGHAM PRIMARY SCHOOL – READING SKILLS PROGRESSION

See also [National Curriculum for English Programme](#) , [Development Matters/ EYFS framework](#)

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and Decoding	<ul style="list-style-type: none"> <li>Spot and suggest <b>rhymes</b>.</li> <li>Count or clap <b>syllables</b> in words.</li> <li>Recognise words with the same <b>initial sound</b> progressing to sounds of individual letters within words.</li> <li><b>Blend sounds</b> into words so that they can read short words.</li> <li>Read <b>some letter groups</b> that each represent one sound.</li> <li>Read some <b>common exception words</b>.</li> <li>Read <b>simple sentences</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Instantly recognise all <b>40+ letters/groups</b>.</li> <li>Read <b>common exception words</b> from the Year 1 NC list. Read common suffixes (-s, -es, -ing, -ed, etc.)</li> <li>Read <b>multi-syllable words</b> containing taught GPCs.</li> <li>Read <b>contractions</b> and understanding use of <b>apostrophe</b>.</li> <li>Read aloud <b>phonically-decodable texts</b>.</li> <li>Read accurately and <b>without over sounding and blending</b> after a few encounters.</li> </ul>	<ul style="list-style-type: none"> <li><b>Secure phonic decoding</b> until reading is fluent.</li> <li>Read accurately by blending, including <b>alternative sounds</b> for graphemes.</li> <li>Read <b>multi-syllable words</b> containing these graphemes.</li> <li>Read <b>common suffixes</b>.</li> <li>Read <b>exception words</b>, noting unusual correspondences.</li> <li>Read most words <b>quickly &amp; accurately</b> without overt sounding and blending.</li> </ul>	<ul style="list-style-type: none"> <li>Apply their growing knowledge of <b>root words, prefixes and suffixes</b>, both to read aloud and to understand the meaning of new words they meet.</li> <li>Read <b>further exception words</b>, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> <li>Develop <b>pronunciation</b> of unfamiliar words.</li> </ul>	<ul style="list-style-type: none"> <li>Apply their growing knowledge of root words, prefixes and suffixes (<b>morphology and etymology</b>), both to read aloud and to understand the meaning of new words that they meet</li> <li>To be able to <b>read most words effortlessly</b> and use prior learning to pronounce unfamiliar words.</li> </ul>		
Fluency	<ul style="list-style-type: none"> <li>Be able to read and understand <b>simple sentences</b> using sounds that have been learnt.</li> <li><b>Re-read books</b> to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> </ul>	<ul style="list-style-type: none"> <li>Be able to read and re-read books that are <b>closely matched to their developing phonic knowledge</b> and knowledge of common exception words.</li> <li>Use appropriate <b>expression</b> when reading words that are printed for emphasis.</li> <li>Pronounce <b>plurals</b> clearly, with particular focus on the final sound.</li> </ul>	<ul style="list-style-type: none"> <li>Be able to read <b>common exception words</b> easily and automatically.</li> <li>Use appropriate <b>expression</b> when reading a sentence with a question mark or an exclamation mark.</li> <li>Pronounce <b>contractions</b> clearly, with particular focus on the final sound</li> <li>Pronounce <b>past tense verbs</b> clearly, with particular focus on the final sound.</li> </ul>	<ul style="list-style-type: none"> <li>Be able to <b>read age appropriate texts accurately</b> and at a speed that is sufficient to allow a focus on understanding rather than decoding individual words.</li> <li>Use <b>appropriate expression when reading dialogue</b>: Appropriate pause between reporting clause and the speech; use the reporting clause (if it comes before the speech) to inform how the speech is read (e.g. Jo whispered, "What's that noise?")</li> </ul>	<ul style="list-style-type: none"> <li>Be able to <b>read age appropriate texts accurately</b> and at a speed that is sufficient to allow a focus on understanding rather than decoding individual words.</li> <li>Use <b>appropriate expression when reading sentences with fronted adverbials</b> i.e. a slight pause indicated by the comma after the fronted adverbial.</li> </ul>	<ul style="list-style-type: none"> <li>Be able to <b>read age-appropriate texts accurately</b> and at a reasonable speaking pace.</li> <li>Be able to prepare readings, with <b>appropriate intonation</b> to show their understanding</li> <li>Use <b>appropriate expression</b> when reading sentences with: <b>relative clauses</b> i.e. slight pauses indicated by the commas around the relative clause and <b>brackets or dashes</b> i.e. slight pauses indicated by the brackets or dashes.</li> </ul>	<ul style="list-style-type: none"> <li>Be sufficiently fluent so that <b>reading of texts across the curriculum is effortless</b>.</li> <li>Be able to prepare readings, with <b>appropriate intonation</b>.</li> <li>Use <b>appropriate expression</b> when reading <b>ironic or sarcastic sentences</b> (nb. this may be indicated by italic or bold fonts, or scare quotes).</li> </ul>

Range of Reading	<ul style="list-style-type: none"> <li>Engage in regular <b>story times</b> enjoying a range of well-known authors, illustrators and titles.</li> <li><b>Listen attentively</b> and respond to what they hear with relevant questions, comments.</li> <li>Join in with <b>repeated actions and phrases</b>.</li> <li>Use and understand recently introduced <b>vocabulary</b>.</li> <li>Learn <b>rhymes, poems and songs</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Enjoy listening to and discussing a wide range of <b>poems, stories and non-fiction</b> at a level beyond that at which they can read independently.</li> <li><b>Recognising and joining in with predictable phrases</b>.</li> <li>Link what they read or hear read to their <b>own experiences</b>.</li> <li>Enjoy learning about <b>different cultures</b> through story.</li> <li>Learn to recite some <b>rhymes and poems</b> by heart.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to enjoy listening to poems, stories and non-fiction at a level beyond that at which they can read independently including <b>some longer texts</b> that can be read over a number of sessions.</li> <li>Begin to <b>express views and opinions</b>.</li> <li>Enjoy learning about <b>different cultures</b> and experiences of others through story.</li> <li>Learn to recite some <b>rhymes and poems</b> by heart.</li> </ul>	<ul style="list-style-type: none"> <li><b>Listen to and read</b> longer texts by well-known authors including some <b>children’s classics and contemporary children’s literature</b>.</li> <li>Listen to and read books that are <b>structured in different ways</b> (for example stories told through diary entries, play scripts, explanation texts and historical recounts.)</li> <li>Continue to build up a repertoire of <b>poems</b> learnt by heart.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to build a <b>wide experience of reading</b> across the curriculum as well as for pleasure.</li> <li>Listen to and read books that explore <b>issues relevant to children’s personal lives and growing up in modern Britain</b> discussing their relevance and meaning. (For example, friendship, loss, fairness, equality, racism and prejudice).</li> <li>Prepare <b>poems and plays</b> to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> </ul>
Understanding	<p>Understand the <b>5 key concepts about print</b>:</p> <ul style="list-style-type: none"> <li>Print has meaning</li> <li>Print can have different purposes.</li> <li>We can read English from left to right and from top to bottom.</li> <li>The names of different parts of a book.</li> <li>Page sequencing.</li> </ul> <p><b>Demonstrate understanding</b> by:</p> <ul style="list-style-type: none"> <li>Retelling</li> <li>Anticipating</li> <li>Using new vocabulary</li> </ul> <p>Offer <b>explanations</b> for why things might happen.</p>	<ul style="list-style-type: none"> <li>Respond to questions about a text involving <b>retrieval of information prediction, and explanation</b>.</li> <li><b>Re-read text</b> that doesn’t make sense.</li> <li><b>Predict</b> what might happen on the basis of what has been read so far.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the <b>sequence of events</b> in books and how items of information are related.</li> <li><b>Check that the text makes</b> sense to them as they read and correct inaccurate reading.</li> <li>Make <b>simple inferences</b> and predictions in direct response to the narrative.</li> </ul>	<ul style="list-style-type: none"> <li><b>Ask questions</b> to improve their understanding of a text.</li> <li>Identifying <b>main ideas</b> drawn from more than one paragraph and summarise them.</li> <li><b>Draw inferences</b> such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li><b>Predict</b> what might happen from details stated and implied.</li> <li>Discuss <b>words and phrases</b> that capture the reader’s interest and imagination.</li> <li>Retrieve and record information from <b>non-fiction</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions and explore <b>characters’ motives</b> to gain a deeper understanding of the text.</li> <li><b>Draw inferences</b> such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>Use personal experience as well as knowledge beyond personal experience to understand how the <b>context of the text</b> influences the content.</li> <li>Provide <b>explanations</b> supported by a number of examples from different parts of a text.</li> <li>Explain the <b>impact on the reader</b> of an author’s word choices and other literary devices including the use of <b>figurative language</b>.</li> <li>Identify how language, structure and presentation contribute to <b>meaning</b>.</li> <li>Distinguish between statements of <b>fact and opinion</b></li> </ul>