Reading Essentials Skills and Knowledge Progression

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Becoming a Reader		All Becoming a Reader statements from previous year are secure	All Becoming a Reader statements from previous year are secure	All Becoming a Reader statements from previous year are secure	All Becoming a Reader statements from previous year are secure	All Becoming a Reader statements from previous year are secure	All Becoming a Reader statements from previous year are secure
	Enjoy listening to and joining in with stories and poems	Enjoy stories, poems and rhymes and retell a story in the correct order	Engage with and discuss a wide range of poems (contemporary and classic), stories and non-fiction at a level beyond that which he/she can read independently	Appreciate books and reading	Independently read for a range of purposes	Independently read a range of fiction, poetry, plays, non-fiction, reference and text books, for a range of purposes	Read longer and more challenging books, appreciating the depth of character and plot
	Track a text word by word			Read and discuss a range of fiction, poetry, plays, non-fiction, reference and text books			Read and critically discuss a range of fiction, poetry, plays, non-fiction, reference and text books for a range of purposes
Word Reading		All Word Reading statements from previous year are secure	All Word Reading statements from previous year are secure	All Word Reading statements from previous year are secure	All Word Reading statements from previous year are secure	All Word Reading statements from previous year are secure	All Word Reading statements from previous year are secure

	Say a sound for each letter in the alphabet and at least 10 digraphs	Read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes	Blend GPCs to read accurately	Use a knowledge of unusual grapheme phoneme correspondences to tackle unfamiliar words	Combine an understanding of phonics, morphology and etymology to aid him/her in reading unfamiliar words	Use an understanding of phonics, morphology and etymology to aid him/her in reading unfamiliar words	Continue to use an understanding of phonics, morphology and etymology to aid them in reading unfamiliar words
	Segment simple words orally into phonemes	Read many year 1 common exception words (National Curriculum English Appendix 1)	Recognise alternative sounds for graphemes		Try out different pronunciations to aid the decoding of unfamiliar, longer words		
	Blend the phonemes in simple words orally	Read words of more than one syllable	Read most common exception words (National Curriculum Appendix 1)				
	Read and remember high frequency words that cannot be easily decoded at this stage (tricky words)	Read aloud accurately books that match his/her phonic knowledge	Self-correct when reading aloud				
	Read words consistent with their phonic knowledge by sound-blending	Look for words within words to aid decoding					

	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words						
Fluency		All Fluency statements from previous year are secure	All Fluency statements from previous year are secure	All Fluency statements from previous year are secure	All Fluency statements from previous year are secure	All Fluency statements from previous year are secure	All Fluency statements from previous year are secure
	Re-read books to build fluency and confidence	Sound out many unfamiliar words accurately in a phonically regular text	Sound out most unfamiliar words accurately, without undue hesitation	Read year 3 texts fluently across the curriculum	Read year 4 texts fluently across the curriculum	Read year 5 texts fluently across the curriculum	Read year 6 texts fluently across the curriculum
		In phonically regular texts, read aloud many words quickly and accurately without overt sounding and blending	Read most words accurately without overt sounding and blending and sufficiently fluently to allow him/her to focus on understanding rather than on decoding individual words (EXS KS1)				

		Begin to read with expression	Read year 2 texts with expression				
Comprehension		All Comprehension statements from previous year are secure	All Comprehension statements from previous year are secure	All Comprehension statements from previous year are secure	All Comprehension statements from previous year are secure	All Comprehension statements from previous year are secure	All Comprehension statements from previous year are secure
Vocabulary Knowledge	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role play		Use the surrounding text to aid him/her in understanding unknown vocabulary	Use morphology to aid him/her in understanding unknown vocabulary	Understand that words can have varied meanings depending on the context	Identify vocabulary used beyond the literal sense	Infer deeper meanings from the vocabulary used
Imagining & Linking			Order the events in a text	Create sensory images while he/she reads	Develop understanding by making connections between texts in terms of plot, similar characters, same author etc.	Develop understanding by making connections between texts and the world beyond his/her own experience	
Asking Questions	Ask and answer questions about a text being read to them		Check that the text makes sense as he/she reads and correct	Ask questions to help his/her reading make sense and to keep an active			

			inaccurate reading	engagement with a longer text			
Clarifying and retrieving	Talk about what happens in a text	Retrieve information from a familiar book that is read to him/her in discussion with the teacher	Build comprehension by retrieving basic information from a text	Combine information to create an understanding of the whole text	Extract information from a text, when it is hidden within alonger paragraph	Check that the text makes sense to him/her and use questioning and discussion to further his/her understanding	Use what is implied and 'not said' to enhance comprehension
Inferring	Say how a character is feeling in a book that is read to them	Make simple inferences about characters from what they say and do	Make inferences about characters, settings and events	Use inference to draw simple conclusions about characters, settings and events	Use textual details and examples to support inferences and explanations about a text's meaning	Extract information and make inferences from evidence found throughout a whole text	Explain inferences with clear reasoning and precise language
					Make inferences from evidence found throughout a paragraph	Use evidence to both support and challenge conclusions drawn within and from a text	Revise conclusions based on new evidence in the text
Predicting	Anticipate - where appropriate - key events in stories	Predict the next part of a story		Predict what may happen and explain using detail from the text	Predict what may happen and explain using stated and implied detail from the text	Predict what may happen using stated and implied details and a wider personal understanding of the world	Refine and verify predictions in discussion with others

Summarising	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary		Explain what has happened so far in what they have read	Identify the key points in a section, page or whole text			Summarise the key points in a more complex text, using his/her own words to establish clear meaning
Responding to texts		Answer questions about the text in discusion with the teacher	Retrieve information from the text to answer questions	Refer back to the text to support their response	Answer questions giving evidence from the text in their response		
Understanding purpose and viewpoint				Identify the author's purpose e.g. to inform, describe, entertain, share feelings etc.	Recognise the viewpoint of the author and distinguish fact from opinion	Comment on a writer's purpose and viewpoint whilst recognising that this may differ in different parts of the text	Explain a writer's purpose and viewpoint with reference to evidence in the text
Understanding text organisation				Explain the purposes of structural and language features	Identify how the layout and structure of texts aids the reader and contributes to meaning		

Understanding writer's use of language					Select and discuss effective words, phrases and sentences e.g. figurative language	Discuss and evaluate how authors use language and the impact on meaning and the reader	Describe and evaluate the choices an author has made in their use of language
Being a Researcher				All Being a Researcher statements from previous year are secure	All Being a Researcher statements from previous year are secure	All Being a Researcher statements from previous year are secure	All Being a Researcher statements from previous year are secure
			Use indexes, contents pages, headings and captions to navigate non-fiction texts	Retrieve, record and present information	Use the strategies of skimming, scanning, close reading and key word searches to locate and select information	Detect bias and distinguish fact from opinion	Orchestrate a full range of research skills to conduct independent research
						Search texts (including screen-based texts) for information quickly and efficiently and make choices about the appropriateness of the information	