



St Anne's Progression of Reading Skills

	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Word reading	Develop phonological awareness by recognising and suggesting rhymes, counting or clapping syllables and identifying words with the same initial sound. Say a sound for each letter of the alphabet. Read individual letters by saying the sounds for them. Blend sounds into words, using known letter-sound correspondences. Read some letter groups that represent one sound and say the sounds for them. Read words containing taught grapheme-phoneme correspondences. Read a few common exception words matched to the school's systematic phonics programme.	Apply phonic knowledge to decode words and blend to read aloud phonically decodable texts. Re-read books to build fluency and confidence. Read simple sentences and understand the meaning. Speedily read all 40+ letters /groups for 40+ phonemes including alternative sounds for graphemes. Read polysyllabic words containing taught GPCs Read common suffixes (-s, -es, -ing, -ed, -er and -est) Read contractions and understand	Apply phonic decoding until automatic and reading is fluent. Read aloud books matched to phonic knowledge by sounding out unfamiliar words automatically. Read most words quickly & accurately without overt sounding and blending. Re-read books to build up fluency and confidence in word reading note punctuation to read with appropriate expression. Read accurately by blending, including alternative sounds for graphemes. Read polysyllabic words containing above graphemes.	Use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). Apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto. 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.* Begin to read the Year 3 and 4 common exception words,	Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. Apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.* Read Year 3 and 4 common exception words, noting unusual correspondences	Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. To begin to work out how to pronounce unfamiliar written words. 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.* Begin to read the Year 5 and 6 common exception word noting unusual correspondences	Read fluently with full knowledge of all Y5 / Y6 common 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.

	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, taught common exception words. Re-read books that are closely matched to their developing phonic knowledge to build confidence, fluency, understanding and enjoyment.	that the apostrophe represents the omitted letter(s). Read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.	Read common suffixes (-ed, -ing, -er, -est, -y, -er, -ment, -ful, -ness, -less, -ly). Read Year 2 common exception words, noting unusual correspondences.	noting unusual correspondences			
Familiarity with texts	Listen attentively to and enjoy a wide range of stories, poems, rhymes and songs. Develop familiarity with well-known stories, including traditional tales and stories from different cultures. Retell familiar stories using some of their own words and recently introduced vocabulary. Join in with repeated phrases, rhymes and predictable language. Develop familiarity with a range of non-fiction texts and discuss new knowledge and vocabulary.	Become familiar with and begin to retell key stories, fairy stories and traditional tales. Join in with predictable words/phrases. Begin to recite some rhymes/poems by heart. Begin to look at the features of non-fiction books.	Retell a range of stories, fairy stories and traditional tales. Build up a repertoire of poems learnt by heart and recite some with appropriate intonation. Introduced to non-fiction books that are structured in different ways	Know and be able to retell some myths and legends. Recognise some different forms of poetry. Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Read a range of books, that are structured in different ways (including non-fiction) and for different purposes.	Know and be able to retell some myths and legends, with increasing confidence. Recognise some different forms of Poetry and name them: acrostic, haiku etc. Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action, with increasing confidence. Read a range of books, that are	Begin to increase familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literacy heritage and books from other cultures and traditions. Learn a wider range of poetry by heart, preparing poems to read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to the audience.	Begin to increase familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literacy heritage and books from other cultures and traditions. Learn a wider range of poetry by heart, preparing poems to read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to the audience.

	Talk about books and stories that they have heard and express preferences and opinions. Develop a love of reading through regular opportunities to share and revisit high-quality texts.				structured in different ways (including non-fiction) and for different purposes- talk confidently about this purpose and make connections to genre writing purpose.	Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference or textbooks. Read books that are structured in different ways and read for a range of purposes.	Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference or textbooks. Read books that are structured in different ways and read for a range of purposes.
Book discussion	Listen attentively to stories, poems and non-fiction texts read aloud. Talk about and respond to stories, poems and non-fiction, expressing their ideas and opinions. Talk about characters, settings and events in familiar stories. Discuss their favourite books, stories, rhymes and poems and explain why they like them. Take part in discussions about texts, listening and responding to the ideas of others. Develop and use new vocabulary encountered through shared reading. Demonstrate understanding of texts	Listen to and discuss a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently. Participate in discussion about what is read to them, taking turns and listening to what others say.	Listen to and express views about contemporary and classic poetry, stories and nonfiction at a level beyond that at which they can read independently. Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.	Participate in discussion about books that are read to them and those that they read for themselves, taking turns and listening to what others say. Discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	Participate in discussion about books that are read to them and those that they read for themselves, taking turns and listening to what others say, with increasing confidence. Discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, with increasing confidence.	Recommend books that they have read to their peers, giving reasons for their choices and making connections to other reading material. Lead and participate in discussions about books, building on their own and other's ideas and challenging views politely. Explain and discuss their understanding of what they have read, including formal presentations and debates with reasoned justifications for their views.	Recommend books that they have read to their peers, giving reasons for their choices and making connections to other reading material. Lead and participate in discussions about books, building on their own and other's ideas and challenging views politely. Explain and discuss their understanding of what they have read, including formal presentations and debates with reasoned justifications for

	read to them by retelling stories and narratives in their own words.						their views with increasing confidence.
Meaning of Words and authorial intent	Develop and use new vocabulary encountered through stories, poems and non-fiction. Talk about the meaning of unfamiliar words in the context in which they are used. Recall and use new vocabulary in different contexts. Discuss interesting words and phrases encountered in books. Begin to explain why particular words or phrases are effective or interesting. Develop understanding of vocabulary through repeated exposure to high-quality texts.	Discuss word meanings and link new meanings to words already known. Recognise and join in with predictable phrases. Discuss the significance of the title and events.	Discuss and clarify the meanings of words and link new meanings to known vocabulary. Discuss their favourite words and phrases. Recognise and retain recurring language from texts previously read and read to them (patterns and rhymes). Use commas, question marks and exclamation marks to vary expression. Read aloud with expression and intonation	Discuss words and phrases that capture the reader's interest and imagination. Discuss Understanding and identifying the meaning of words in context. Use dictionaries to check the meaning of words that they have read. Identify how language, structure and presentation contribute to meaning in the whole text - recognise how commas are used to give more meaning.	Discuss words and phrases that capture the reader's interest and imagination. Discuss understanding and identifying the meaning of words in context. Use dictionaries to check the meaning of words that they have read. Identify how language, structure and presentation contribute to meaning - Identify how sentence types can be changed by altering word order, tenses, adding/deleting words and amending punctuation.	Check for sense and discuss understanding and exploring the meaning of words in context. Identify vocabulary chosen to convey Different messages, moods, feelings and attitudes. Identify and discuss structural devices the author has used to organise the text - Recognise clauses within sentences. Comment and compare the language choices the author has made to convey information including in a range of non-fiction texts .	Focus on letters in unfamiliar words to read accurately. Identify how style is influenced by the audience and purpose, commenting on elements and making comparisons between books. Identify and discuss structural devices the author has used to organise the text- appreciates how a set of sentences has been arranged to create maximum effect. Discuss and evaluate how authors use of language, incl figurative language, considering the impact on the reader.
Retrieval	Recall key information from stories and non-	Draw on what they already know or background	Answer simple retrieval questions about a text.	Check that the text makes sense to them.	Ask questions to support their understanding of	Ask questions and find the answer to questions in a text	Ask questions to support their understanding of

	fiction that have been read to them. Recall the names of familiar characters and key events. Answer simple questions about what they have heard or read. Recall and discuss important information from non-fiction texts. Use pictures and illustrations to support understanding and recall.	information and vocabulary to understand text. Identify the main character in a story or the subject of a non-fiction text. Retell key events, explain clearly their understanding of what is read to them, discussing the significance of the title and events. Check the text makes sense to them as they read and correct inaccurate reading.	Ask simple questions to find the answer in a simple text. Discuss a sequence of events in a book and how items of information are related. Check the text makes sense to them as they read and correct inaccurate reading.	Answer literal Retrieval questions and locate the information in the text. Begin to ask questions to improve their understanding of a text. Retrieve and record information from non-fiction - use contents and index to support.	the text Retrieve and record information from non-fiction - use structure to support	Apply information retrieval skills across the curriculum - beginning to record key information	the text and distinguish between fact and opinion. Explain understanding of what they have read, maintaining focus on the topic(using notes where necessary). Retrieve, record and present information from non-fiction.
Predict	Anticipate key events in familiar stories. Predict what might happen next based on what has happened so far. Use pictures, illustrations and information from the text to support predictions. Talk about what might happen next and explain their ideas. Begin to consider how characters might behave based on what they know about them.	To predict what might happen based on what has happened so far. Discuss the blurb and title of a book.	To predict what might happen based on the story so far - Predict events of a story based on the setting and predict how characters might behave based on what they do and from their appearance.	Predict what might happen from details stated and implied - make predictions about characters' actions and look for evidence.	Predict what might happen from details stated and implied- make predictions about characters' actions and look for evidence of change as a result of events	Predict what might happen from details stated and implied. Make a prediction for how a character might change during a story and change predictions as events happen Refer to text to support predictions and opinions .	Predict what might happen from details stated and implied - using more complex narratives e.g. with flashbacks, different points of view, narrative from two parallel threads. Refer to text to support predictions and opinions.

Sequence and summarise	Retell familiar stories in their own words. Sequence key events from familiar stories. Identify and discuss the beginning, middle and end of a familiar story. Recall key events and important information from stories and non-fiction. Use recently introduced vocabulary when retelling or discussing texts.	Sequence a simple story or event and use this to reenact and retell. Exploring basic structure of known stories (beginning, middle, end).	Verbally identify main events or key points in a text. Sequence a range of stories or events and recall.	Identify main ideas from within a text, chapter or passage and summarise these.	Identify the main ideas drawn from one paragraph and summarise these.	Use the skill of skimming and scanning to identify key ideas. Begin to summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas.	Use the skills of skimming and scanning, text marking and note taking to identify key ideas. Summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas.
Inference	Talk about how characters might be feeling and why. Use information from the story, illustrations and characters' actions to explain ideas. Answer 'how' and 'why' questions about stories and experiences. Begin to explain characters' thoughts and feelings. Make simple inferences about characters and events using evidence from the text or illustrations.	Make inferences About characters' feelings using what they say and infer basic points with direct reference to the pictures and words in the text.	Make inferences about characters' feelings using what they say and infer basic points. Begin, with support, to pick up on more subtle references.	Make inferences about characters' feelings, thoughts and motives from their stated actions. Begin to justify them by referencing a specific point in the text. Identify themes and conventions in a range of books	Make inferences about characters' feelings, thoughts and motives from their stated actions. Consolidate the skill of justifying them using a specific reference point in the text. Identify themes and conventions in a wide range of books.	Make inferences about characters' feelings, thoughts and motives, giving one or two pieces of evidence to support the point they are making. Begin to draw evidence from more than one place across a text.	Make inferences About characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made. Draw evidence from different places across the text. Discuss how characters change and develop through texts by drawing inferences based on indirect clues Consider different accounts of the same event and to discuss viewpoints (both of authors and of

							fictional characters).
Links and comparisons	Talk about stories, poems and non-fiction they have heard. Make links between texts and their own experiences. Talk about similarities and differences between familiar stories. Make connections between characters, events and settings in different texts. Begin to notice recurring themes, characters and patterns across familiar books. Express preferences and make links between books they have enjoyed.	Begin to link what they hear or read to their own experiences and share their ideas through discussion	Begin to make links to their own experiences more readily when they are reading and discuss these with other.	Make links to their own experiences when reading in order to connect with the text.	Make links to their own experiences when reading in order to connect with the text. Identify themes and conventions across a range of books and note down these connections.	Begin to identify and discuss themes and conventions across a wide range of writing Make comparisons within and across book	Identify themes and conventions in and across a wide range of writing