



## English: Reading Skills Progression Map

Each skill at a glance for each year group so that planning can build on previous knowledge.

(KS1 included to enable tracking back) Skills need to be identified on long term and medium-term planning



Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Comprehension: Inference &amp; Deduction</b>	<p>Talk about the main events in a text and highlight the important parts.</p> <p>Draw inferences from the text and or illustrations based on what is said or done.</p> <p>Predict based on the events in the text.</p> <p>Explain what they understand about a text from what they have read.</p> <p>Locate specific information in the text to find answers to simple questions.</p> <p>Recall straight forward information about characters.</p> <p>Link the title of a book to its events.</p>	<p>Show an ability to predict what happens next based on what has been read so far.</p> <p>Identify comments on main characters in stories and the way they relate to one another.</p> <p>Extract information from non-fiction texts appropriately. Use contents, index, chapters, headings and glossary and use this to summarise.</p> <p>Recall the qualities of a character.</p> <p>Make inferences about thoughts, feelings and actions.</p> <p>Use evidence in the text to answer questions</p> <p>Link characters behaviour to events in the text.</p>	<p>Explore underlying themes and ideas referring to the text.</p> <p>Draw inferences such as inferring characters feelings, thoughts and motives from their actions.</p> <p>Ask questions to improve understanding of a text.</p> <p>Show an understanding of the main ideas and events with reference to the text.</p> <p>Develop an ability to skim materials to note down different views and arguments.</p> <p>Start to justify predictions by referring to the text.</p> <p>Use details stated and implied to build up predictions.</p> <p>Deduce from evidence in the text what characters are like or</p>	<p>Make specific use of the text to provide reasonable justifications for predictions and opinions.</p> <p>Make reasoned judgements on characters actions.</p> <p>Begin to distinguish between fact and opinion.</p> <p>Use clues from action, dialogue and description to establish meaning.</p> <p>Infer meaning using evidence from the text and wider experiences.</p> <p>Elaborate on own opinions when responding to questions about a text.</p> <p>Identify the main ideas drawn from one or more paragraphs and summarises these.</p> <p>Retrieve and record</p>	<p>Identify significant ideas, events and characters within narratives and their overall effect on the plot.</p> <p>Summarise the main ideas drawn from a text.</p> <p>Distinguish from fact and opinion.</p> <p>Start to use text marking to identify key information in a text.</p> <p>Retrieve, record and present information from non-fiction texts.</p> <p>Infer meaning using evidence from the text and wider experiences.</p> <p>Use clues from action, dialogue and description to interpret meaning.</p> <p>Refer to the text to support opinions and predictions.</p>	<p>Use scanning and text marking competently to find and identify key information.</p> <p>Make connections between other similar texts, prior knowledge and experience and explain the links.</p> <p>Use text marking to identify key information in a text.</p> <p>Summarise succinctly in note form or orally key information from different parts of a text.</p> <p>Skim and scan more complex and longer texts to find and collate information to establish the main idea.</p> <p>Compare characters viewpoints on events and other characters.</p> <p>Consider different accounts of the same event within a text.</p> <p>Apply the skills of information retrieval in contexts where they are</p>

			<p>their motives based on events.</p> <p>Reread and read ahead to look for clues to determine the meaning of a character's actions or words.</p>	<p>information from non-fiction texts to use within own oral and/or oral responses.</p>		<p>genuinely motivated to find out information.</p> <p>Draw inferences from subtle clues across a complete text.</p> <p>Refer to the text to support and justify predictions/opinions (Point, Evidence, Explanation and Evaluation).</p> <p>Recognise why writers use a range of contrasting settings within a story.</p> <p>Identify ways in which characters change or develop over time.</p>
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<p><b>Comprehension: Structure &amp; Organisation</b></p>	<p>Retell key stories orally using narrative language in the correct sequence.</p> <p>Use the structure of a story when re-enacting or retelling.</p> <p>Understand the structure of simple non-fiction texts and explain the difference to narrative.</p> <p>Extract key information from reading.</p> <p>Understand and talk about the main events or characters in a known story.</p> <p>Discuss the different characteristics of poems, stories and non - fiction text types.</p>	<p>Discuss the sequence of events in books and how they relate to each other.</p> <p>Retell orally a range of familiar stories and traditional tales.</p> <p>Show an understanding of the main points in a text and retell the story.</p> <p>Recognise similarities in the plot or characters within different stories.</p> <p>Summarise the main points from a paragraph or text.</p> <p>Explain the features of text types studied so far and refer to them in reading</p>	<p>Identify the main themes and conventions in a wide range of books. (For example: the triumph of good over evil or the use of magical devices in fairy stories/folk tales).</p> <p>Discuss how the organisation of a narrative text type can vary.</p> <p>Identify how structure and presentation contribute to the overall meaning of a text.</p> <p>Retrieve and records information from non - fiction texts using knowledge of layout (use of contents and index pages).</p> <p>Understand that narrative books are structured in different ways such as adventure, quest or stories with a dilemma.</p> <p>Explain the features of text types studied so far and references to them in reading.</p>	<p>Identify, compare and contrast a range of plots, character types across a range of texts.</p> <p>Identify the features of a wide range of fiction text types, such as science fiction, issues and dilemmas.</p> <p>Make connections between texts and the wider world.</p> <p>Comment on the similarities of a range of different non -fiction texts.</p> <p>Recognise and comment on the use of presentational devices such as headings, numbers etc.</p> <p>Understand how punctuation can convey character. (For example: exclamation marks to affect tone of voice)</p>	<p>Identify the purpose and audience of a range of non -fiction texts.</p> <p>Evaluate the effectiveness of the layout and organisational features used within a text.</p> <p>Identify the effect of context on a text. (For example: historical or other cultures).</p> <p>Identify how language, structure and presentation contribute to the overall meaning of a text.</p> <p>Compare different versions of texts and comment on the differences/similarities.</p> <p>Recognise more complex themes such as loss or heroism in books.</p> <p>Identify grammatical features used by the writer.</p> <p>Know what information is needed and exactly where to look when using non - fiction texts. Evidence across the curriculum.</p>	<p>Compare and contrast the features of different narrative text types such as adventure, fantasy and myths.</p> <p>Explain how punctuation marks the grammatical boundaries of sentences and gives meaning.</p> <p>Recognise texts that contain features from more than one text type.</p> <p>Identify the style of different writers and poets; providing examples from different texts.</p> <p>Identify text type from phrases used and how effectively they are structured and/or laid out.</p> <p>Identify themes across longer texts and pick out the key points.</p> <p>Identify the grammatical features/ techniques used to create atmosphere, key messages and attitudes.</p> <p>Use structural and organisational features of a range of text types to sustain understanding</p>
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<p><b>Comprehension: Vocabulary &amp; Viewpoint</b></p>	<p>Say what they like or dislike about a narrative or poem.</p> <p>Recognise repetitive language and rhyme, whilst being able to suggest other rhyming words.</p> <p>Link own experience to what they read or hear.</p> <p>Understand and use terms referring to non-fiction features such as contents, page, author, headings.</p> <p>Navigate a text and is able to comment on the purpose of some organisational features.</p> <p>Talk about a favourite book or character.</p>	<p>Talk about favourite authors and genres of books, giving opinions.</p> <p>Know and recognise simple recurring literacy language in stories and contemporary/classical poetry.</p> <p>Justify views about characters, events or feelings. Use evidence in the text.</p> <p>Gain an overall impression of a text by making predictions about the contents/subject of a book by skim reading.</p> <p>Begin to understand the effect of different words and phrases.</p> <p>Identify technical language and pick out alliteration, repetition and similes.</p>	<p>Use dictionaries to check the meaning of unfamiliar words.</p> <p>Explain and discuss own understanding of books, poems and other material, both those read aloud and those independently.</p> <p>Start to understand how choice of detail and language creates meaning beyond the literal.</p> <p>Explore figurative language (similes and metaphors) and the way it conveys meaning.</p> <p>Comment on the relationship between a poet and the subject of a poem.</p> <p>Evaluate specific texts with reference to text types.</p> <p>Make personal reflections about character descriptions</p> <p>Identify the language used to create mood and tension.</p> <p>Discuss words and phrases that capture the reader's interest and imagination.</p>	<p>Discuss the authors choice of technical language</p> <p>Link own personal comments to the text.</p> <p>Relate events and characters feeling to own experiences.</p> <p>Articulate a personal response to the author's style and use of language.</p> <p>Express personal responses which may or may not reflect the author's intent.</p> <p>Find and comment on words used to convey feelings, moods and tension when responding to a text.</p> <p>Make personal reflections about character descriptions.</p> <p>Explain with reference to the text, the impact of words and phrases the author has chosen to interest and hold the reader's attention.</p>	<p>Explore and comment on the meaning of idiomatic and figurative language.</p> <p>Comment/ discuss confidently the author's use of language for effect, such as precisely chosen adjectives, similes and personification.</p> <p>Identify grammatical features used by writers to impact on the reader (rhetorical questions, varied sentence lengths, starters and empty words).</p> <p>Express a reasoned personal viewpoint about texts. Give reasons linked back to the text.</p> <p>Present the author's viewpoint of a text.</p> <p>Use some technical terms such as metaphor, simile, analogy, imagery, style and effect to discuss what has been read.</p>	<p>Identify formal and informal language.</p> <p>Express opinions about a text using PEE (Point, Evidence &amp; Explanation)</p> <p>Compare and comment on texts by different authors on the same topic or different texts by the same author.</p> <p>Empathise with different character's points of view.</p> <p>Comment and evaluate the effectiveness of how a text is set out.</p> <p>Comment on the features of a wide range of fiction including modern, other cultures/traditions and our literacy heritage.</p> <p>Show awareness of the writer's craft by commenting on use of language, grammatical features and structure of texts.</p> <p>Explain and comment on explicit and implicit points of view.</p> <p>Present a counter argument in response to others points of view.</p>
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<p><b>Word Reading: Decoding</b></p>	<p><b>Letters and Sounds</b> Independent application of Phonics Phase 3 &amp; 4. Use phonic knowledge to attempt unknown words.</p> <p>Work securely in phase 5. Blend phonemes to read CVC, CCVC and CVCC words.</p> <p>Work securely in phase 5. Blend and segment sounds in consonant clusters and use this knowledge in reading.</p> <p>Read words of one of more syllables that contain taught GPC's.</p> <p><b>National Curriculum</b> Able to match 40+ graphemes to their phonemes.</p> <p>Divide words into syllables such as pocket, rabbit and carrot.</p> <p>Read common compound words such as football, playground or farmyard.</p> <p>Read words with contractions like I'm or we'll and recognise that the apostrophe</p>	<p><b>Letters and Sounds</b> Independent application of Phonics Phase 5. Blend and segment sounds in consonant clusters and long vowel phonemes in Phase 5. Use this knowledge in reading.</p> <p>Work Securely in Phase 6. Read words with common suffixes and prefixes.</p> <p><b>National Curriculum</b> Decode automatically and fluently with books matched to their improving phonic knowledge.</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught. (93-95%)</p> <p>Recognise and read alternate sounds for graphemes.</p> <p>Read polysyllabic words from syllables.</p> <p>Read most words quickly and accurately when they have been frequently encountered without overt sounding and blending.</p> <p>Read most year 2 common exception words.</p>	<p><b>National Curriculum</b> In most reading:</p> <p>Read longer texts independently.</p> <p>Test out different pronunciations.</p> <p>Recognise the functions of punctuation and use this to aid intonation when reading aloud.</p> <p>Understand how simple and complex sentences influence meaning.</p> <p>Apply knowledge of root words, prefixes and suffixes (etymology &amp; morphology) to read aloud and understand the meaning of unfamiliar words.</p> <p>Read suffixes -ing, er, en, ation, ly and tion Read prefixes -dis, mis, il, im, re and in</p> <p>Understand the meaning of the following suffixes: re, sub, inter, super, anti, auto</p> <p>Read fluently words ending in sion, tion, cian and ssion.</p>	<p><b>National Curriculum</b> Across a range of reading:</p> <p>Select and read a range of appropriate texts fluently and accurately.</p> <p>Read silently and discuss what has been read.</p> <p>Use appropriate intonation to show their understanding.</p> <p>Understand how the meaning of sentences is shaped by punctuation, word order or connectives.</p> <p>Apply a growing knowledge of root words, prefixes and suffixes (etymology &amp; morphology) to read aloud and understand the meaning of unfamiliar words.</p> <p>Read suffixes -ous (poisonous, mountainous, etc.) Read prefixes -dis, mis, il, im, re and in</p> <p>Consolidate understanding of the meaning of the following suffixes: re, sub, inter, super, anti, auto</p>	<p>Use meaning seeking strategies to explore the meaning of words in context, across a range of texts.</p> <p>Understand how the meaning of sentences is shaped by punctuation, word order or connectives.</p> <p>Apply unusual letter patterns when segmenting to read.</p> <p>Understand how suffixes and prefixes affect meaning linked to: able &amp; ible ably &amp; ibly ough</p> <p>Use context to decipher homophones on the Y5 list, such as:</p> <p>advice/advise, device/devise, licence/license, practise/practice, prophecy/prophesy, farther/father, guessed/guest, heard/herd, led/lead, morning/mourning, past/passed and precede /proceed.</p>	<p>Read most words fluently.</p> <p>Attempt the pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</p> <p>Read fluently and independently using punctuation to inform meaning.</p> <p>Prepare poems and plays to read aloud and to perform. Show understanding through intonation, tone, volume and action.</p> <p>Focus on all of the letters in a word so they do not for example, read invitation for imitation simply because they may be more familiar with the first word.</p> <p>Read accurately individual words, which might be key to the meaning of a sentence or paragraph.</p> <p>Understand how suffixes and prefixes affect meaning linked to: cious &amp; tious cial &amp; tial ant, ance, ence, ency &amp; ancy</p> <p>Use context to support the meaning of</p>
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	<p>represents omitted letters.</p> <p>Read words containing s, es, ing, ed, er or est endings or the prefix un.</p>		<p>Read words with the k phoneme for "sc" (scheme, character, chemist, echo)</p> <p>Read exception words from the Y3 list, noting the unusual correspondences.</p> <p>Attempt the pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</p>	<p>Read words with the "g" phoneme spelt as "gue" (tongue and league etc)</p> <p>Read words with the "s" phoneme spelt as "sc" (scene, fascinate)</p> <p>Use dictionaries to check the meaning of words</p> <p>Check a text makes sense by discussing understanding of words or explaining the meaning of a word in context.</p> <p>Read and interpret homophones and near homophones on the Y4 list such as ball/bawl, berry/bury, brake/ break, mail/male, plain/ plane, rain/rein/reign.</p>		<p>homophones on the Y6 list such as: isle/aisle, aloud/allowed, affect/effect, altar/alter, ascent/assent, bridal/bridle, cereal/serial, compliment/complement, desert/dessert, draft/draught, principal/principle, profit/prophet and stationary/stationery.</p>
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<p><b>Additional Strategies</b></p>	<p>Continue to use phonic knowledge to attempt unknown words.</p> <p>Use picture clues to help in reading simple text.</p> <p>Show awareness of the grammar of a sentence to help decipher new or unfamiliar words.</p> <p>Read on for meaning of the whole sentence.</p> <p>Self corrects while reading so that a text makes sense.</p>	<p>Understand how to use alphabetical texts to find information.</p> <p>Use illustrations as an important feature in aiding reading.</p> <p>Show awareness of the grammar of a sentence to help decipher new or unfamiliar words.</p> <p>Read on for meaning of the whole sentence.</p> <p>Use word patterns to predict new unfamiliar words.</p> <p>Demonstrate an ability to self-correct when a word/sentence does not make sense.</p>	<p>Use strategies from the previous bands independently and effortlessly to ensure that reading is fluent.</p> <p>Repeat short phrases if sense is lost.</p> <p>Experiment with different voices to convey mood and meaning.</p> <p>Read ahead to determine direction and meaning in a story</p>	<p>Use different voices to convey mood and meaning through preparing and presenting orally read poems, stories, play scripts or non-fiction text sections.</p> <p>Use contextual knowledge to determine meaning.</p> <p>Use knowledge of text structure to locate information</p>	<p>Use a range of reading strategies from previous bands to work out any unfamiliar words.</p>	<p>Use knowledge of word derivations and word formulation to construct the meaning of words in context.</p>
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