Progression of Skills in Reading

Year Group	Word Reading	Comprehension
EYFS	• Read individual letters by saying the sounds for them. • Blends sounds into words, so that they can read short words made up of know letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to our school phonics programme. • Read simple phrases and sentences made up of words with known letter-sound correspondences, and where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

	Word Reading	Comprehension
Year 1	• Able to match all 40+ graphemes to their phonemes • Blend sounds of unfamiliar words • Divide words into syllables • Read compound words • Read words with contractions and understand the apostrophe represents the missing letter • Read phonetically decodable words • Read words that end with 's, -ing, -ed, -est • Read words that start with un-	• Say what the like don't like about a book • Link what has been read or heard to own experiences • Retell key stories orally using narrative language • Talk about the main characters in a story • Learn poem and rhymes off by heart • Use what is already known to understand texts • Check reading makes sense and correct when it doesn't • Begin to draw inferences from the text and/or illustrations

Year 2	Word Reading	Comprehension
	• Add –ing, -ed, and –er, to verbs • Read words of more than syllable that contain taught grapheme, phoneme correspondents. • Can decode automatically and fluently. Is able to blend sounds in words that contain the graphemes learnt. • Recognise and read alternative sounds for graphemes. • Read accurately words of two or more syllables that contain the same GPCs. • Read words with common suffixes. • Read common exception words. • Read and comment on unusual correspondence between grapheme and phoneme. • Read most words quickly and accurately when they are known words without sounding out and blending. • Read most suitable books accurately, showing fluency and confidence.	• Talk about and give an opinion on a range of texts. • Discuss the sequence of events in books and how they relate to each other. • Use prior knowledge, including context and vocabulary, to understand texts. • Retell stories, including fairy stories and traditional tales. • Read for meaning and check that the text makes sense, go back and re-read when it does not makes sense. • Find recurring language in stories and poems. Talk about favourite words and phrases in stories and poems. • Recite some poems by heart, with appropriate intonation. • Ask and answer questions. • Make predictions based on what I has been read. • Draw (simple) inferences from illustrations, events, characters' actions and speech.

Year 3	Word Reading	Comprehension
	• Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. • Read further exception words, noting the unusual correspondences between spelling and sound. • Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.	• Read a range of fiction, poetry, plays, and nonfiction texts. • Discuss the texts read. • Read aloud and independently, taking turns and listening to others. • Explain how non-fiction books are structured in different ways and can use them effectively. • Explain some of the different types of fiction books. • Ask relevant questions to get a better understanding of a text. • Predict what might happen based on details known and read. • Draw inferences such as inferring a characters' feelings, thoughts and motives from their actions. • Use a dictionary to check the meaning of unfamiliar words. • Identify the main point of a text. • Explain how structure and presentation contribute to the meaning of texts. • Use non-fiction texts to retrieve information. Prepare poems to read aloud and to perform showing understanding through intonation, tone, volume and action.

Year 4	Word Reading	Comprehension
	• Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. • Read further exception words, noting the unusual correspondences between spelling and sound. • Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.	• Identify some of the literary conventions in different texts. • Identify the (simple) themes in texts. • Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action. • Explain the meaning of words in context. • Ask relevant questions to improve my understanding of a text. • Infer meanings and begin to justify them with evidence from the text. • Predict what might happen from details stated and from the information deduced. • Identify where a writer has used precise word choices for effect to impact on the reader. • Identify some text type organisational features, for example, narrative, explanation and persuasion. • Retrieve information from non-fiction texts. • Build on others' ideas and opinions about a text in discussion.

Year 5	Word Reading	Comprehension
	• Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. • Read further exception words, noting the unusual correspondences between spelling and sound. • Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. • Re-read and read ahead to check for meaning.	• Familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. Able to discuss the features of each. • Read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are. • Identify significant ideas, events and characters; and discuss their significance. • Recite poems by heart, e.g. narrative verse, haiku. Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.

Year 6	Word Reading	Comprehension
	• Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. • Use my combined knowledge of phonemes and word derivations to pronounce words correctly, e.g. arachnophobia. • Attempt the pronunciation of unfamiliar words drawing on my prior knowledge of similar looking words. • Read fluently, using punctuation to inform meaning.	• Read books that are structured in different ways. Recognise texts that contain features from more than one text type. • Evaluate how effectively texts are structured and presented. • Read non-fiction texts to help with my learning. • Read accurately and check understanding. Able to recommend books to others and give reasons for my recommendation. Identify themes in texts. • Identify and discuss the conventions in different text types. • Identify the key points in a text. • Recite a range of poems by heart, e.g. narrative verse, sonnet. • Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.