



St. Patrick's Catholic Primary school

Progression of skills- Reading

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word Reading	Shows interest in illustrations and print in books and print in the environment. Recognises familiar words and signs such as own name and advertising logos Can segment the sounds in simple words and blend them together and knows which	Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes that have been taught Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught	Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes Read accurately words of two or more syllables that contain the graphemes taught so far Read words containing common suffixes Read aloud books closely	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	Knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet

	letters represent some of them.	Read common exception words that have been taught, noting unusual correspondences between spelling and sound and where these occur in the word	matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation				
	Begins to read words and simple sentences.						
	Children read and understand simple sentences.						
	They use phonic knowledge to decode regular words and read them aloud accurately.	Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words	Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word				
	They also read some common irregular words.	Re-read books to build up their fluency and confidence in word reading	Re-read books to build up their fluency and confidence in word reading				
		Read other words of more	Read most words quickly and accurately, without overt sounding and				

		than one syllable that contain taught GPCs Read words containing taught GPCs and –s, –es, – ing, – ed, –er and – est endings Read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s)	blending, when they have been frequently encountered				
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Comprehension: Clarify

Listens to stories with increasing attention and recall. They demonstrate understanding when talking with others about what they have read.	Understand both the books they can already read accurately and fluently, and those they listen to Develop understanding ... by drawing on what they already know or on background information and vocabulary provided by the teacher Can seek out books around a simple theme or topic Discuss word meanings, linking new meanings to those already known	Understand both the books they can already read accurately and fluently, and those they listen to Draw on what they already know or on background information and vocabulary, provided by the teacher Discuss and clarify the meanings of words, linking new meanings to known vocabulary Check that the text makes sense to them as they read and correct inaccurate reading	Ask questions to improve their understanding of a text Use dictionaries to check the meaning of words that they have read Use a range of known strategies appropriately to establish meaning in books that can be read independently Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	Ask questions to improve their understanding of a text Use dictionaries to check the meaning of words that they have read Discuss understanding as it develops and explain the meaning of words in context Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	Ask questions to improve their understanding of a text Explain and discuss their understanding of what they have read, through formal presentations and debates, maintaining a focus on the topic	Check the book makes sense to them by discussing their understanding and exploring the meaning of words in context Ask questions to improve their understanding of a text Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
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			Use the context/ grammar of the sentence to decipher new or unfamiliar words				
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Comprehension: Monitor and summarise

Listens to stories with increasing attention and recall. Describes main story settings, events and principal characters.	Check that the text makes sense to them as they read and correcting inaccurate reading Recall the main points of a narrative in the correct sequence	Identify and discuss the main events or key points in a text Retell a story clearly and with appropriate detail Discuss the sequence of events in books and how items of information are related Identify or provide own synonyms for specific words within the text	Show understanding of the main points drawn from one paragraph Show understanding of the main points drawn from more than one paragraph	Identify main ideas drawn from more than one paragraph and summarising these Summarise the main details from more than one paragraph in a few sentences, using vocabulary from the text	Check the book makes sense to them by discussing their understanding and exploring the meaning of words in context Distinguish between statements of fact and opinion and understand why this is important to interpreting the text Identify main ideas drawn from more than one paragraph identifying the key details that support the main ideas	Distinguish between statements of fact and opinion and recognise them in the language used by authors to influence readers Summarise main ideas drawn from more than one paragraph identifying the key details that support the main ideas Produce a succinct summary, paraphrasing the main ideas from across the text or a range of sources
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Comprehension: Select and Retrieve

Listens to and joins in with stories and poems, one-to-one and also in small groups. Joins in with repeated refrains and anticipates	Participate in discussion about what is read to them, taking turns and listening to what others say Find key points in a story or some key facts from an information text	Answer questions Extract information from the text and discuss orally with reference to the text Understand how to use alphabetically ordered texts to retrieve information	Uses text features to locate information e.g. contents, indices, subheadings Locate and retrieve information using skimming, scanning and text marking Begin to recognise fact and opinion Retrieve and record information from non-fiction Extract information and make notes	Retrieve and record information from non-fiction Recognise and distinguish between fact and opinion	Retrieve, record and present information from non-fiction Skim and scan efficiently for vocabulary, key ideas and facts on both the printed page and screen	Retrieve, record and present information from non-fiction Skim and scan efficiently to extract information and make well organised notes of the main ideas using quotation and reference to the text using own words
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Comprehension: Respond and Explain

Shows interest in illustrations and print in books and print in the environment.	Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what they read or hear read to their own experiences	Participate in discussions 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	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books and textbooks	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	Recommend books that they have read, giving reasons for their choices	Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.	Ask questions and express opinions about main events and characters in stories	Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	Discuss words and phrases that capture the reader's interest and imagination	Discuss words and phrases that capture the reader's interest and imagination	Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously	Make comparisons within and across books
Enjoys an increasing range of books	Explain clearly their understanding of what is read to them		Begin to use vocabulary from the text to support responses and explanations	Use specific vocabulary, and ideas expressed in the text, to support own responses	Provide reasoned justifications for their views	Provide reasoned justifications for their views
	Talk about significant features of layout, e.g.,		Use specific vocabulary and ideas expressed in the text to support own views		Explain and discuss their understanding of what they have read, including	Evaluate how successfully the organisation of a text supports the writer's purpose

		enlarged text, bold, italic, etc.				through formal presentations and debates, maintaining a focus on the topic and using notes where necessary Identify and explain the author's point of view with reference to the text Make comparisons within and across books	Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
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Inference	Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.	Predict what might happen on the basis of what has been read so far	Predict what might happen on the basis of what has been read so far and their own experience	Predict what might happen from details stated and implied	Predict what might happen from details stated and implied	Predict what might happen from details stated and implied	Predict what might happen from details stated and implied
	They demonstrate understanding when talking with others about what they have read.	Make inferences on the basis of what is being said and done	Make inferences on the basis of what is being said and done	Draw plausible inferences, often supported through reference to the text	Draw sound inferences, supported through reference to the text	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
			Make simple inferences about characters' thoughts and feelings and reasons for actions	Draw inferences such as inferring feelings, thoughts and motives of main characters from their actions	Draw inferences such as inferring characters' feelings, thoughts and motives of main characters from their actions, and justifying inferences with evidence	Make links between the authors' use of language and the inferences drawn	Refer to the text to support predictions and opinions (expanding responses to provide Evidence + Explanation)
				Justify inferences with evidence	Infer underlying themes and ideas		Begin to see how inferences draw on the connotations of words, their use in context and

							that they can be cumulative
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Language for Effect

Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.	Recognise and join in with predictable phrases Identify how repetitive patterns, words and phrases aid their enjoyment of the text Read aloud their own writing clearly enough to be heard by their peers and the teacher (from writing national curriculum)	Recognise simple recurring literary language in stories and poetry Read aloud what they have written with appropriate intonation to make the meaning clear (Year 2 writing National Curriculum) Discuss favourite words and phrases Identify how vocabulary choice affects meaning	Identify how language, structure and presentation contribute to meaning Discuss the effect of specific language on the reader Identify specific techniques, e.g. simile, alliteration and repetition and say why they interest them Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear (Year 3 /4	Identify how language, structure, and presentation contribute to meaning Identify specific techniques, e.g. simile, metaphor, repetition and exaggeration; explaining the effect on them as a reader Show understanding through intonation, tone, volume and action when performing poems and playscripts Read aloud their own writing, to a group or the whole class, using	Identify how language, structure and presentation contribute to meaning Show understanding through intonation, tone and volume so that meaning is clear to an audience Discuss and evaluate the intended impact of the language used with reference to the text Perform their own compositions, using appropriate intonation, volume and movement so that meaning is	Identify how language, structure, and presentation contribute to meaning Show understanding through intonation, tone and volume so that meaning is clear to an audience Evaluate how authors use language, including figurative language, considering the impact on the reader Compare and discuss accounts of the same event through different
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				writing National Curriculum)	appropriate intonation and controlling the tone and volume so that the meaning is clear (Yr 4 writing National curriculum)	clear (Yr 5/6 National Curriculum writing)	character viewpoints Explore a similar theme or topic written in a different genre Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear (Yr 5/6 National Curriculum writing)
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Themes and Conventions

Beginning to be aware of the way stories are structured.	Become very familiar with key stories, fairy stories and traditional tales	Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently	Read books that are structured in different ways and show some awareness of the various purposes for reading	Identify themes and conventions in a wide range of books	Identify and discuss themes and conventions in a wide range of writing e.g. 'heroism' or 'loss'	Identify and discuss themes and conventions in a wide range of writing e.g. isolation or flashback
Suggests how the story might end.	Begin to appreciate rhymes and poems, and to recite some by heart		Identify themes and conventions in a wide range of books	e.g. make RELEVANT links to known texts and personal experience, recognise themes such as bullying, recognise conventions such as the 'power of 3' (3 wishes, 3 characters)	Read books that are structured in different ways and read for a range of purposes	Read books that are structured in different ways and read for a range of purposes
Enjoys an increasing range of books	Discuss the significance of the title and events	Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales	e.g. recognising simple links to known texts or personal experience; recognising conventions such as the triumph of good over evil and magical devices in fairy stories/ folk tales	Identify how a range of presentational devices guide the reader in non-fiction	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	Identify and comment on genre specific language features used e.g. shades of meaning between similar words
	Understand and use terms such as story, fairy story, rhyme, poem, cover, title, author	Read non-fiction books that are structured in different ways		Identify features that characterise books set in different cultures or		
	Become very familiar with key stories, fairy stories and traditional tales, retelling them	Make comparisons between books, noting similarities, differences and preferences	Identify and name presentational		Identify how presentational and organisational choices vary according to the form and	Make comparisons within and across books
	Understand the difference					Discuss and evaluate how authors use

		between fiction and non-fiction Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics	between e.g. layout, features and setting	devices in non-fiction Demonstrate familiarity with a wide range of books, including fairy stories, myths and legends and retell some of these orally Can explore and discuss underlying themes and ideas	historical settings Recognise some different forms of poetry [for example, free verse, narrative poetry] Make links between texts and to the wider world	purpose of the writing Make simple links between texts, their audience, purpose, time and culture, drawing on a good knowledge of authors	language, including figurative language, considering the impact on the reader Recognise texts that contain features from more than one genre, or demonstrate shifts in formality Explain and justify how texts relate to audience, purpose, time and culture, and refer to specific aspects of a text that exemplify this
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