

St Mark's Reading Skills Progression

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonetical Understanding and Application to Word Reading						
<p>1. 40-60(S): Explores the sounds of new words.</p> <p>2. 40-60(LR): Hears and says the initial sound in words.</p> <p>3. 40-60(LR): Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</p> <p>4. 40-60(LR): Links sounds to letter, naming and sounding the letters of the alphabet.</p> <p>5. ELG(LR): Use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>6. ELG(LR): Read some common irregular words.</p>	<p>1. Apply phonic knowledge as a route to decode words.</p> <p>2. Respond speedily with the correct sound to graphemes for all 40+ phonemes, including where applicable, alternative sounds for graphemes.</p> <p>3. GD – Read and find all 40+ phonemes in words.</p> <p>4. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>5. Read words of more than one syllable that contain GPCs.</p> <p>6. Read words with contractions and understand that the apostrophe represents the missing letter(s).</p>	<p>1. Independently apply phonic knowledge as a route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>2. Read accurately by blending sounds in unfamiliar words, including recognizing alternative sounds for graphemes.</p> <p>3. Read words of two or more syllables that contain graphemes taught so far.</p>	<p>Teachers should be aware of and monitoring the progress of pupils who did not pass their phonics retake in Year 2 and should look at the KS1 curriculum objectives for support.)</p>			

Word Recognition

<p>1. 30-50(L): Recognises familiar words and signs. 2. 30-50(S): Uses intonation, rhythm and phrasing to make meaning clear to others. 3. 30-50(L): Recognises rhythm in spoken words. 4. 40-60(LR): Begins to read words and simple sentences. 5. 40-60(LR): Enjoys an increasing range of books. 6. ELG(S): Express themselves effectively, showing awareness of listeners' needs. 7. ELG(LR): Read and understand simple sentences.</p>	<p>1. Read <b>some</b> common exception words for KS1, noting unusual correspondences between spelling and sound where these occur. 2. Read word endings including: -s -es, -ing, -ed, -er and -est. 3. <b>Read aloud accurately</b> books that are consistent with their <b>developing</b> phonic knowledge, only using sounding and blending for unfamiliar words. 4. Check that the text makes sense to them and start to <b>correct</b> inaccurate reading</p>	<p>1. Read most common exception words for KS1, noting unusual correspondences between spelling and sound where these occur. 2. Read words containing common suffixes, such as: -ment, -ness, -ful and -ly. 3. <b>Read aloud accurately</b> books that are <b>consistent</b> with their securing phonic knowledge, only using sounding and blending for unfamiliar words and doing so automatically without undue hesitation. 4. Check that the text makes sense to them and <b>correct inaccurate reading</b>.</p>	<p>1. Read some common exception words <b>for LKS2</b>, noting unusual correspondences between spelling and sound where these occur. 2. Apply their <b>initial</b> 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 they meet. 3. <b>Read aloud fluently and accurately</b> books that are consistent with their age, developing <b>some pace and rhythm</b>. 4. Check that the text makes sense to them and <b>quickly correct inaccurate reading</b>.</p>	<p>1. Read <b>most</b> common exception words for LKS2, noting unusual correspondences between spelling and sound where these occur. 2. Apply their <b>developing</b> 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 they meet. 3. <b>Read aloud fluently and accurately</b> books that are consistent with their age, <b>developing pace and rhythm that starts to recognise punctuation</b>. 4. Check that the text makes sense to them and quickly correct inaccurate reading by making <b>comparisons to their wider reading experiences</b>.</p>	<p>1. Read <b>some</b> common exception words for UKS2, noting unusual correspondences between spelling and sound where these occur. 2. Apply their <b>secure</b> 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 they meet. 3. <b>Read aloud fluently and accurately</b> books that are consistent with their age, with a <b>confident pace and rhythm that acknowledges punctuation</b>.</p>	<p>1. Read <b>most</b> common exception words for UKS2, noting unusual correspondences between spelling and sound where these occur. 2. Apply their <b>confident</b> 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 they meet. 3. <b>Read aloud fluently and accurately</b> books that are consistent with their age, with a <b>confident pace and rhythm that acknowledges punctuation and is delivered to an audience</b>.</p>
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Breadth and Attitudes to Reading

1. 30-50(LA&L): Listens to and joins in with stories and poems with increasing attention.  
 2. 30-50(L): Enjoys rhyming activities  
 3. 30-50(L): Shows interest in illustrations and print in books and print in the environment.  
 4. 30-50(L): Looks at books independently.  
 5. 30-50(L): Handles books carefully.  
 6. 30-50(L): Holds books the correct way up and turns the pages.  
 7. 30-50(L): Know that print, in English, is read from left to right and top to bottom.  
 8. 40-60(LA): Maintains attention, concentrates and sits quietly during a story.  
 9. 40-60(S): Introduces a storyline or narrative into their play.  
 10. ELG(LA): Children listen attentively in a range of situations, such as listening to stories.

1. **Develop** pleasure in reading and motivation to read by listening to and discussing a **wide range** of poems, stories and non-fiction at a level beyond that which they can read independently.  
 2. **Start** to compare the types of texts they are exposed to (both read and listened to).  
 3. **Start** to link their understanding of texts (both read and listened to) to their own experiences.  
 4. **Learn** to appreciate poems and rhymes by reciting age appropriate ones by heart.

1. **Continue to develop** pleasure in reading and motivation to read by listening to and discussing a wider range of poems, stories and non-fiction at a level beyond that which they can read independently.  
 2. **Draw more comparisons** between their **growing range of** texts and explain them.  
 3. **Link** their own experiences, previous learning and **background information provided** to texts (both read and listened to).  
 4. **Learn** to appreciate poems and rhymes by reciting and performing age appropriate ones by heart.

1 **Develop** positive **attitudes** to reading by listening to and discussing a wider range of **fiction, poetry, non-fiction, plays, reference books or textbooks**.  
 2. **Read for a range of purposes** and start to identify structural differences within the range of texts they read.  
 3. **Begin to recognise** some different forms of poetry.  
 4. **Prepare poems and playscripts to read** aloud and perform, starting to show understanding through intonation, tone, volume and action.

1. **Continue to develop positive** attitudes to reading by listening to, discussing and **evaluating a wider range** of fiction, poetry, non-fiction, plays, reference books or textbooks.  
 2. **Read for a wide range of purposes** and identify and compare structural differences within the range of texts they read.  
 3. **Recognise** different **forms and structures** of poetry.  
 4. **Prepare poems and playscripts** to remember, **read aloud and perform**, increasingly showing understanding through intonation, tone, volume and action.

1. **Maintain** positive attitudes to reading by continuing to read, listen to, discuss (with courteous elements of challenge), evaluate and compare an increasingly wide range of fiction (increasing familiarity with myths, legends, traditional tales, modern fiction, literary heritage and books from other cultures), poetry, plays, non-fiction and reference books or textbooks.  
 2. **Read for a full range of purposes** and identify, **compare and evaluate structural differences** within the range of texts they read.  
 3. **Confidently** recognise different forms and structures of poetry and make **comparisons** between them.  
 4. **Prepare a wider range of poems and playscripts to remember**, read aloud and perform, showing understanding through intonation, tone, volume and action so that the **meaning is clear to an audience**.

1 **Continue to maintain positive attitudes** to reading by continuing to read, listen to, discuss (with justified courteous elements of challenge), evaluate, compare and suggest an extensive range of fiction (increasing familiarity with myths, legends, traditional tales, modern fiction, literary heritage and books from other cultures), poetry, plays, non-fiction and reference books or textbooks.  
 2. **Continue** to read for a full range of **purposes** and identify, compare, evaluate and **suggest structural differences** within the range of texts they read.  
 3. **Confidently recognise** different forms and structures of poetry and make comparisons between them, **considering the best style for the content**.  
 4. **Confidently prepare poems and playscripts to remember, read aloud and perform**, showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience. Compare this with other remembered poems and performances.

Vocabulary

<p>1. 30-50(LA): Anticipates key phrases in rhymes and stories. 2. 30-50(S): Builds up vocabulary that reflects the breadth of their experiences. 3. 30-50(L): Shows awareness of rhyme and alliteration. 4. 40-60(S): Extends vocabulary, especially by grouping and naming, exploring the meaning of new words. 5. 40-60(S): Uses language to imagine and recreate roles and experiences in play situations. 6. 40-60(LR): Uses vocabulary that is increasingly influenced by their experiences of books.</p>	<p><b>1. Develop vocabulary and understanding</b> by discussing word meanings, linking new meanings to previous knowledge. 2. GD – Use their newly read and <b>understood</b> vocabulary in their own work (spoken and/or written).</p>	<p><b>1. Continue to develop vocabulary</b> and understanding by discussing a wider <b>range of word meanings</b>, linking meanings to previous knowledge and their own experiences. 2. GD – Use their <b>newly</b> read and understood vocabulary in their own work (spoken and/or written).</p>	<p><b>1. Discuss their understanding</b> and explain the meaning of words. 2. GD – Identify and discuss misunderstandings of words. 3. GD – Use their <b>newly</b> read and understood vocabulary in their own work (spoken and/or written). 4. <b>Begin to use dictionaries</b> to check the meaning of words that they have read. 5. <b>Discuss some words and phrases</b> that capture the reader’s interest and imagination.</p>	<p><b>1. Discuss their understanding</b> and explain the meaning of words in context. 2. GD – <b>Compare</b> the meaning and use of words to some other texts. 3. GD – Use their <b>newly</b> vocabulary in their own work (spoken and/or written). 4. <b>Use dictionaries</b> to check the meaning of words that they have read. 5. <b>Discuss some words and phrases</b> that capture the reader’s interest and imagination.</p>	<p><b>1. Discuss their understanding and explain</b> the meaning of more ambitious words in context. 2. GD – <b>Explore and compare</b> the meaning and use of words across a range of texts. 3. GD – Use their <b>newly</b> read and understood vocabulary in their own work (spoken and/or written). 4. <b>Reliably use dictionaries</b> to check the meaning of words that they have read. 5. <b>Begin to discuss and evaluate how authors use language</b>, including figurative language, considering the impact on the reader.</p>	<p><b>1. Discuss their understanding and explain</b> the meaning of ambitious words in a wide range of contexts. 2. GD – <b>Explore and compare</b> the meaning and use of words across a wide range of texts. 3. GD – Use their <b>newly</b> read and understood vocabulary in their own work (spoken and/or written). 4. <b>Confidently use dictionaries</b> to quickly check the meaning of words that they have read. 5. <b>Discuss and evaluate how authors use language</b>, including figurative language, considering the impact on the reader.</p>
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## Inference

<p>1. 30-50(S): Questions why things happen e.g. who, what, when, how etc.</p> <p>2. 30-50(L): Knows information can be relayed in the form of print.</p> <p>3. 40-60(U): Follow a story without pictures or props.</p> <p>4. 40-60(U): Understands humour e.g. nonsense rhymes and jokes.</p> <p>5. ELG(LA): Respond to what they hear in stories with relevant comments, questions and actions.</p> <p>6. ELG(U): Answer 'how' and 'why' questions in response to stories.</p> <p>7. ELG(LR): Demonstrate some understanding when talking with others about what they have read.</p>	<p>1. <b>Understand</b> both the books they can read and the books they listen to by <b>drawing</b> on what they already know or on background information provided by the teacher.</p> <p>2. <b>Answer and ask simple questions</b> about the texts they read and listen to</p>	<p>1. <b>Understand both the books they can read accurately</b> and the books they listen to by making <b>inferences</b> on the basis of what is being said and done.</p> <p>2. <b>Answer and ask questions about the texts they read</b> and listen to in order to improve understanding.</p>	<p>1. <b>Understand what they read by drawing simple inferences</b> such as character's feelings, thoughts and motives from their actions and starting to justifying them with evidence.</p> <p>2. <b>Answer and ask focused questions</b> about the texts they read in order to improve understanding.</p>	<p>1. <b>Understand what they read by drawing inferences</b> such as character's feelings, thoughts and motives from their actions and justifying them with evidence.</p> <p>2. <b>Answer and ask focused questions</b> about the texts they read in order to improve and demonstrate understanding.</p>	<p>1. <b>Understand what they read by drawing more complex inferences</b> such as character's feelings, thoughts and motives from their actions and justifying them with a range of evidence.</p> <p>2. <b>Answer and ask probing questions</b> about the texts they read in order to improve and demonstrate understanding with examples from the text.</p> <p>3. <b>Begin to distinguish between statements of fact and opinion.</b></p>	<p>1. <b>Understand what they read by drawing complex inferences</b> such as character's feelings, thoughts and motives from a <b>combination</b> of their actions and justifying them with a range of quality evidence.</p> <p>2. <b>Answer and ask a range of probing questions</b> about the texts they read in order to improve and demonstrate understanding with a range of examples from the text.</p> <p>3. <b>Distinguish between statements of fact and opinion.</b></p>
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Predictions						
<p>1. 30-50(L): Suggest how a story might end.</p> <p>2. ELG(S): Use future forms when talking about events that are to happen in the future.</p>	<p>1. <b>Begin to predict</b> what may happen next based upon what has been read so far.</p>	<p>1. <b>Predict what may happen next based upon what has been read</b> so far and by starting to draw from their wider reading experience.</p>	<p>1. <b>Begin to predict what might happen from details stated</b> and implied, based on content, simple themes and text types.</p> <p>2. <b>Give simple reasons</b> for their predictions.</p>	<p>1. <b>Predict what might happen from details stated</b> and implied, based on more detailed content, a growing range of themes and text types.</p> <p>2. <b>Explain the reasons</b> for their predictions.</p>	<p>1. <b>Predict what might happen from details stated and implied, based on increasingly</b> challenging texts, a range of themes, knowledge of text conventions and genres.</p> <p>2. <b>Justify their predictions with explanation</b> and evidence from the text</p>	<p>1. <b>Predict what might happen from details stated and implied</b>, based on challenging texts, a wide range of themes, knowledge of text conventions and genres and knowledge about the author.</p> <p>2. <b>Justify their predictions with detailed explanation</b> and a range of evidence from the text.</p>
Explain						
<p>1. 30-50(L): Describe main story settings, events and principle characters.</p> <p>2. 40-60(S): Links statements and sticks to a main theme or intention.</p> <p>3. ELG(S): Develop their own narratives and explanations by connecting ideas or events.</p>	<p>1. <b>Participate in discussions</b> about what is read to them and what they read themselves, taking turns to contribute their ideas and to listen to what others say.</p> <p>2. <b>Explain clearly their understanding</b> of what is read to them.</p>	<p>1. <b>Explain and discuss ideas about what is read to them</b> and what they read themselves, taking turns to contribute their ideas clearly and to listen and respond to what others say.</p> <p>2. <b>Explain clearly their understanding</b> of what is read to them, comparing it to other texts.</p>	<p>1 <b>Explain clearly and discuss ideas about what they've read</b>, verbally through formal presentations, debate and discussion, maintaining focus on the topic.</p> <p>2. <b>Explain ideas about their reading in written form</b>, providing simple reasoning</p>	<p>1 <b>Explain clearly and discuss in detail ideas about what they've read</b>, verbally through formal presentations, debate and discussion on more than one topic. Begin to use notes where necessary.</p> <p>2. <b>Explain ideas about their reading in written form</b>, providing detailed reasoning, including evidence from the text.</p>	<p>1. <b>Explain clearly and concisely and discuss in detail ideas about what they've read</b>, verbally through formal presentations, debate and discussion on multiple topics. <b>Use notes where necessary</b> and start to make links to different subjects and topics.</p> <p>2. <b>Explain ideas about their reading in written form, providing reasoned justification</b>, including evidence from the text and their wider reader.</p>	<p>1. <b>Explain clearly and concisely and discuss in detail</b> ideas about what they've read, verbally through formal presentations, debate and discussion on multiple topics. Use <b>concise notes where necessary</b> and make links to different subjects and topics.</p> <p>2. <b>Explain ideas about their reading in written form, providing reasoned and detailed justification</b>, including a range of evidence from the text and their wider reader.</p>

Retrieve						
1. 40-60(LR): Know that information can be retrieved from books and computers.	1. <b>Find simple information</b> within a text and share that verbally.	1. <b>Find information within a text</b> , share that verbally and start to record it in writing.	1. <b>Retrieve and record information</b> from non-fiction and fiction texts.	1. <b>Retrieve and record information</b> , by beginning to <b>skim and scan</b> , from non-fiction, fiction texts and poetry. 2. <b>Start to apply their knowledge of word meanings</b> , synonyms and antonyms and figurative language to <b>retrieve and record words and phrases</b> .	1. <b>Skim and scan a text to retrieve and record information</b> from non-fiction, fiction texts and poetry, starting to distinguish between the need for detailed or concise responses. 2. <b>Apply their knowledge of word meanings</b> , synonyms and antonyms and figurative language to retrieve and record words and phrases.	1. <b>Capably skim and scan a text to retrieve and record information</b> from non-fiction, fiction texts and poetry, distinguishing between the need for detailed or concise responses. 2. <b>Confidently and capably apply their knowledge of word meanings</b> , synonyms and antonyms and figurative language to retrieve and record words and phrases
Summarise						
1. 30-50(LA&L): Listens to stories with increasing recall, joins in with repeated refrains and anticipates key events in rhymes and stories. 2. 30-50(L): Beginning to be aware of the way stories are structured. 3. 40-60(S): Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. 4. ELG(LA): Accurately anticipate key events. 5. ELG(S): Use past and present forms accurately when talking about events that have happened.	1. <b>Begin to identify main ideas</b> by summarising / re-telling the key events from a story and identifying the main topic of paragraphs in non-fiction. 2. <b>Discussing the significance of the title and pictures.</b>	1. <b>Identify main ideas by summarising / re-telling the key events</b> from a story and identifying the main topic of paragraphs in non-fiction. 2. <b>Discussing the significance of the title and pictures by explaining what they reveal to the reader.</b>	1. <b>Begin to identify main ideas and themes</b> drawn from more than one paragraph in a text and <b>summarise</b> them. 2. <b>Begin to consider the effect sub-headings, diagrams, layout</b> and other text specific features have upon the reader.	1. <b>Identify and sequence main ideas and themes</b> drawn from a broad range of paragraphs in a text and <b>summarise</b> them. 2. <b>Consider the effect sub-headings, diagrams, layout and other text specific features</b> have upon the reader.	1. <b>Identify, sequence and categorise main ideas and themes</b> drawn from a broad range of paragraphs in a text and <b>summarise</b> them, identifying key details from the <b>text that support</b> them. 2. <b>Explain the effect sub-headings, diagrams, layout and other text specific features</b> have upon the reader and apply this knowledge to their writing.	1. <b>Identify, sequence and categorise main ideas and themes</b> drawn from a broad range of paragraphs in a text and <b>summarise</b> them, identifying key details from the <b>text that support</b> them in a range of contexts and genres. 2. <b>Confidently explain the effect sub-headings, diagrams, layout and other text specific features</b> have upon the reader and apply this knowledge to their writing in a range of contexts.

