

Progression of skills and knowledge for Reading – Potley Hill Primary School

- Phonics and decoding
- Fluency
- Common exception words
- Comparing, commenting and contrasting
- Poetry and Performance
- Word meanings
- Understanding
- Inference and Prediction
- Non-fiction

EYFS
30 – 50 months
40 – 60 months
Early Learning Goals

Bold = KPIs

Phonics and decoding

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To enjoy rhyming and rhythmic activities.</p> <p>To show an awareness of rhyme and alliteration.</p> <p>To recognise rhythm in spoken words.</p> <p>To continue a rhyming string.</p> <p>To hear and say the initial sound in words.</p> <p>To segment the sounds in simple words and blend them together and know which letter represents some of them.</p> <p>To link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>To use phonic knowledge to decode regular words and</p>	<p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>To read words containing taught GPCs.</p> <p>To read words containing -s, -es, -ing, -ed and -est endings.</p> <p>To read words with contractions, e.g. I'm, I'll and we'll.</p>	<p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables.</p> <p>To read most words containing common suffixes.</p>	<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.</p> <p>To 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.</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>To 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.</p>	<p>To read fluently with full knowledge of all Y5/ Y6 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.</p>

read them aloud accurately.						
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Fluency

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To show interest in illustrations and print in books and print in the environment</p> <p>To recognise familiar words and signs such as own name and advertising logos</p> <p>To look at and handle books independently (holds book the correct way up and turns pages)</p> <p>To ascribe meanings to marks that they see in different places</p> <p>To begin to break the flow of speech into words</p> <p>To begin to read words and simple sentences</p> <p>To read and understand simple sentences</p>	<p>To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words</p> <p>To reread texts to build up fluency and confidence in word reading.</p>	<p>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>To reread books to build up fluency and confidence in word reading</p> <p>To read words accurately and fluently without overt sounding and blending e.g at over 90words per minute, in age-appropriate texts</p>	<p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</p>			

Common exception words

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To read some common irregular words.</p>	<p>To read Y1 common exception words, noting unusual correspondences between spelling and sound and</p>	<p>To read most Y1 and Y2 common exception words, noting unusual correspondence between spelling and sound and where</p>	<p>To begin to read Y3/Y4 exception words, noting unusual correspondence between spelling and sound and</p>	<p>To read all Y3/Y4 exception words, discussing the unusual correspondences between spelling</p>	<p>To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and</p>	<p>To read all y5/6 common exception words, noting unusual correspondences between spelling and where these occur in words.</p>

	where these occur in words.	these occur in the word.	where these occur in the word.	and sound and where these occur in the word.	sound and where these occur in the word.	
Comparing, contrasting and commenting						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To listen to stories with increasing attention and recall.</p> <p>To anticipate key events and phrases in rhymes and stories.</p> <p>To begin to be aware of the way stories are structured.</p> <p>To describe main story settings, events and principal characters.</p> <p>To enjoy an increasing range of books.</p> <p>To follow a story without pictures or props.</p> <p>To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>To demonstrate understanding when talking with others about what they have read.</p>	<p>To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.</p> <p>To link what they have read or have read to them to their own experiences.</p> <p>To retell familiar stories in increasing detail (fairy tales/key stories/traditional tales)</p> <p>To join in with discussions about a text, taking turns and listening to what others say.</p> <p>To discuss the significance of titles and events.</p> <p>To develop their knowledge of retrieval through images</p> <p>To sequence the events of a story they are familiar with</p>	<p>To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.</p> <p>To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p> <p>To discuss the sequence of events in books and how items of information are related.</p> <p>To recognise simple recurring literary language in stories and poetry.</p> <p>To make links between the text they are reading and other texts they have read</p>	<p>To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>To use appropriate terminology when discussing texts (plot, character, setting).</p> <p>To retrieve and record information from a fiction text</p> <p>To identify main ideas drawn from more than one paragraph and summarising them</p> <p>To identify themes and conventions in a wide range of books</p>	<p>To listen to and discuss and compare texts from a wide variety of genres and writers.</p> <p>To read for a range of purposes.</p> <p>To identify themes and conventions in a wide range of books.</p> <p>To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).</p> <p>To identify how language, structure and presentation contribute to meaning.</p> <p>To identify main ideas drawn from more than one paragraph and summarise these.</p>	<p>To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.</p> <p>Increase familiarity with a wide range of books including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <p>To 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.</p>	<p>To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p> <p>To recognise more complex themes in what they read (such as loss or heroism).</p> <p>To 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.</p> <p>To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make</p>

		(in texts that they can read independently). To ask and answer retrieval questions		To retrieve and record information from a fiction text	To recommend texts to peers based on personal choice, and provide reasoned justifications for their views about a book. To summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas, and using own words and vocabulary from the text To compare information, characters or events within and between texts	improvements when participating in discussions. To produce a succinct summary, paraphrasing the main ideas drawn from across the text, identifying key details to support the main ideas and using own words and vocabulary from the text To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views. To compare characters, settings and themes within a text and across more than one text. Draw upon and integrate information from a range of presentational devices when building meaning from reading To recommend texts to peers based on personal choice, and provide reasoned justifications for their views about a book.
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Poetry and Performance

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To listen to and join in	To recite simple poems	To continue to build	To prepare and	To recognise and	To continually show an	To confidently perform

<p>with stories and poems, one-to-one and also in small groups.</p> <p>To join in with repeated refrains in rhymes and stories.</p> <p>To use intonation, rhythm and phrasing to make the meaning clear to others.</p> <p>To develop preference for forms of expression.</p> <p>To play cooperatively as part of a group to develop and act out a narrative.</p> <p>To express themselves effectively, showing awareness of listeners' needs.</p>	<p>by heart.</p>	<p>up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.</p>	<p>perform poems and play scripts that show some awareness of the audience when reading aloud.</p> <p>To begin to use appropriate intonation and volume when reading aloud.</p> <p>To recognise some different forms of poetry</p>	<p>discuss some different forms of poetry (e.g. free verse or narrative poetry).</p> <p>To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.</p>	<p>awareness of audience when reading out loud using intonation, tone, volume and action.</p> <p>To learn a wider range of poetry by heart</p>	<p>texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.</p> <p>To learn a wider range of poetry by heart</p>
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Word Meanings

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To build up vocabulary that reflects the breadth of their experiences</p> <p>To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words</p> <p>To use vocabulary and forms of speech that are increasingly influenced by their experiences of books</p>	<p>To discuss word meanings, linking new meanings to those already know</p> <p>To identify their favourite words and phrases</p>	<p>To discuss and clarify the meaning of words, lining new meanings to known vocabulary</p> <p>To discuss their favourite words and phrases</p> <p>Identify own synonyms for words within the text</p>	<p>Use known strategies appropriately to establish meaning, in books that can be read independently</p> <p>Self-correct misread words when reading age appropriate texts and discuss the meaning of new words in context</p> <p>Identify specific language which contributes to the development of meaning</p>	<p>To use dictionaries to check the meaning of words that they have read</p> <p>To use known strategies appropriately to establish meaning</p> <p>To self-correct misread words when reading age-appropriate texts and suggest the meaning of new words in context</p>	<p>To use contextual and genre knowledge to determine alternate meanings of known words</p> <p>To identify how language, structure and presentation contribute to meaning</p> <p>To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>	<p>To identify and comment on genre-specific language features used in age appropriate texts e.g shades of meaning between similar words</p> <p>To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.</p>

			<p>To discuss words and phrases that capture the reader's interest and imagination (simile/metaphor/repetition/exaggeration)</p> <p>To use a dictionary to check the meaning of words they have read.</p>	<p>Discuss understanding as it develops and explain the meaning of words in context</p> <p>To discuss words and phrases that capture the reader's interest and imagination (simile/metaphor/repetition/exaggeration) and explain the effect on them as a reader</p>	<p>To evaluate the use of authors' language and explain how it has created an impact on the reader</p>	
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Understanding

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To know that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p>To understand humour, e.g. nonsense rhymes, jokes.</p>	<p>To draw on what they already know or on background information and vocabulary provided by the teacher</p> <p>To check that the text makes sense to them as they read and correct inaccurate reading</p> <p>To explain clearly their understanding of what is read to them</p>	<p>To discuss the sequence of events in books and how items of information are related</p> <p>To draw on what they already know or on background information and vocabulary provided by the teacher</p> <p>To check that the text makes sense to them as they read and correct inaccurate reading</p>	<p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>To ask questions to improve their understanding of a text</p>	<p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>To ask questions to improve their understanding of a text</p> <p>To understand how paragraphs are used to order and build up ideas and can be used by readers to monitor and summarise</p>	<p>To check that the text makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>To ask questions to improve their understanding</p>	<p>To check that the text makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>To ask questions to improve their understanding</p>

Inference and Prediction

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To begin to understand 'why' and 'how' questions.</p> <p>To understand 'how' and 'why' questions about their experiences and in response to stories or</p>	<p>To begin to make simple inferences.</p> <p>To discuss the significance of the title and events</p>	<p>To make inferences on the basis of what is being said and done.</p> <p>To predict what might happen on the basis of what has been read so</p>	<p>To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives, and justify</p>	<p>To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.</p>	<p>To draw inferences from characters' feelings, thoughts and motives, and justifying inferences with evidence from the text and wider experiences.</p>	<p>To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).</p> <p>To discuss how characters change and</p>

<p>events</p> <p>To suggest how a story might end.</p> <p>To answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>To understand key events and phrases in rhymes and stories</p>	<p>To develop inference through the use of pictures</p> <p>To predict what might happen on the basis of what has been read so far(talk about what their characters are like, their motivations and what they might do)</p>	<p>far in a text and their own experiences.</p> <p>Make predictions using experience of reading books in the same genre, by the same author or based on similar themes.</p>	<p>inferences with evidence from the text</p> <p>To predict what might happen from details stated and implied.</p>	<p>Infer underlying themes and ideas</p> <p>Discuss how speech can show a character's emotions</p> <p>To make plausible predictions and justify them from details stated and implied.</p>	<p>Refer accurately to elements from across the text to support predictions and opinions.</p> <p>To make predictions based on details stated and implied, justifying them in detail with evidence from the text.</p> <p>Begin to make links between the author's use of language and the inferences drawn</p>	<p>develop through texts by drawing inferences based on indirect clues.</p> <p>Begin to see how inferences draw on the connotations of words, their use in context and that they can be cumulative, as clues are picked up through a text e.g. action and dialogue (as well as descriptive language) enable inferences to be developed.</p> <p>To make predictions and express opinions, explaining and justifying them with reference to the text</p>
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Non-fiction

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To know that information can be relayed in the form of print.</p> <p>To know that information can be retrieved from books and computers.</p>	<p>To identify some key facts from an information book.</p> <p>To discuss features and layout (enlarged text/bold/italics)</p>	<p>To recognise that non-fiction books are often structured in different ways.</p> <p>To use alphabetically ordered texts/bibliographic knowledge to retrieve information</p>	<p>To retrieve and record information from non-fiction texts.</p> <p>To use text features to locate information e.g. contents, index, subheadings.</p> <p>Begin to recognise fact and opinion</p>	<p>To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.</p> <p>Recognise and distinguish between fact and opinion</p> <p>To use text features to locate information e.g. contents, index, subheadings.</p>	<p>To use knowledge of texts and organisation devices to retrieve, record and present information.</p> <p>Distinguish between statements of fact and opinion, and understand why this is important to interpreting the text</p>	<p>To retrieve, record and present information from non-fiction texts.</p> <p>Skim and scan efficiently for vocabulary, key ideas and facts on both the printed page and screen.</p> <p>To use non-fiction materials for purposeful</p>

			<p>Locate information using skimming, scanning and text marking.</p>	<p>Retrieve and record information, extracting information from age-appropriate texts and make notes using quotations and reference to the text</p>	<p>Skim and scan for vocabulary, key ideas and facts on both the printed page and screen.</p> <p>Retrieve and record information, extracting information from age-appropriate texts and make notes using quotations and reference to the text</p> <p>Identify and comment on genre-specific language</p>	<p>information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).</p>
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