



Grazeley Primary School Reading Knowledge and Skills Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding	<ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs; 	<ul style="list-style-type: none"> • Apply phonic knowledge to decode words 	<ul style="list-style-type: none"> • Secure phonic decoding until reading is fluent 	<ul style="list-style-type: none"> • Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet 	<ul style="list-style-type: none"> • Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet 	<ul style="list-style-type: none"> • Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet 	<ul style="list-style-type: none"> • Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet
	<ul style="list-style-type: none"> • Read words consistent with their phonic knowledge by sound-blending; - 	<ul style="list-style-type: none"> • Speedily read all 40+ letters/groups for 40+ phonemes 	<ul style="list-style-type: none"> • Read accurately by blending, including alternative sounds for graphemes 	<ul style="list-style-type: none"> • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<ul style="list-style-type: none"> • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 		
	<ul style="list-style-type: none"> • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<ul style="list-style-type: none"> • Read accurately by blending taught GPC 	<ul style="list-style-type: none"> • Read multi syllable words containing these graphemes 	<ul style="list-style-type: none"> • Read multi syllable words quickly & accurately without overt sounding and blending 			
		<ul style="list-style-type: none"> • Read common exception words 	<ul style="list-style-type: none"> • Read common suffixes 				
		<ul style="list-style-type: none"> • Read common suffixes (-s, - es, - ing, -ed, etc.) 	<ul style="list-style-type: none"> • Read exception words, noting unusual correspondences 				
	<ul style="list-style-type: none"> • Read multi syllable words containing taught GPCs 						
	<ul style="list-style-type: none"> • Read contractions and understanding use of apostrophe 						

		<ul style="list-style-type: none"> • Read aloud phonically-decodable texts 									
Range of Reading	<ul style="list-style-type: none"> • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; 	<ul style="list-style-type: none"> • Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently 	<ul style="list-style-type: none"> • Listening to, discussing and expressing 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 	<ul style="list-style-type: none"> • Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 	<ul style="list-style-type: none"> • Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 	<ul style="list-style-type: none"> • Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 	<ul style="list-style-type: none"> • Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. 				
		<ul style="list-style-type: none"> • Link what they read or hear read to their own experiences 						<ul style="list-style-type: none"> • Reading books that are structured in different ways and reading for a range of purposes 	<ul style="list-style-type: none"> • Reading books that are structured in different ways and reading for a range of purposes 	<ul style="list-style-type: none"> • Reading books that are structured in different ways and reading for a range of purposes. 	<ul style="list-style-type: none"> • Reading books that are structured in different ways and reading for a range of purposes
									<ul style="list-style-type: none"> • Making comparisons within and across books 	<ul style="list-style-type: none"> • Making comparisons within and across books 	
Familiarity with Texts	<p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>	<ul style="list-style-type: none"> • Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics 	<ul style="list-style-type: none"> • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales 	<ul style="list-style-type: none"> • Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally 	<ul style="list-style-type: none"> • Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally 	<ul style="list-style-type: none"> • Increasing their 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 	<ul style="list-style-type: none"> • Increasing their 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 				
		<ul style="list-style-type: none"> • Recognising and joining in with predictable phrases 	<ul style="list-style-type: none"> • Recognising simple recurring literary language in stories and poetry 	<ul style="list-style-type: none"> • Identifying themes and conventions in a wide range of books 	<ul style="list-style-type: none"> • Identifying themes and conventions in a wide range of books 	<ul style="list-style-type: none"> • Identifying and discussing themes and conventions in and across a wide range of writing 	<ul style="list-style-type: none"> • Identifying and discussing themes and conventions in and across a wide range of writing 				

Poetry and Performance	Use and understand recently introduced vocabulary during discussions about poems.	<ul style="list-style-type: none"> • Learning to appreciate rhymes and poems, and to recite some by heart 	<ul style="list-style-type: none"> • Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> • Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action 	<ul style="list-style-type: none"> • Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action 	<ul style="list-style-type: none"> • Learning a wider range of poetry by heart 	<ul style="list-style-type: none"> • Learning a wider range of poetry by heart
				<ul style="list-style-type: none"> • Recognising some different forms of poetry 	<ul style="list-style-type: none"> • Recognising some different forms of poetry 	<ul style="list-style-type: none"> • Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience 	<ul style="list-style-type: none"> • Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
Word Meanings		<ul style="list-style-type: none"> • Discussing word meanings, linking new meanings to those already known 	<ul style="list-style-type: none"> • Discussing and clarifying the meanings of words, linking new meanings to known vocabulary 	<ul style="list-style-type: none"> • Using dictionaries to check the meaning of words that they have read 	<ul style="list-style-type: none"> • Using dictionaries to check the meaning of words that they have read 		
			<ul style="list-style-type: none"> • Discussing their favourite words and phrases 				
Understanding	<ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and 	<ul style="list-style-type: none"> • Checking that the text makes sense to them as they read and correcting inaccurate reading 	<ul style="list-style-type: none"> • Drawing on what they already know or on background information and vocabulary provided by the teachers 	<ul style="list-style-type: none"> • Asking questions to improve their understanding of a text 	<ul style="list-style-type: none"> • Asking questions to improve their understanding of a text 	<ul style="list-style-type: none"> • Asking questions to improve their understanding of a text 	<ul style="list-style-type: none"> • Asking questions to improve their understanding of a text

	narratives using their own words and recently introduced vocabulary		<ul style="list-style-type: none"> • Checking that the text makes sense to them as they read and correcting inaccurate reading 	<ul style="list-style-type: none"> • Identifying main ideas drawn from more than one paragraph and summarising these 	<ul style="list-style-type: none"> • Identifying main ideas drawn from more than one paragraph and summarising these 	<ul style="list-style-type: none"> • Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas 	<ul style="list-style-type: none"> • Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas
Inference		<ul style="list-style-type: none"> • discussing the significance of the title and events 	<ul style="list-style-type: none"> • making inferences on the basis of what is being said and done 	<ul style="list-style-type: none"> • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<ul style="list-style-type: none"> • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<ul style="list-style-type: none"> • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<ul style="list-style-type: none"> • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
		<ul style="list-style-type: none"> • making inferences on the basis of what is being said and done 	<ul style="list-style-type: none"> • answering and asking questions 				
Prediction	<ul style="list-style-type: none"> • Anticipate – where appropriate – key events in stories; 	<ul style="list-style-type: none"> • Predicting what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> • Predicting what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> • Predicting what might happen from details stated and implied 	<ul style="list-style-type: none"> • Predicting what might happen from details stated and implied 	<ul style="list-style-type: none"> • Predicting what might happen from details stated and implied 	<ul style="list-style-type: none"> • Predicting what might happen from details stated and implied
Authorial Intent				<ul style="list-style-type: none"> • Discussing words and phrases that capture the reader's interest and imagination 	<ul style="list-style-type: none"> • Discussing words and phrases that capture the reader's interest and imagination 	<ul style="list-style-type: none"> • Identifying how language, structure and presentation contribute to meaning 	<ul style="list-style-type: none"> • Identifying how language, structure and presentation contribute to meaning
				<ul style="list-style-type: none"> • Identifying how language, structure, and presentation contribute to meaning 	<ul style="list-style-type: none"> • Identifying how language, structure, and presentation contribute to meaning 	<ul style="list-style-type: none"> • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader 	<ul style="list-style-type: none"> • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

Non- Fiction	<ul style="list-style-type: none"> • Offer explanations for why things might happen, making use of recently introduced vocabulary from non-fiction 		<ul style="list-style-type: none"> • Being introduced to non-fiction books that are structured in different ways 	<ul style="list-style-type: none"> • Retrieve and record information from non-fiction 	<ul style="list-style-type: none"> • Retrieve and record information from non-fiction 	<ul style="list-style-type: none"> • Distinguish between statements of fact and opinion 	<ul style="list-style-type: none"> • Distinguish between statements of fact and opinion
						<ul style="list-style-type: none"> • Retrieve, record and present information from non-fiction 	<ul style="list-style-type: none"> • Retrieve, record and present information from non-fiction
Discussing Reading	<ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary 	<ul style="list-style-type: none"> • Participate in discussion about what is read to them, taking turns and listening to what others say 	<ul style="list-style-type: none"> • Participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say 	<ul style="list-style-type: none"> • Participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say 	<ul style="list-style-type: none"> • Participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say 	<ul style="list-style-type: none"> • Recommending books that they have read to their peers, giving reasons for their choices 	<ul style="list-style-type: none"> • Recommending books that they have read to their peers, giving reasons for their choices
		<ul style="list-style-type: none"> • Explain clearly their understanding of what is read to them 	<ul style="list-style-type: none"> • Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves 			<ul style="list-style-type: none"> • Participate in discussions about books, building on their own and others' ideas and challenging views courteously 	<ul style="list-style-type: none"> • Participate in discussions about books, building on their own and others' ideas and challenging views courteously
						<ul style="list-style-type: none"> • Explain and discuss their understanding of what they have read, including through formal presentations and debates. 	<ul style="list-style-type: none"> • Explain and discuss their understanding of what they have read, including through formal presentations and debates.

						<ul style="list-style-type: none">• Provide reasoned justifications for their view	<ul style="list-style-type: none">• Provide reasoned justifications for their view
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