



## Grazeley Primary School Reading Knowledge and Skills Progression

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

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

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

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

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

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