



Ellingham and Woodton Primary Federation

Skills Progression Grid for Reading



Year Group	Phonics, Decoding Fluency	Range and Familiarity Poetry and Performance Non-Fiction	Comprehension Word meanings Inference and deduction Prediction
EYFS	<ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs Read words consistent with their phonic knowledge by sound-blending Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions 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"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary Anticipate – where appropriate – key events in stories Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
	Phonics and Decoding	Range and Familiarity Poetry and Performance Non-Fiction	Comprehension Word meanings Inference, Deduction and Prediction
Year 1	<ul style="list-style-type: none"> Apply phonic knowledge to decode words Speedily read all 40+ letters/groups for 40+ phonemes Read accurately by blending taught GPC Read common exception words Read common suffixes (-s, -es, -ing, -ed, etc.) Read multisyllable words containing taught GPCs Read contractions and understanding use of apostrophe Read aloud phonically-decodable texts 	<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 Being encouraged to link what they read or hear read to their own experiences Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics Recognising and joining in with predictable phrases Learning to appreciate rhymes and poems, and to recite some by heart 	<ul style="list-style-type: none"> Discussing word meanings, linking new meanings to those already known Drawing on what they already know or on background information and vocabulary provided by the teacher Checking that the text makes sense to them as they read and correcting inaccurate reading Discussing the significance of the title and events Making inferences on the basis of what is being said and done Predicting what might happen on the basis of what has been read so far
Year 2	<ul style="list-style-type: none"> Secure phonic decoding until reading is fluent Read accurately by blending, including alternative sounds for graphemes Read multisyllable words containing these graphemes Read common suffixes Read exception words, noting unusual correspondences 	<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 Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics Recognising and joining in with predictable phrases 	<ul style="list-style-type: none"> Discussing and clarifying the meanings of words, linking New meanings to known vocabulary Discussing their favourite words and phrases Discussing the sequence of events in books and how items of information are related Drawing on what they already know or on background information and vocabulary provided by



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	<ul style="list-style-type: none"> • Read most words quickly & accurately without overt sounding and blending 	<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 • Being introduced to non-fiction books that are structured in different ways 	<p>the teacher *checking that the text makes sense to them as they read and correcting inaccurate reading</p> <ul style="list-style-type: none"> • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what might happen on the basis of what has been read so far
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	Phonics and Decoding	Range and Familiarity Poetry and Performance Non-Fiction	Comprehension Word meanings, Inference and deduction, Prediction and Authorial Intent
Year 3	<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 • 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"> • Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Reading books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identifying themes and conventions in a wide range of books • Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • Recognising some different forms of poetry • Retrieve and record information from non-fiction 	<ul style="list-style-type: none"> • Using dictionaries to check the meaning of words that they have read • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Identifying main ideas drawn from more than one paragraph and summarising these • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Discussing words and phrases that capture the reader's interest and imagination • Identifying how language, structure, and presentation contribute to meaning
Year 4	<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"> • Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Reading books that are structured in different ways and reading for a range of purposes • 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"> • Using dictionaries to check the meaning of words that they have read • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Identifying main ideas drawn from more than one paragraph and summarising these



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	<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"> • Identifying themes and conventions in a wide range of books • Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • Recognising some different forms of poetry • Retrieve and record information from non-fiction 	<ul style="list-style-type: none"> • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Discussing words and phrases that capture the reader's interest and imagination • Identifying how language, structure, and presentation contribute to meaning
	Phonics and Decoding	Range and Familiarity Poetry and Performance Non-Fiction	Comprehension Word meanings, Inference and deduction, Prediction and Authorial Intent
Year 5	<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"> • Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Reading books that are structured in different ways and reading for a range of purposes • Making comparisons within and across books • 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 • Identifying and discussing themes and conventions in and across a wide range of writing • Learning a wider range of poetry by heart 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 • Distinguish between statements of fact and opinion • Retrieve, record and present information from nonfiction 	<ul style="list-style-type: none"> • Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
Year 6	<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"> • Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Reading books that are structured in different ways and reading for a range of purposes • Making comparisons within and across books • 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"> • Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas



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		<ul style="list-style-type: none">• Identifying and discussing themes and conventions in and across a wide range of writing• Learning a wider range of poetry by heart 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• Distinguish between statements of fact and opinion• Retrieve, record and present information from nonfiction	<ul style="list-style-type: none">• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence• Predicting what might happen from details stated and implied• Identifying how language, structure and presentation contribute to meaning• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
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