## Progression of Reading Skills (Word Reading and Comprehension)

| Word Reading | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| **Decoding** | Apply phonic knowledge and skills to decode words by blending accurately and speedily, using known graphemes. | Apply phonic knowledge and skills to decode words by blending accurately and speedily, using known graphemes.<br><br>Re-read with fluency and confidence, recognising when a word does not make sense.<br><br>Read common exception words accurately. | Read age-appropriate books, sounding out unfamiliar words and begin to self-correct.<br><br>Read accurately, automatically and without undue hesitation, including words of 2 or more syllables; words containing common suffixes, and most common exception words.<br><br>Read most words quickly and accurately without blending out loud (eg) over 90 words per minute.<br><br>Begin to read silently with understanding. | Decode most new words outside of spoken vocabulary.<br><br>Read longer words with support.<br><br>Use the context of a sentence to read unfamiliar words.<br><br>Self-correct consistently.<br><br>Read simple chapter books independently and silently. | | Read age-appropriate books with confidence and fluency, including whole novels.<br><br>Use a range of reading strategies to work out any unfamiliar word.<br><br>Read aloud and to perform, showing understanding through intonation, tone and volume so that meaning is clear to an audience. | |
| **By year end** | Phonically decodable texts – Phase 4 (Book Band Yellow) | Phonically decodable texts – Phase 5 (Book Band Orange) | Reading Age 7+ (Book Band White) | Reading Age 8+ | Reading Age 9+ | Reading Age 10+ | Reading Age 11+ |
| **Reading for Pleasure** | Participate actively in listening and sharing a wide range of books.<br><br>Choose to read. | Participate actively in listening and sharing a wide range of books.<br><br>Choose to read. | Read independently, demonstrating increasing stamina.<br><br>Show developing preferences through book choice. | Read for a range of purposes independently.<br><br>Choose appropriate texts with support.<br><br>Demonstrate engagement with reading by reading for sustained periods of time; completing books; engaging actively in book discussion and responding to reading in written form. | | Read a broader range of texts, including those from literary heritage and more challenging texts.<br><br>Recommend books read to peers, giving reasons for choices.<br><br>Demonstrate continuing engagement with reading by reading for sustained periods of time; completing a wider range | |

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| | | | | | of more challenging and lengthier books; engaging actively in book discussions with and without adult support.<br><br>Respond to reading in a written form, developing a critical stance. | |
| **Comprehension** | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Inference** | In texts read to them, infer characters' feelings using pictures and own experiences to talk about them. | In texts read to them, and simple texts read themselves, make inference on the basis of what is being said and done (eg) How a character feels / Why a character does something. | Make inferences from texts that they read themselves, on the basis of what's being said and done, and cause and effect, drawing on what they already know or on background information / vocabulary (provided by the teacher). | Draw inference such as characters' feelings, thoughts and motives from their actions, and justify with evidence from the text or life experience. | | Make inference drawn from across and between texts, and justify with evidence. Use A.P.E (Answer it, Prove it, Explain it) to support inferences. | |
| **Prediction** | Make suggestions about what might happen next or how the story might end based on pictures from the story, and talk to others about this, innovating stories through role-play. | With support, link own experiences to what they read. Make predictions about reading from a title and front cover of a book, and on the basis of what has been read so far. | What might happen on the basis of what has been read so far. | What might happen from details stated and implied based on content, simple themes and text types. Justify predictions with evidence. | | What might happen from details stated and implied, based on themes, conventions, knowledge about the author and genres. | |

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| **Clarifying** | Build up a vocabulary that reflects experiences. Use talking about books to clarify thinking, ideas and feelings. | Discuss word meanings, making links to known vocabulary. | Discuss and clarify the meaning of words to understand texts further. In familiar books, check that it makes sense. | Use dictionaries to check the meaning of words they have read. | Give the meaning of words in context. Explore and explain the meaning of words in context. Distinguish between fact and opinion. Clarify concepts and ideas at sentence, paragraph and whole text level. |
| **Questioning** | With support, generate simple recall questions using given starting words (who, when, how, why) to clarify what they are thinking about a story. | Raise simple questions about texts they read and that are read to them. Answer simple, information retrieval questions about texts. | Ask and answer questions about texts. | Ask and answer questions to improve understanding of a text. | Ask and answer questions to improve understanding of themes and authorial intent. |
| **Summarising** | Recall and order some key events from the text. Introduce a story line or narrative in role-play. | Link title to key events in a text. | Identify and explain the sequence of events in texts. | Identify main ideas drawn from more than one paragraph and summarise these. Retrieve and record information from non-fiction. | Identify and summarise main ideas from across a text. Identify key details that support main ideas, using quotation for illustration. Retrieve, record and present key information from non-fiction. |
| **Language for Effect** | Recognise and join in with repeated patterns and predictable phrases. | Recognise and join in with predictable phrases. | Identify simple literary language in stories and poetry.<br><br>Discuss favourite words and phrases, and their impact on meaning. | Identify language, structural and presentational features of texts, and discuss how they contribute to meaning.<br><br>Discuss words and phrases that engage the reader.<br><br>Give extended explanations of the impact of language choices on meaning. | Discuss how the structural and presentational choices impact on meaning, theme and purpose.<br><br>Discuss and evaluate texts, commenting on writers' use of words, phrases and language features, including figurative language. |

| Themes and Conventions | Retell familiar stories and rhymes. | Retell familiar stories and rhymes, and talk about their key features. | Identify key aspects of texts (eg) fiction: characters, setting, plot and non-fiction: titles / headings, contents, index, glossary.<br><br>With support, justify personal response to texts. | Begin to make connections between texts.<br><br>Begin to identify simple common themes in texts (eg) good v's evil, use of magical devices.<br><br>Begin to identify conventions of different types of writing.<br><br>Comment on the use of conventions in different types of writing. | Identify the themes and conventions of a range of texts.<br><br>Discuss / comment on themes and conventions in different genres and forms.<br><br>Make comparisons and contrasts within and across texts.<br><br>Discuss viewpoints (both of the author and fictional characters), within a text and across more than one text.<br><br>Provide reasoned justifications for opinions about a book. |
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