



Saint Peter's Catholic Primary School, Hinckley - Reading skills progression

Bold text shows NC statements; statements from CMAT statements;

	EYFS	KS1		KS2			
	3-4 year olds Reception children	Y1	Y2	Y3	Y4	Y5	Y6
Word Reading and Fluency	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Pay attention to more than one thing at a time.</p> <p>Use a wider range of vocabulary.</p> <p>Sing a larger repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary throughout the day.</p> <p>Retell the story, with repetition and in their own words.</p>	<p>Use phonic knowledge to decode books accurately (for all 40+ phonemes)</p> <p>Read common exception words</p> <p>Read words with 1+ syllable</p> <p>Read words with apostrophes</p>	<p>Read accurately by blending sounds</p> <p>Read common exception words</p> <p>Read most words with 2+ syllables</p> <p>Read most words containing common suffixes</p>	<p>Use developing understanding about root words, prefixes and suffixes to read aloud with increasing fluency and understanding</p> <p>Read a wider range of common exception/ tricky words</p>	<p>Use knowledge of root words, prefixes and suffixes to read aloud with increasing fluency, understanding and expression.</p> <p>Read a wider range of common exception/ tricky words and can see what makes them tricky.</p>	<p>Often applies their knowledge of root words, prefixes and suffixes to read fluently and understand the meaning of new words</p> <p>Breaks long polysyllabic words with speed and reads across entire word</p>	<p>Applies their knowledge of root words, prefixes and suffixes to read fluently and understand the meaning of new words</p>



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Wider decoding skills	<p>Know that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p>Use new vocabulary in different contexts.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p>Engage in non-fiction books.</p>	<p>Re-read sentences and books to build up fluency and confidence in word reading</p>	<p>(In GPC matched books and age appropriate books)</p> <p>Read aloud many words quickly and accurately</p> <p>Sound out unfamiliar words accurately</p> <p>Check a familiar book makes sense, correcting any inaccuracies</p>	<p>Notices mistakes they make in their reading using meaning, language structures and visual information and make corrections</p> <p>Uses a range of punctuation accurately (at the end of the sentence and commas within)</p>	<p>Notices mistakes they make in their reading and corrects them because the text does not make sense</p>	<p>Reads fluently with intonation, expression, appropriate pace and use of pauses to entertain and maintain interest</p> <p>Tries to notice mistakes in higher level texts and sometimes corrects them because the text does not make sense</p> <p>Scan text to find key words and phrases</p> <p>Skim read a text to get the general idea</p> <p>Knows they may need to reread text carefully to fully understand</p> <p>Read longer texts with increasing pace and stamina.</p>	<p>Reads fluently with intonation and expression, pauses, pace and emphasis to interest and entertain</p> <p>Notices mistakes in higher level texts and sometimes corrects them because the text does not make sense</p> <p>Read longer complex sentences using commas, brackets, semi-colons, colons and dashes to accurately help them and others to understand</p> <p>Scan text to find key words and phrases and skim read a text to get the general idea of a passage</p> <p>Knows they may need to reread text carefully to fully understand</p>
			EOY2 Reading stamina: 90 words per minute	EOY3 Reading stamina: 100 words per minute	EOY4 Reading stamina: 110 words per minute	EOY5 Reading stamina: 130 words per minute	EOY6 Reading stamina: 150 words per minute



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Comprehension strategies	Understand a question or instruction that has two parts.	Talk about word meanings and link new meanings to these	(In a familiar book) Answers questions	Use developing understanding about root words, prefixes and suffixes to understand meaning of new vocabulary	Use knowledge of root words, prefixes and suffixes to help them understand meaning of new vocabulary	Explore meaning of words in context and asks about meaning of words they do not understand	Explore meaning of words in context and asks about meaning of words they do not understand
	Understand 'why' questions.	Check the texts makes sense and self-correct mistakes	Explain what has happened so far	Ask about meaning of words they do not understand	Use dictionaries to check the meanings of unknown words	Check books make sense and talk about their understanding of sig. ideas, events and characters	Monitors their reading for sense
	Engage in storytimes.	Understand what they r read and retell it in sequence	Makes simple inference	Explain the meaning of words in context	Identify words and phrases that make the reader interested	Summarises key points of a paragraph and main ideas across more than one paragraph	Can talk in detail about their understanding including the gist
	Listen to and talk about stories to build familiarity.	Make inferences on the basis of what is being done	Make inferences after independent reading	Checks the text makes sense	Checks the text makes sense	Give the gist of what they have read in their own words	Summarises succinctly the key point of a paragraph
	Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Begin to link what they read or hear to their own experiences	Make predictions after independent reading	Retell some stories in their own words	Identify main ideas from more than one paragraph and summarise these in their own words	Recognise that ideas and visualised images can and do change	Summarises the main ideas across paragraphs identifying key ideas to support main ideas
				Identify main idea from a paragraph and summarise these	Make inferences (character's feelings, thoughts and motives) from their actions	Make inferences (character's feelings, thoughts and motives) from their actions, sometimes with supporting evidence	Recognise that ideas and visualised images can and do change
				Make inferences (character's feelings and thoughts) from their actions or speech	Find evidence from the text to support inferences	Predict what might happen from details stated and implied	Make inferences (character's feelings, thoughts and motives) from their actions, justify these with evidence
				Find evidence from the text to show their understanding	Identify how language, structure and presentation contribute to meaning	Predict what might happen from details stated and implied	Predict what might happen from details stated and implied
				Make predictions from details stated and implied	Asks questions and wonders to improve understanding	Asks questions and wonders to improve understanding	Asks questions and wonders to improve understanding, actively looking for answers to these
				Asks questions and wonders to improve understanding		Understands how language, structure and presentation contribute to meaning	Understands how language, structure and presentation contribute to meaning
					Connects information that they read within paragraphs, across texts and to other books	Relate what they have read to personal and literary experience and wider background knowledge	



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	<p>Sing a large repertoire or songs.</p> <p>Know many rhymes, be able to talk about familiar books and be able to tell a long story.</p> <p>Use longer sentences of four to six words.</p> <p>Be able to express a point of view and to debate when they disagree with, using words as well as actions.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Describe events in some detail.</p>	<p>Become familiar with key stories, fairy and traditional tales and can retell them</p> <p>Listens to and discusses a widerange of poems, stories and non-fiction</p> <p>Explains clearly what they understand when they are read to</p> <p>Recites some poems and rhymes off by heart</p>	<p>Make links between books they have read.</p>	<p>Understand what they have read in books and can discuss this</p> <p>Find and records information from non-fiction</p> <p>Identify themes in a range of books</p> <p>Listen to and can discuss a wide range of fiction, poetry, non-fiction and plays</p> <p>Read aloud and perform poems and play scripts (intonation, volume and actions)</p>	<p>Understand what they have read in books and can discuss this</p> <p>Find and record information from non-fiction texts</p> <p>Identify themes, structures and some purposes in a wide range of books</p> <p>Listen to and can discuss a wide range of fiction, poetry, non-fiction and plays</p> <p>Read aloud and perform poems and play scripts (intonation, tone, volume and actions)</p> <p>Recognise some different forms of poetry, stories and non-fiction texts.</p>	<p>Sometimes give reasoned justifications for their views based on evidence</p> <p>Begin to understand the difference between fact and opinion</p> <p>Find, record and present information from non-fiction texts</p> <p>Identify and discuss themes and conventions in a range of writing</p> <p>Comment on how and why a writer has used certain word choices</p> <p>Read poems and plays aloud and perform using intonation, tone, volume so the meaning is clear to an audience</p> <p>Recommend books they have read to friends, giving reasons for their choice</p> <p>Read and understand texts structured in different ways and read for a range of purposes and can explain the main purpose of these</p> <p>Read and discuss an increasingly wide range of fiction, poetry, non-fiction, plays and reference books building on their own and others' ideas</p> <p>Make comparisons within and across books</p>	<p>Give reasoned justifications for their views based on evidence</p> <p>Draws on detail to give persuasive answers</p> <p>Knows the difference between fact and opinion and can identify these</p> <p>Find, record and present information from non-fiction texts</p> <p>Identify and discuss themes and conventions in and across a wide range of writing</p> <p>Comment on how and why a writer has used certain language including figurative language</p> <p>Read poems and plays aloud and perform showing understanding through intonation, tone, volume so the meaning is clear to an audience</p> <p>Recommend books they have read to friends, giving reasons for their choice</p> <p>Read and understand texts structured in different ways and read a range of purposes and explain</p> <p>Explain and discuss their understanding of what they have read (through presentations and debates)</p> <p>Make comparisons within and across books</p>