

Haydon Abbey School and Pre-School
Progression of Skills in Reading from EYFS to Year 6



Skills	Early Years Pre-school 1 Pre-school 2 Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding	-Enjoys rhyming and rhythmic activities. -Shows an awareness of rhyme and alliteration. -Recognises rhythm in spoken words. -Continues a rhyming string. -Can hear and say the initial sound in words. -Segments the sounds in simple words and blends them together and knows which letter represents some of them. -identify the taught GPCs (the sounds that the letters make) including some digraphs. (LIT) -Blend the taught sounds to read CVC, CVCC and CCVC words. (LIT) Read some taught common exception/ high frequency and familiar words. (LIT) -Read sentences made up of words with taught sounds and common exception words. (LIT)	-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	-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 -read most words quickly & accurately without overt sounding and blending	-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	-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	-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	-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
Fluency	-Shows interest in illustrations and print in books and print in the environment. -Recognises familiar words and signs such as own name and advertising logos. -Looks at and handles books independently (holds books the correct way up and turns pages). -Ascribes meaning to marks that they see in different places. -Begins to break the flow of speech into words. -Reads and understand simple sentences.	-Pupil can read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes -Pupil can read accurately some words of two or more syllables that contain the same grapheme/phoneme correspondences	-In age-appropriate books, the pupil can: read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words	-In age appropriate texts children read fluently, decoding words using phonics skills when necessary and begin to use expression when reading to others.	-Read aloud with intonation that begins to show understanding. Attempts to self- correct.	-Checks that a text makes sense as they read, self-correcting without loss of fluency. Reads aloud with fluency and expression.	-Checks that a text makes sense as they read, self-correcting without loss of fluency. Reads a range of texts aloud with fluency and expression

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	-Begins to read with prosody.						
Range of Reading	- Enjoys an increasing range of books. -Listen to, talk about and respond to stories (rhymes and songs) with actions, relevant comments, questions; recalling key events and innovating. -To use non-fiction books to develop new knowledge and vocabulary.	-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	-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	-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	-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	-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	-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
Familiarity with texts	-Talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words. -To begin to interpret stories, rhymes and poetry; making suggestions for actions and events (images and text). -To talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions.	-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	-becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales -recognising simple recurring literary language in stories and poetry	-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	-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	-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	-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
Poetry & Performance	-Listens to and joins in with stories and poem 1:1 and also in small groups. -Joins in with repeated refrains in rhymes and stories. -Uses intonation, rhythm and phrasing to make meaning clear to others. -Develops preferences for forms of expression. -Plays cooperatively as part of a group to develop and act out a narrative. -Expresses themselves effectively showing an awareness of listeners needs. -To listen and sing nursery rhymes and songs, recalling whole songs and rhymes singing some independently and performing in groups / independently for others.	-learning to appreciate rhymes and poems, and to recite some by heart	-continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	-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	-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	-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	-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

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Word meanings	-Builds up vocabulary that reflects the breadth of their experiences. -Extends vocabulary especially by grouping and naming exploring the meaning and sounds of new words. -Uses vocabulary and forms of speech that are increasing influenced by their experiences of books. -Talks about elements of a topic using newly introduced vocabulary.	-discussing word meanings, linking new meanings to those already known	-discussing and clarifying the meanings of words, linking new meanings to known vocabulary - discussing their favourite words and phrases	-using dictionaries to check the meaning of words that they have read	-using dictionaries to check the meaning of words that they have read		
Understanding	-Responds to short, interactive stories (rhymes and songs) -Knows that print carries meaning and, in English, is read from left to right and top to bottom. -Is able to listen carefully. -Responds to stories (rhymes and songs) with actions, relevant comments, questions; recalling key events. -Understands humour e.g' nonsense rhymes and jokes. -Talks about elements of a topic using newly introduced vocabulary and extending sentences using a range of conjunctions to offer extra explanation and detail.	-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 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 the teacher -checking that the text makes sense to them as they read and correcting inaccurate reading	-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	-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	- 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	- 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
Inference	-To begin to interpret stories, rhymes and poetry; making suggestions for actions and events (images and text). -Beings to understand how and why questions. -Answer how and why questions about their experiences and in response to stories and events.	-discussing the significance of the title and events -making inferences on the basis of what is being said and done	-making inferences on the basis of what is being said and done -answering and asking questions	-drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	-drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	-drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	-drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

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Prediction	-To suggest how a story might end. -To talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words.	-predicting what might happen on the basis of what has been read so far	-predicting what might happen on the basis of what has been read so far	-predicting what might happen from details stated and implied	-predicting what might happen from details stated and implied	-predicting what might happen from details stated and implied	-predicting what might happen from details stated and implied
Authorial Intent				-discussing words and phrases that capture the reader's interest and imagination -identifying how language, structure, and presentation contribute to meaning	-discussing words and phrases that capture the reader's interest and imagination -identifying how language, structure, and presentation contribute to meaning	-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	-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
Non-fiction	-Talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions. -Know and explain some differences between fiction and non-fiction books.	- listen to and discuss non-fiction texts that they have read or been read to	-being introduced to non-fiction books that are structured in different ways	-retrieve and record information from non-fiction	-retrieve and record information from non-fiction	-distinguish between statements of fact and opinion -retrieve, record and present information from nonfiction	-distinguish between statements of fact and opinion -retrieve, record and present information from nonfiction
Discussing reading	-Talk about and respond to stories (rhymes and songs) with actions, relevant comments, questions. -Talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words. -Begin to interpret stories, rhymes and poetry; making suggestions for actions and events. -Talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions.	-participate in discussion about what is read to them, taking turns and listening to what others say -explain clearly their understanding of what is read to them - With support can remember key points of a story they have read or that has been read to them.	-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 -explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves - Can verbally summarise a text with minimal prompts from a teacher. Can begin to create their own book reviews including a simple synopsis of the texts they have read	-participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say - Summarises main ideas by identifying key details. Can create a simple synopsis of a book they have read in a Book Review.	-participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say - Summarises main ideas by identifying key details. Can create an accurate synopsis of a book they have read	-recommending books that they have read to their peers, giving reasons for their choices - participate in discussions about books, building on their own and others' ideas and challenging views courteously -explain and discuss their understanding of what they have read, including through formal presentations and debates, -provide reasoned justifications for their views - Summarises main ideas, identifying key details and using quotations for illustration. Can create a succinct synopsis of books they have read.	-recommending books that they have read to their peers, giving reasons for their choices - participate in discussions about books, building on their own and others' ideas and challenging views courteously -explain and discuss their understanding of what they have read, including through formal presentations and debates, -provide reasoned justifications for their views - Summarises main ideas, identifying key details and using quotations for illustration. Can create a succinct synopsis of a range of different books they have read

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Reading for Pleasure	-Listens to stories with increasing attention and recall. -Anticipates key phrases and events in rhymes and stories. -Begins to be aware of how stories are structured. -To describe main story setting events and characters. -To follow a story without pictures or props. -To enjoy an increasing range of books. -Listens to stories accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.	Enjoys being read to and reading to others.	Reads readily and without being prompted. Begins to choose the books they enjoy. Engages with the books that are read to them.	Chooses books without prompt from an adult.	Chooses books without prompt from an adult.	Chooses their own books. Discussing books they have enjoyed reading.	Chooses their own books. Discussing books they have enjoyed reading. Actively encouraging others to try the books they have enjoyed.
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