

**Ottershaw Christ Church CofE Schools**  
**Reading Skills Progression**

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>Word Reading</b>	Phonics see overview	→	→	→	→	→	→
	<ul style="list-style-type: none"> <li>Understand that print has meaning</li> <li>Print can have different purposes</li> <li>English text is read from left to right and from top to bottom</li> </ul> <p>Recognise the names of the different parts of a book</p> <ul style="list-style-type: none"> <li>Listen/engage with storybooks when adult reading aloud</li> <li>Respond to repetitive texts in familiar stories</li> <li>Begin to retell familiar stories orally using puppets/props/in role-play and drama</li> </ul> <p><b>ELGS:</b></p> <ul style="list-style-type: none"> <li><b>Say a sound for each letter in the alphabet and at least 10 digraphs</b></li> <li><b>Read words consistent with their phonic knowledge by sound-blending;</b></li> </ul>	<ul style="list-style-type: none"> <li>Show fluency and confidence while reading familiar texts</li> <li>Respond quickly with the correct sound to graphemes (written letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes (e.g. English Curriculum Appendix 1)</li> <li>Apply phonic knowledge and skills as a route to decode words Read words of more than one syllable that contain known GPCs (e.g. cowboy, playground).</li> <li>Read words with common endings(e.g. -s, -es, -ing, -ed, -er and -est endings Read Y1 common exception words (e.g. English Curriculum Appendix 1)</li> <li>Re-read to enhance fluency and confidence. Checking text makes sense to them as they read</li> </ul>	<ul style="list-style-type: none"> <li>Read accurately most words of two or more syllables</li> <li>Read most common exception words</li> <li>Read most words containing common suffixes* See English Appendix 1</li> <li>Read accurately and fluently without overt sounding out and blending e.g. over 90 words per minute</li> <li>Sound out most unfamiliar words without undue hesitation</li> <li>Check that the text makes sense to them as they read</li> <li>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>Read the Y1/2 word lists</li> </ul>	<ul style="list-style-type: none"> <li>Fluent reading, adjusting speed of reading to suit material and monitoring the precise meaning</li> <li>Check that the text makes sense, discuss understanding and explaining the meaning of words in context</li> <li>Apply growing knowledge of root words, prefixes and suffixes to read aloud and understand meaning of new words (See English Appendix 1)</li> <li>Read most words on the Year 3/4 word list</li> </ul>	<ul style="list-style-type: none"> <li>In reading use a range of strategies mostly effectively to read with fluency, understanding and expression</li> <li>Able to check the text makes sense, discuss understanding and explain meaning of new words in context</li> <li>Can read all of the Y3/4 word lists</li> </ul>	<ul style="list-style-type: none"> <li>Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words</li> <li>Able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity</li> <li>Work out the meaning of unfamiliar words from context</li> <li>Read most of Y5/6 word list</li> </ul>	<ul style="list-style-type: none"> <li>Read age appropriate books with confidence and fluency (including whole novels)</li> <li>Read aloud with intonation that shows understanding</li> <li>Work out the meaning of words from the context</li> </ul> <p style="text-align: center;">Read Y5/6 word list</p>

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	<ul style="list-style-type: none"> <li>• <b>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</b></li> </ul> <p>+</p>	<p>and correcting inaccurate reading</p> <ul style="list-style-type: none"> <li>• Discuss word meaning linking new meanings to those already known</li> <li>• Read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s) (e.g. couldn't, I've)</li> <li>• <b>Read most of the Y1/2 word lists</b></li> </ul>					
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Locate retrieve &amp; elaborate</p>	<ul style="list-style-type: none"> <li>• Begin to answer simple questions about text sometimes using pictures as clues</li> <li>• Begin to understand the difference between fiction non-fiction texts</li> <li>• Begin to find information in non fiction texts</li> </ul>	<ul style="list-style-type: none"> <li>• Answer simple questions about a text e.g. about character and plot (Retrieval questions).</li> <li>• Use contents page and glossary in non-fiction books to locate information in response to simple questions</li> <li>• Notice when the text does not make sense and re-read to self-correct any misread words</li> </ul>	<ul style="list-style-type: none"> <li>• Become increasingly familiar with and able to retell a wider range of stories, fairy stories, traditional tales and poems</li> <li>• Discuss and clarify the meanings of words, linking new meanings to known vocabulary</li> <li>• Locate key vocabulary and specific information in fiction text to find answers to simple questions</li> <li>• Demonstrate understanding by sequencing events in books</li> <li>• Show how items of information are</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare poems and play scripts to read aloud to perform, showing increasing understanding through intonation, tone, volume and action</li> <li>• Identify the main point and summarise orally the content of a passage of text independently Identify and describe the main characters/setting /events using direct reference to the text</li> <li>• Use alphabetically ordered texts to find information – e.g. use indices, contents,</li> </ul>	<ul style="list-style-type: none"> <li>• Locate information confidently and efficiently by using appropriate skills (e.g. skimming, scanning, search engines etc)</li> <li>• Accurately retrieve and record information from non-fiction texts</li> <li>• Use text marking to support retrieval of information of ideas from texts.</li> <li>• Prepare poems and playscripts to read aloud to perform, showing increasing understanding through intonation, tone, volume and action.</li> </ul>	<ul style="list-style-type: none"> <li>• Skim and scan for information, take notes, produce pictures and diagrams to summarise information</li> <li>• Justify opinions by retrieval of information / quotations from the text</li> <li>• Able to summarise and present more complex texts in their own words</li> <li>• Modify views and interpretations through dialogue and discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Summarise main idea, identifying key details that support the main idea, using quotations for illustration</li> <li>• Use direct evidence from sections of text to explain and justify more detailed opinions</li> <li>• Retrieve information from non-fiction texts</li> <li>• Use retrieval skills to respond to increasingly abstract question prompts (e.g. what does the passage tell us about the character?)</li> </ul>

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			related in non-fiction texts	glossaries, dictionary and thesaurus			
Use Inference and deduction to make interpretations	<ul style="list-style-type: none"> <li>Begin to relate stories to own experiences</li> <li>When read to, begin to predict what might happen next in a story</li> </ul>	<ul style="list-style-type: none"> <li>Draw on what they already know or background they have been given by the teacher.</li> <li>Make simple inferences from the text.</li> <li>Interpret character and plot more fully e.g. when there are more characters involved and events are sustained over several pages.</li> <li>Comment on events, characters or ideas in stories, making links to own experience supported by questioning.</li> <li>Predict what might happen on the basis of what has been read so far.</li> <li>Explain clearly their understanding of what has been read to them.</li> </ul>	<ul style="list-style-type: none"> <li>Answer questions and make some inferences on the basis of what is being said and done.</li> <li>Begin to comment on events, characters or themes within a text</li> <li>Predict what might happen on the basis of what has been read so far.</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish between fact and opinion. Drawing inferences such as inferring characters feelings, thoughts and motives from their actions</li> <li>Ask questions to improve their understanding of a text</li> <li>Discuss the actions of the main characters and justify views using evidence from the text</li> <li>Make predictions with evidence from text and knowledge of wider reading</li> </ul>	<ul style="list-style-type: none"> <li>Confidently justify inferences with supporting evidence from texts</li> <li>Begin to distinguish between fact and opinion</li> <li>Predict what might happened from details stated and/or implied.</li> </ul>	<ul style="list-style-type: none"> <li>When reading aloud show understanding and interpretation through intonation, tone and volume so that the meaning is clear to an audience</li> <li>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>Use clues from action, dialogue and description to interpret motives and meaning</li> <li>Predict what might happen from details stated and implied</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish between implicit and explicit points of view</li> <li>Develop detailed and reasoned justifications for their views based on inference and deduction</li> <li>Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence</li> <li>Begin to use clues in language to set the text in context (e.g. The musket fired; They ran down the sidewalk)</li> <li>Predict what might happen from detail stated and implied</li> </ul>

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Understand structure, organisation and presentation	<ul style="list-style-type: none"> <li>Be able to recite simple rhymes</li> <li>Join in with repeated refrains in familiar stories</li> </ul> <p><b>ELGS:</b></p> <ul style="list-style-type: none"> <li><b>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</b></li> <li><b>Respond to repetitive texts in familiar stories</b></li> <li><b>Begin to retell familiar stories orally using puppets/props/in role-play and drama</b></li> <li><b>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, poems and during role-play</b></li> </ul>	<ul style="list-style-type: none"> <li>Recognise that print may be located in captions, fact boxes and diagrams in non-fiction texts.</li> <li>Use the contents page in a non-fiction text to select which sections of read</li> <li>Begin to navigate around alphabetically ordered texts such as indexes, glossaries and dictionaries</li> <li>To recite some simple poetry by heart</li> </ul>	<ul style="list-style-type: none"> <li>Become familiar with non-fiction books that are structured in different way</li> </ul>	<ul style="list-style-type: none"> <li>Discuss similarities and differences in the structure and organisation of texts</li> <li>Understand that books are structured in different ways for a range of purposes</li> <li>Identify the main features of different text types</li> <li>Identify that information, events or ideas can be organised in paragraphs</li> <li>Understand that chapters can signal episodes in stories.</li> </ul>	<ul style="list-style-type: none"> <li>Identify key features of narrative and poetic genre (e.g. adventure, myth, lyric)</li> <li>Identify some grammatical features of different text types (e.g. punctuation choices; sentence structures)</li> </ul>	<ul style="list-style-type: none"> <li>Able to use knowledge of structural devices in a range of non-fiction to create own similar texts</li> <li>Understand and comment on how the use of different structures and organisation impact on the pace, mood and atmosphere (e.g. sentence/paragraph length)</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate the presentation of texts for their effectiveness in conveying information (e.g. bullet points for the main points)</li> <li>Comment on how narrative structure can be used to engage and affect the reader (e.g. flashback, cliff hanger, illustration/text relationship)</li> <li>Understand how paragraphs are linked to build knowledge, tension or dynamic</li> </ul>

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Understands themes and conventions in texts		<ul style="list-style-type: none"> <li>• Comment on the significance of the title of a book and how this relates to the text</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the effects of different words and phrases (e.g. to create humour and atmosphere)</li> <li>• Comment on how language is used to create effects and paint a picture</li> </ul>	<ul style="list-style-type: none"> <li>• Identify simple morals an author is conveying in a story or poem</li> <li>• Identify when more than one point of view can be expressed within a text</li> <li>• Begin to comment on different points of view within a text</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to comment on the way that authors viewpoints can influence the way that information or themes are treated</li> </ul>	<ul style="list-style-type: none"> <li>• Able to identify and comment on writers who address similar themes in fiction and non-fiction</li> <li>• Identify and discuss a variety of themes and conventions present in a wide range of writing</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the same themes and conventions can be presented in variety of ways and evaluate impact (e.e. theme of 'hunting' presented in a persuasive letter of leaflet)</li> <li>• Consider how readers experience and context influences the effect of the text</li> <li>• Identify how some writers attempt to challenge conventions in narrative (e.g. 'handsome hero' and Shrek)</li> </ul>
Understand language techniques and style	<ul style="list-style-type: none"> <li>• Begin to recognise story book language e.g. 'Once upon a time... they lived happily ever after etc'</li> <li>• Engage in extended conversations about stories, learning new vocabulary</li> <li>• Understand recently introduced vocabulary during discussions about stories, non-fiction,</li> </ul>	<ul style="list-style-type: none"> <li>• Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>• Recognise and join in with predictable phrases and simple recurring language</li> <li>• Participate in discussion about what is read to them, taking turns and listening to what other say.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise simple recurring literary language in stories and poetry</li> <li>• Discuss favourite words and phrases and their effect on the reader</li> <li>• Continuing to build a repertoire of poems learnt by heart appreciating and reciting some</li> <li>• With appropriate intonation to make the meaning clear</li> <li>• Show some awareness of texts being set in</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the effects of different words and phrases (e.g. to create humour and atmosphere)</li> <li>• Comment on how language is used to create effects and paint a picture</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the main language features and generic features of a range of fiction and non-fiction texts</li> <li>• Identify how language structures and presentation contribute to meaning</li> <li>• Identify how language is used precisely to inform the reader in non-fiction</li> <li>• Discuss and evaluate words and</li> </ul>	<ul style="list-style-type: none"> <li>• Comment on the success of language choices in creating mood and atmosphere</li> <li>• Use understanding of particular authors' technique and use of language to create texts which imitate particular styles</li> <li>• Identify how language, structure and presentation contribute to meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and explain how language is used to help the reader visualise the setting, character and events</li> <li>• Evaluate how authors use language, including figurative language, considering the impact in the reader</li> <li>• Relate language choices made by the author to the characteristics of the genre</li> </ul>

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	rhymes, poems and during role-play		different times and places		phrases that capture the readers' interest and imagination		<ul style="list-style-type: none"> <li>Explain how writers can use language to influence reader's viewpoint</li> </ul>
Compare, contrast and evaluate texts	<ul style="list-style-type: none"> <li>Able to talk about favourite stories</li> </ul>	<ul style="list-style-type: none"> <li>Say which is their favourite story and why</li> </ul>	<ul style="list-style-type: none"> <li>Choose a favourite story and explain why this is better than another</li> </ul>	<ul style="list-style-type: none"> <li>Express reasoned preferences between texts</li> </ul>	<ul style="list-style-type: none"> <li>Make simple comments on how the reader's or writer's context makes a difference to the social, cultural or historical setting</li> <li>Compare and contrast fiction and non-fiction texts to evaluate the effect on the reader</li> <li>Express preferences and make informed recommendations based on a wide range of texts encountered</li> </ul>	<ul style="list-style-type: none"> <li>Analyse and evaluate texts by combining an understanding of significant ideas, themes, events and characters</li> <li>Compare, contrast and evaluate the characteristics of different non-fiction texts (e.g. chronological and nonchronological)</li> <li>Explore alternative events and actions and comment on the author's choices</li> <li>Able to identify similarities in texts written by the same author (language, themes, technique) Compare the language and techniques used in texts written by the same author and use this to express preferences</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, maintaining a focus on the topic and using notes where necessary</li> <li>Compare and contrast the way fiction and non-fiction texts treat the same themes differently (e.g. Iron Age fiction, stories set in Africa)</li> <li>Make comparisons within and across books</li> </ul>