

Skills Progression

	EYFS Objectives Word Reading
Early Learning Goals 40 – 60 months Phonics and decoding 30 – 50 months	<p>To enjoy rhyming and rhythmic activities.</p> <p>To show an awareness of rhyme and alliteration.</p> <p>To recognise rhythm in spoken words.</p> <p>To continue a rhyming string.</p> <p>To hear and say the initial sound in words.</p> <p>To segment the sounds in simple words and blend them together and know which letter represents some of them.</p> <p>To link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>To use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>Children can read phonetically regular words of more than one syllable as well as many irregular but high frequency words</p>

	Exceeding	
Common exception words/ HFW	To read some common irregular words.	
EYFS		
Reading - Comprehension		
Skills	Objectives - 30 - 50 months, 40 - 60 months, Early Learning Goals, Exceeding	Question examples
Understanding and correcting	To know that print carries meaning and, in English, is read from left to right and top to bottom. To understand humour, e.g. nonsense rhymes, jokes.	
Connecting and becoming	To listen to stories with increasing attention and recall. To enjoy an increasing range of books. To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.	
Non Fiction	To know that information can be relayed in the form of print. To know that information can be retrieved from books and computers.	
Poetry and Performance	To listen to and join in with stories and poems, one-to-one and also in small groups. To join in with repeated refrains in rhymes and stories. To use intonation, rhythm and phrasing to make the meaning clear to others. To develop preference for forms of expression.	
Vocabulary	To build up vocabulary that reflects the breadth of their experiences. To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. To use vocabulary and forms of speech that are increasingly influenced by their experiences of	
Inference	To begin to understand 'why' and 'how' questions. To answer 'how' and 'why' questions about their experiences and in response to stories or events.	(Looking at pictures) What might they be feeling? How do you know?
Prediction	To anticipate key events and phrases in rhymes and stories. To suggest how a story might end.	What might happen at the end of the story? What might happen in the story? What might happen next?
Retrieval	To describe main story settings, events and principal characters.	What did you find out? What can you see on the front cover?
Sequence	To begin to be aware of the way stories are structured. To follow a story without pictures or props.	Can you order these parts of the story? What happened first, next....?

Year 1	
Reading - Word reading	
Skills	Objectives
Phonics and decoding	<ul style="list-style-type: none"> To apply phonic knowledge to decode words To speedily read all 40+ letters/groups for 40+ phonemes To read accurately by blending taught GPC To read common suffixes (-s, -es, -ing, -ed, etc.) To read multisyllable words containing taught GPCs To read contractions and understanding use of apostrophe To read aloud phonically-decodable text
Common Exception	To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.
Fluency	<ul style="list-style-type: none"> To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. To reread texts to build up fluency and confidence in word reading.

Year 1

Reading - Comprehension

Skills	Objectives
Understanding and correcting inaccuracies	To check that a text makes sense to them as they read and to self-correct. To draw on what they already know or on background information and vocabulary provided by the teacher. To explain clearly their understanding of what is read to them.
Connecting and becoming familiar with texts	To become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics To recognise and join in with predictable phrases participate in discussion about what is read to them, taking turns and listening to
Non Fiction	To discuss features and layout.
Poetry and Performance	learning to appreciate rhymes and poems, and to recite some by heart
	Question Stems
	discussing word meanings, linking new meanings to those already known
	What does the word mean in this sentence?

Year 2

Reading- Word Reading

Skills	Objectives
Phonics and decoding	To secure phonic decoding until reading is fluent. To read accurately by blending, including alternative sounds for graphemes. To read multisyllable words containing these graphemes To read common suffixes. To read exception words, noting unusual correspondences. To read most words quickly & accurately without overt sounding and blending.
Common Exception Words/ HFW	To read Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.
Fluency	To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. To reread these books to build up fluency and confidence in word reading.
	To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age appropriate texts

Year 2

Reading - Comprehension

Skills	Objectives	Question Stems
Understanding and correcting inaccuracies	To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. To check that the text makes sense to them as they read and to correct inaccurate reading. *drawing on what they already know or on background information and vocabulary provided by the teacher	
Connecting and becoming familiar with texts	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 *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	
Non Fiction	being introduced to non-fiction books that are structured in different ways	

Poetry and Performance	continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	
Vocabulary	*discussing and clarifying the meanings of words, linking new meanings to known vocabulary *discussing their favourite words and phrases	<ul style="list-style-type: none"> • What does the word.....mean in this sentence? • Find and copy a word which means • What does this word or phrase tell you about • Which word in this section do you think is the most important? Why?
Inference	*making inferences on the basis of what is being said and done *answering and asking questions	<ul style="list-style-type: none"> • Why was.....feeling.....? • Why didhappen? • Why did..... say.....? • Can you explain why.....?
Prediction	*predicting what might happen on the basis of what has been read so far	<ul style="list-style-type: none"> • Look at the book cover/blurb -what do you think this book will be about? • What do you think will happen next? What makes you think this? • How does the choice of character or setting affect what will happen next? • What is happening? What do you think happened before? What do you think will happen
Explanation	*explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	<ul style="list-style-type: none"> • Who is your favourite character? Why? • Why do you think all the main characters are girls in this book? • Would you like to live in this setting? Why/why not? • Is there anything you would change about this story?
Retrieval	Asking and answering retrieval questions	<ul style="list-style-type: none"> • What kind of text is this? • Who did.....? • Where did.....? • When did.....?
Sequence	To discuss the sequence of events in books and how items of information are related.	<ul style="list-style-type: none"> • Can you number these events 1-5 in the order that they happened? • What happened after • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/middle/end of the story?

Skills	Objectives
Phonics and decoding	<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.*</p> <p>To apply their growing knowledge of root words and suffixes/word endings, including -ation,-ly, -ous, -ture, -sure, -sion,-tion, -ssion and -cian, to begin to read aloud.*</p>
Common Exception Words	To read Y3/4 common exception words
Fluency	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.

Year 3

Reading - Comprehension

Skills	Objectives	Question Stems
Understanding	*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	
Connecting and becoming familiar with texts	*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 *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 *listening to and discussing a wide range of fiction, poetry, plays, non-	
Non Fiction	*retrieve and record information from non-fiction	

Poetry and Performance	<p>*preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>*recognising some different forms of poetry</p>	
Vocabulary	<p>*using dictionaries to check the meaning of words that they have read</p>	<ul style="list-style-type: none"> • What do the words and suggest about the character, setting and mood? • Which word tells you that....? • Which keyword tells you about the character/setting/mood? • Find one word in the text which means..... • Find and highlight the word that is closest in meaning to
Inference	<p>* To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p>	<ul style="list-style-type: none"> • Find and copy a group of words which show that... • How do these words make the reader feel? How does this paragraph suggest this? • How do the descriptions of show that they are ?
Prediction	<p>* To justify predictions using evidence from the text.</p>	<ul style="list-style-type: none"> • From the cover what do you think this text is going to be about? • What is happening now? What happened before this? What will happen after? • What does this paragraph suggest will happen next? What makes you think this? • Do you think the choice of setting will influence how the plot develops?
Explanation	<p>*discussing words and phrases that capture the reader's interest and imagination</p> <p>*identifying how language, structure, and presentation contribute to meaning</p>	<ul style="list-style-type: none"> • Why is the text arranged in this way? • What structures has the author used? • What is the purpose of this text feature? • Is the use of effective? • The mood of the character changes throughout the text. Find and copy the
Retrieval	<p>To retrieve and record information from a fiction text.</p>	<p>How would you describe this story/text? What genre is it? How do you know?</p> <ul style="list-style-type: none"> • How did...? How often...? Who had...? Who is...? Who did....? • What happened to...? • What does.... do?
mainSequence/	<p>*identifying main ideas drawn from more than one paragraph and summarising these</p>	<ul style="list-style-type: none"> • Can you number these events 1-5 in the order that they happened? • What happened after? • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/middle/end of the story? • In what order do these chapter

Year 4

Reading - Word reading

Skills

Objectives

Phonics and decoding

To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).

To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.*

To apply their growing knowledge of root words and suffixes/word endings, including -ation,-ly, -ous, -ture, -sure, -sion,-tion, -ssion and -cian, to begin to read aloud.*

Common Exception Words	To read Y3/4 common exception words
Fluency	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.

Year 4		
Reading - Comprehension		
Skills	Objectives	Question Stems
Understanding	<ul style="list-style-type: none"> *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 	

Connecting and becoming familiar with texts	<p>*preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>*recognising some different forms of poetry</p>	
Non Fiction		
Poetry and Performance		
Vocabulary	<p>*using dictionaries to check the meaning of words that they have read</p>	<ul style="list-style-type: none"> • What do the words and suggest about the character, setting and mood? • Which word tells you that....? • Which keyword tells you about the character/setting/mood? • Find one word in the text which means..... • Find and highlight the word that is closest in meaning to
Inference	<p>* To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p>	<ul style="list-style-type: none"> • Find and copy a group of words which show that... • How do these words make the reader feel? How does this paragraph suggest this? • How do the descriptions of show that they are ?
Prediction	<p>* To justify predictions using evidence from the text.</p>	<ul style="list-style-type: none"> • From the cover what do you think this text is going to be about? • What is happening now? What happened before this? What will happen after? • What does this paragraph suggest will happen next? What makes you think this? • Do you think the choice of setting will influence how the plot develops?
Explanation	<p>*discussing words and phrases that capture the reader's interest and imagination</p> <p>*identifying how language, structure, and presentation contribute to meaning</p>	<ul style="list-style-type: none"> • Why is the text arranged in this way? • What structures has the author used? • What is the purpose of this text feature? • Is the use of effective? • The mood of the character changes throughout the text. Find and copy the

Retrieval	To retrieve and record information from a fiction text.	How would you describe this story/text? What genre is it? How do you know? <ul style="list-style-type: none"> • How did...? How often...? Who had...? Who is...? Who did....? • What happened to...? • What does.... do?
Events Sequence/	*identifying main ideas drawn from more than one paragraph and summarising these	<ul style="list-style-type: none"> • Can you number these events 1-5 in the order that they happened? • What happened after? • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/middle/end of the story? • In what order do these chapter

Year 5	
Reading - Word reading	
Skills	Objectives
Phonics and decoding	*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
Common Exception Words	To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.
Fluency	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.

Year 5

Reading - Comprehension

Skills	Objectives	Question Stems
Understanding	<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* provide reasoned justifications for their view	
Connecting and becoming familiar with texts	<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 book* increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our	
Non Fiction	<ul style="list-style-type: none">* distinguish between statements of fact and opinion* retrieve, record and present information from nonfiction	

Poetry and Performance	*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	
Vocabulary		<ul style="list-style-type: none"> • What do the words and suggest about the character, setting and mood? • Which word tells you that....? • Which keyword tells you about the character/setting/mood? • Find one word in the text which means..... • Find and highlight the word that is closest in meaning to.....
Inference	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	<ul style="list-style-type: none"> • Find and copy a group of words which show that... • How do these words make the reader feel? How does this paragraph suggest this? • How do the descriptions of show that they are ? • How can you tell that..... ?
Prediction	*predicting what might happen from details stated and implied	<ul style="list-style-type: none"> • From the cover what do you think this text is going to be about? • What is happening now? What happened before this? What will happen after? • What does this paragraph suggest will happen next? What makes you think this? • Do you think the choice of setting will influence how the plot develops?
Explanation	<p>*identifying how language, structure and presentation contribute to meaning</p> <p>*discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>*explain and discuss their understanding of what they have read, including through formal presentations and debates.</p>	<ul style="list-style-type: none"> • Why is the text arranged in this way? • What structures has the author used? • What is the purpose of this text feature? • Is the use of effective? • The mood of the character changes throughout the text. Find and copy the phrases
Retrieval		<p>How would you describe this story/text? What genre is it? How do you know?</p> <ul style="list-style-type: none"> • How did...? How often...? Who had...? Who is...? Who did....? • What happened to...? • What does.... do?
Summary/Sequence	*summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas	<ul style="list-style-type: none"> • Can you number these events 1-5 in the order that they happened? • What happened after? • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/middle/end of the story? • In what order do these chapter

Year 6

Reading- Word Reading

Skills

Objectives

Phonics and decoding

*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

Common Exception Words	To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.
Fluency	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.

Year 6		
Reading - Comprehension		
Skills	Objectives	Question Stems
Understanding	<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 	

Connecting and becoming familiar with texts	<p>* continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>* reading books that are structured in different ways and reading for a range of purposes</p> <p>* making comparisons within and across book</p> <p>* increasing their familiarity with a wide range of books,</p>	
Non Fiction	<p>* distinguish between statements of fact and opinion</p> <p>* retrieve, record and present information from nonfiction</p>	
Poetry and Performance	<p>* 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</p>	
Vocabulary		<ul style="list-style-type: none"> • What do the words and suggest about the character, setting and mood? • Which word tells you that....? • Which keyword tells you about the character/setting/mood? • Find one word in the text which means..... • Find and highlight the word that is closest in meaning to
Inference	<p>* drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>To discuss how characters change and develop through</p>	<ul style="list-style-type: none"> • Find and copy a group of words which show that... • How do these words make the reader feel? How does this paragraph suggest this? • How do the descriptions of show that they are ? • How can you tell that..... ?
Prediction	<p>* predicting what might happen from details stated and implied</p>	<ul style="list-style-type: none"> • From the cover what do you think this text is going to be about? • What is happening now? What happened before this? What will happen after? • What does this paragraph suggest will happen next? What makes you think this? • Do you think the choice of setting will influence how the plot develops?
Explanation	<p>* identifying how language, structure and presentation contribute to meaning</p> <p>* discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>	<ul style="list-style-type: none"> • Why is the text arranged in this way? • What structures has the author used? • What is the purpose of this text feature? • Is the use of effective? • The mood of the character changes throughout the text. Find and copy the phrases which show

Retrieval		<p>How would you describe this story/text? What genre is it? How do you know?</p> <ul style="list-style-type: none"> • How did...? How often...? Who had...? Who is...? Who did....? • What happened to...? • What does.... do?
Sequence/	<p>*summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</p>	<ul style="list-style-type: none"> • Can you number these events 1-5 in the order that they happened? • What happened after? • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/middle/end of the story? • In what order do these chapter