



Sabden Primary School Reading Progression of Skills



	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Word Reading	<ul style="list-style-type: none"> Respond with speed when reading the 44 graphemes. Read aloud simple words and short sentences from books suited to the individual's phonics phase – aiming to reach phase 4 by the end of the year. Applying phonics knowledge to decode regular words. Sight read some common irregular words including 100 high-frequency words. 	<ul style="list-style-type: none"> Read aloud accurately books that are consistent with their developing phonic knowledge. Apply phonic knowledge and skills as the route to decode words. Respond speedily with the correct sound to grapheme for the 44 phonemes. Recognise and use the different ways of pronouncing the same grapheme; e.g. ow in snow and cow. Read accurately by blending sounds in unfamiliar words. 	<ul style="list-style-type: none"> Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. Read frequently encountered words quickly and accurately without overt sounding and blending. Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes. Read accurately words of two or more syllables that contain alternative sounds for grapheme e.g. shoulder, roundabout, grouping. 	<ul style="list-style-type: none"> Read books at an age appropriate interest level. Use knowledge of root words to understand meanings of words. Use prefixes to understand meanings e.g. un-, dis-, mis-, re-, pre-, im-, in-. Use suffixes to understand meanings e.g. -ly, -ous. Read and understand words from the Year 3 list (selected from the statutory Year 3/4 word list) 	<ul style="list-style-type: none"> Read books at an age appropriate interest level. Use knowledge of root words to understand meanings of words. Use prefixes to understand meanings e.g. in-, ir-, sub-, inter-, super-, anti-, auto-. Use suffixes to understand meanings e.g. -ation, -tion, -ssion, -cian, -sion. Read and understand words from the Year 4 list (selected from the statutory Year 3/4 word list.) 	<ul style="list-style-type: none"> Read books at an age appropriate interest level. Use knowledge of root words to understand meanings of words. Apply knowledge of prefixes to understand meaning of new words, e.g. dis-, re-, pre-, mis-, over-. Use suffixes to understand meanings e.g. -ant, -ance, -ancy, -ent, ence, -ency, -ible, -able, -ibly, -ably. Read and understand words from the Year 5 list (selected from the statutory Year 5/6 word list) 	<ul style="list-style-type: none"> Read books at an age appropriate interest level. Work out unfamiliar words by focusing on all letters in the word, e.g. not reading invitation for imitation. Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. un+happy+ness, dis+repute+able, dis+respect+ful, re+engage+ment. Use suffixes to understand meanings e.g. -cious, -tious, -tial, -cial. Read and understand words from the Year 6 list (selected from the statutory Year 5/6 word list) - see below. Use etymology to help the pronunciation of new words e.g. chef, chalet, machine, brochure – French in origin.
Word Comprehension	<ul style="list-style-type: none"> Begin to enjoy a range of books and explain why they do or do not like a book. Understanding is demonstrated by children when talking with others what they have read in 1:1 reading session and guided reading towards the second half of the school year. 	<ul style="list-style-type: none"> Make personal reading choices and explain reasons for choices. Check that texts make sense while reading and self-correct. Demonstrate understanding of texts by answering questions related to 	<ul style="list-style-type: none"> Sequence and discuss the main events in stories and recounts. Check that texts make sense while reading and self-correct. Demonstrate understanding of fiction and non-fiction texts by asking and answering who, what, where, when, 	<ul style="list-style-type: none"> Orally retell a range of stories, including less familiar fairy stories, fables and folk tales e.g. Grimm's Fairy Tales. Use intonation, tone and volume when reading aloud. Take note of punctuation when reading aloud Raise questions during the 	<ul style="list-style-type: none"> Explain the meaning of key vocabulary within the context of the text. Use punctuation to determine intonation and expression when reading aloud to a range of audiences. Demonstrate active reading strategies e.g. generating questions, 	<ul style="list-style-type: none"> Check that the book makes sense to them and demonstrate understanding e.g. through discussion, use of reading journals. Demonstrate active reading strategies e.g. generating questions to refine thinking, noting thoughts in a reading 	<ul style="list-style-type: none"> Explain the meaning of new vocabulary within the context of the text. Demonstrate active reading strategies e.g. challenging peers with questions, justifying opinions, responding to different viewpoints within a group. Provide reasoned



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	<ul style="list-style-type: none"> • Answering questions of who, what, when, where and why throughout the text. • Develop understanding of fiction or non-fiction text and begin to explain how they know this. • Describe and discuss characters and settings with a story. • Retelling stories through role play. • Developing story maps to support a recount. • Make basic predictions of how a story might end, based on what we have read so far. • Listen and respond appropriately to what others say in discussion. 	<p>who, what, where, when, why, how.</p> <ul style="list-style-type: none"> • Identify and discuss the main events in stories. • Identify and discuss the main characters in stories. • Recall specific information in fiction and non-fiction texts. • Make predictions based on what has been read so far. • Listen to what others say. 	<p>why, how questions.</p> <ul style="list-style-type: none"> • Make inferences about characters and events using evidence from the text e.g. what is the character thinking, saying and feeling? • Make predictions based on what has been read so far. 	<p>reading process to deepen understanding e.g. I wonder why the character.</p> <ul style="list-style-type: none"> • Draw inferences around characters' thoughts, feelings and actions, and justify with evidence from the text. • Justify responses to the text using the PE prompt (Point + Evidence). • Prepare for research by identifying what is already known about the subject and key questions to structure the task. • Make and respond to contributions in a variety of group situations e.g. whole class, pairs, guided groups, book circles. 	<p>finding answers, refining thinking, modifying questions, constructing images.</p> <ul style="list-style-type: none"> • Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence. • Identify main ideas drawn from more than one paragraph and summarise these e.g. character is evil because...1/2/3 reasons, Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons across a text. • Navigate texts ,e.g. using contents and index pages, in order to locate and retrieve information in print and on screen. • Scan for dates, numbers and names. 	<p>journal.</p> <ul style="list-style-type: none"> • Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence • Through close reading of the text, re-read and read ahead to locate clues to support understanding. • Scan for key words and text mark to locate key information. • Justify opinions and elaborate by referring to the text, e.g. using the PEE prompt - Point + Evidence + Explanation. • Explore, recognise and use the terms metaphor, simile, imagery. 	<p>justifications for their views.</p> <ul style="list-style-type: none"> • Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text. • Skim for gist. • Scan for key information e.g. identify words and phrases which tell you the character is frustrated, or find words/phrases which suggest that a theme park is exciting. • Use a combination of skimming, scanning and close reading across a text to locate specific detail. • Retrieve, record, make notes and present information from non-fiction, including texts used in other subjects. • Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words, phrases and techniques.
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