



READING:

Progression of Key Skills

(All children, including SEND must achieve skills highlighted in bold in order to progress year on year)	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding/ Fluency		Join in with well-known or repeated phrases in stories which are read to them. Decoded and blend CVC and then CCVC words.	Children read confidently by decoding using the sounds they have been taught so far. They have a growing number of words they can read automatically.	Children can read at a speed of 90 words per minute. Children develop expression when reading aloud, particularly where characters are speaking in a story.	Fluency is developed by choral reading in Whole class reading and echo reading in small groups where needed.	Children can read silently and aloud, reading fluently enough to gain the meaning from the text, re-reading where necessary. Children can use expression confidently when reading aloud.	Children can read silently, they recognise words automatically and group words quickly to help them gain meaning from what they read. Fluent readers read aloud effortlessly and with expression. Their reading sounds natural, as if they are speaking.	
Vocabulary (word meaning)		Talk about elements of a topic using newly introduced vocabulary	discuss word meanings and link new meanings to words already known	discuss and clarify the meanings of words and link new meanings to known vocabulary discuss their favourite words and phrases	use dictionaries to check the meaning of words that they have read			
Retrieval		Children can answer simple recall questions about stories	Children can answer questions about what has	Children can explain their understanding of independent	Children begin to learn the skill of 'skim and scan'	Children confidently skim and scan texts to record details,	Children confidently skim and scan, and also use the skill	Children confidently skim and scan, and also use the skill

		without pictures or prompts.	just happened in a story.	reading by answering simple questions about what they have just read.	to retrieve details. Children begin to use quotations from the text.	using relevant quotes to support their answers to questions.	of reading before and after to retrieve information. They use evidence from across larger sections of text.	of reading before and after to retrieve information. They use evidence from across whole chapters or texts.
Prediction	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.	Make suggestions about what might happen next or how a story might end based on events so far. Innovate stories through role play and small world play.	Children make simple predictions based on the story and on their own life experience. They can begin to explain these ideas verbally or through pictures. Adults might scribe their ideas.	Children make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them.	Children use relevant prior knowledge to make predictions and justify them. They are taught the skill of using details from the text to form further predictions.	Children use relevant prior knowledge as well as details from the text to form predictions and to justify them. They are taught to monitor these predictions and compare them with the text as they read on.	Predictions are supported by relevant evidence from the text. Children confirm and modify predictions as they read on.	Predictions are supported by relevant evidence from the text. Children confirm and modify predictions in light of new information.
Inference		Children can infer meaning about characters' feelings using pictures and verbally link these to their own experience.	Children make inferences about characters' feelings using what they say and so to infer basic points with direct reference to the pictures	Children make inferences about characters' feelings using what they say and so to infer basic points and begin, with support to pick	Children can infer characters' feelings, thoughts and motives from their stated actions. They begin to justify them by referencing a	Children can infer characters' feelings, thoughts and motives from their stated actions. They will consolidate the skill of justifying them using a	Children can infer characters' feelings, thoughts and motives, giving one or two pieces of evidence to support the point they are making.	Children can infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made. They can draw

		To begin to interpret stories, rhymes and poetry; making suggestions for actions and events (images and text).	and words in the text. To discuss the significance of the title and events.	up on more subtle references.	specific point in the text.	specific reference point in the text.	They begin to draw evidence from more than one place across a text.	evidence from different places across the text.
Questioning		With support, children can generate simple questions using who, when, what, how and why.	Children can generate literal recall questions. They are taught how to ask questions before, during and after reading.	Children generate literacy recall questions of their own which go with the text they are reading before, during and after reading. Children can use their own question words and begin to be able to change their questions as they progress through the text	Children generate a variety of questions – recall and inferential to help them understand the text further. Introduce the idea of 'story themes' Love, friendship, revenge, learn a lesson, good vs evil etc.	Children generate a variety of questions – recall and inferential and questions about the deeper meaning of a text to help them understand the text further. Develop the idea of story themes. Courage, overcoming obstacles etc.	Children actively generate a variety of questions to focus the reading and adjust questions in light of evidence from the text. Adults model the use of critical thinking skills that take the discussion deeper and beyond the text.	Children actively generate a variety of questions to focus the reading and adjust questions in light of evidence from the text. They ask their own critical thinking questions that take the discussion beyond the text.
Summarising		Children recall and order key events from the text. They use a story line or narrative in their	Children retell and order events from the text. They begin to discuss how events are linked.	Children retell and order events from the text. They begin to discuss how events are linked. They are able to	Children begin to distinguish between the important and less important information in a text. They are	Children use skills developed in year 3 and are able to write a brief summary of main points, identifying and	Children begin to make connections between information across the text and include this	Children summarise information from across a text and link information by analysing and evaluating ideas

		role play and small world play.		focus on the main content of the story.	able to give a brief verbal summary of. Teachers begin to model how to record summary writing.	using important information.	information in their written summaries.	between sections of the text.
Clarifying		Children use talking about books to clarify their thinking, ideas and feelings. Eg linking to their own experiences.	Children discuss new word meanings and link them to words they already know.	Children begin to find the meaning of new words using the context of the sentence. They use pictures to help support this skill.	Children begin to find the meaning of new words using substitution within a sentence.	Children find the meaning of new words using the context of the sentence. They also link new words to other words they already know.	Children 'read around the word' and explore its meaning in the broader context of a section or paragraph.	Children 'read around the word' and independently explore its meaning in the broader context of a section or paragraph.
Poetry and Performance		To listen and sing nursery rhymes and songs, recalling whole songs and rhymes singing some independently and performing in groups / independently for others.	learn to appreciate rhymes and poems, and to recite some by heart	continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear	prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action recognise some different forms of poetry	learn 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		