



HAZLEMERE C of E SCHOOL – READING SKILLS PROGRESSION

See also [National Curriculum for English Programme](#) , [Development Matters/ EYFS framework](#)

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and decoding	<ul style="list-style-type: none"> Spot and suggest rhymes. Count or clap syllables in words. Recognise words with the same initial sound progressing to sounds of individual letters within words. Blend sounds into words so that they can read short words. Read some letter groups that each represent one sound. Read some common exception words. Read simple sentences. 	<ul style="list-style-type: none"> Instantly recognise all 40+ letters/groups. Read common exception words from the Year 1 NC list. Read common suffixes (-s, -es, -ing, -ed, etc.) Read multi-syllable words containing taught GPCs. Read contractions and understanding use of apostrophe. Read aloud phonically-decodable texts. Read accurately and without over sounding and blending after a few encounters. 	<ul style="list-style-type: none"> Secure phonic decoding until reading is fluent. Read accurately by blending, including alternative sounds for graphemes. Read multi-syllable words containing these graphemes. Read common suffixes. Read exception words, noting unusual correspondences. Read most words quickly & accurately without overt sounding and blending. 	<ul style="list-style-type: none"> 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. Develop pronunciation of unfamiliar words. 	<ul style="list-style-type: none"> 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 To be able to read most words effortlessly and use prior learning to pronounce unfamiliar words. 		
Fluency	<ul style="list-style-type: none"> Be able to read and understand simple sentences using sounds that have been learnt. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. 	<ul style="list-style-type: none"> Be able to read and re-read books that are closely matched to their developing phonic knowledge and knowledge of common exception words. Use appropriate expression when reading words that are printed for emphasis. Pronounce plurals clearly, with particular focus on the final sound. 	<ul style="list-style-type: none"> Be able to read common exception words easily and automatically. Use appropriate expression when reading a sentence with a question mark or an exclamation mark. Pronounce contractions clearly, with particular focus on the final sound Pronounce past tense verbs clearly, with particular focus on the final sound. 	<ul style="list-style-type: none"> Be able to read age-appropriate texts accurately and at a speed that is sufficient to allow a focus on understanding rather than decoding individual words. Use appropriate expression when reading dialogue: Appropriate pause between reporting clause and the speech; use the reporting clause (if it comes before the speech) to inform how the speech is read (e.g. Jo whispered, "What's that noise?") 	<ul style="list-style-type: none"> Be able to read age-appropriate texts accurately and at a speed that is sufficient to allow a focus on understanding rather than decoding individual words. Use appropriate expression when reading sentences with fronted adverbials i.e. a slight pause indicated by the comma after the fronted adverbial. 	<ul style="list-style-type: none"> Be able to read age-appropriate texts accurately and at a reasonable speaking pace. Be able to prepare readings, with appropriate intonation to show their understanding Use appropriate expression when reading sentences with: relative clauses i.e. slight pauses indicated by the commas around the relative clause and brackets or dashes i.e. slight pauses indicated by the brackets or dashes. 	<ul style="list-style-type: none"> Be sufficiently fluent so that reading of texts across the curriculum is effortless. Be able to prepare readings, with appropriate intonation. Use appropriate expression when reading ironic or sarcastic sentences (nb. this may be indicated by italic or bold fonts, or scare quotes).



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Range of Reading</p>	<ul style="list-style-type: none"> Engage in regular story times enjoying a range of well-known authors, illustrators and titles. Listen attentively and respond to what they hear with relevant questions, comments. Join in with repeated actions and phrases. Use and understand recently introduced vocabulary. Learn rhymes, poems and songs. 	<ul style="list-style-type: none"> Enjoy listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. Recognising and joining in with predictable phrases. Link what they read or hear read to their own experiences. Enjoy learning about different cultures through story. Learn to recite some rhymes and poems by heart. 	<ul style="list-style-type: none"> Continue to enjoy listening to poems, stories and non-fiction at a level beyond that at which they can read independently including some longer texts that can be read over a number of sessions. Begin to express views and opinions. Enjoy learning about different cultures and experiences of others through story. Learn to recite some rhymes and poems by heart. 	<ul style="list-style-type: none"> Listen to and read longer texts by well-known authors including some children’s classics and contemporary children’s literature. Listen to and read books that are structured in different ways (for example stories told through diary entries, play scripts, explanation texts and historical recounts.) Continue to build up a repertoire of poems learnt by heart. 	<ul style="list-style-type: none"> Continue to build a wide experience of reading across the curriculum as well as for pleasure. Listen to and read books that explore issues relevant to children’s personal lives and growing up in modern Britain discussing their relevance and meaning. (For example, friendship, loss, fairness, equality, racism and prejudice). Prepare 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 style="writing-mode: vertical-rl; transform: rotate(180deg);">Understanding</p>	<p>Understand the 5 key concepts about print:</p> <ul style="list-style-type: none"> Print has meaning Print can have different purposes. We can read English from left to right and from top to bottom. The names of different parts of a book. Page sequencing. <p>Demonstrate understanding by:</p> <ul style="list-style-type: none"> Retelling Anticipating Using new vocabulary <p>Offer explanations for why things might happen.</p>	<ul style="list-style-type: none"> Respond to questions about a text involving retrieval of information prediction, and explanation. Re-read text that doesn’t make sense. Predict what might happen on the basis of what has been read so far. 	<ul style="list-style-type: none"> Discuss the sequence of events in books and how items of information are related. Check that the text makes sense to them as they read and correct inaccurate reading. Make simple inferences and predictions in direct response to the narrative. 	<ul style="list-style-type: none"> Ask questions to improve their understanding of a text. Identifying main ideas drawn from more than one paragraph and summarize them. Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predict what might happen from details stated and implied. Discuss words and phrases that capture the reader’s interest and imagination. Retrieve and record information from non-fiction. 	<ul style="list-style-type: none"> Ask questions and explore characters’ motives to gain a deeper understanding of the text. Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence. Use personal experience as well as knowledge beyond personal experience to understand how the context of the text influences the content. Provide explanations supported by a number of examples from different parts of a text. Explain the impact on the reader of an author’s word choices and other literary devices including the use of figurative language. Identify how language, structure and presentation contribute to meaning. Distinguish between statements of fact and opinion