










Northlands Primary School and Nursery












Reading Skills Progression Year 1 - 6










Year 1

Skill	Reading
Word reading	<ul style="list-style-type: none"> respond quickly with the correct sound for all 40+ phonemes blend GPCs to read accurately read high frequency words that are both decodeable and non-decodeable read common exception words read common suffixes (-s, -es, -ing, -ed, -er, -est) read words of more than one syllable read contractions and understand the use of an apostrophe read aloud phonically-decodable texts apply phonetic knowledge across curriculum re-read books to build fluency (following reading for fluency scheme) use sentence punctuation to help get meaning from the text use the context as an aid to decoding unknown words
Word meanings	<ul style="list-style-type: none"> discuss meanings of new words and link these to words already known explain their understanding of what is read to them and what they have read
Reading genres	<ul style="list-style-type: none"> listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently be encouraged to link what they have read or heard to their own experiences be encouraged to enjoy stories (including fairy and traditional stories), poems and rhymes
Reading fluency	<ul style="list-style-type: none"> re-read books to build fluency (following reading for fluency scheme) become confident with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics join in with stories being read aloud (echo, choral and paired reading linked with fluency scheme) recognising and joining in with predictable phrases learn to appreciate rhymes and poems, and to recite some by heart discuss the features of a non-fiction text
Comprehension	
Clarifying 	<ul style="list-style-type: none"> check that the text makes sense as they read and re-read if necessary understand what a word means in the context of a text understand who the main characters in a text are
Inference 	<ul style="list-style-type: none"> discuss the significance of a text's title, author and illustrator make simple inferences about characters from what they say and do
Imagining 	<ul style="list-style-type: none"> make suggestions on how the characters might feel and think use imagination to re-enact stories in a variety of ways
Linking 	<ul style="list-style-type: none"> develop understanding by linking reading to prior knowledge and/or background information (following prior knowledge section of reading scheme)
Predicting 	<ul style="list-style-type: none"> predict what might happen next from what has been read so far
Summarising 	<ul style="list-style-type: none"> recall the main events in a story
Understanding purpose and viewpoint (evaluation skill) 	<ul style="list-style-type: none"> participate in discussion about what is read to them, taking turns and listening to what others say
Understanding text organisation 	<ul style="list-style-type: none"> identify simple text types (story, non-fiction, poem, non-chronological report) recognise and understand the terms: title, author, illustrator and illustration identify some simple structural features in a text (title, sub-headings, illustration, diagram, labels, captions) understand that text, illustration and other features combine to give meaning
Understanding writers' use of language 	<ul style="list-style-type: none"> discuss the author's choice of vocabulary and punctuation










Year 2

Skill	Reading
Word reading	<ul style="list-style-type: none"> Blend GPCs to read accurately Recognise alternative sounds for graphemes Apply phonic knowledge across the curriculum Decrease reliance on 'sounding out' in common words Read and remember high frequency words that cannot be easily decoded Read words of two or more syllables Read words containing common suffixes (refer to spelling scheme) Sound out unfamiliar words and use other reading strategies when reading aloud re-read books to build fluency (following reading for fluency scheme) self-correct when reading aloud
Word meanings	<ul style="list-style-type: none"> discuss meanings of new words and link these to words already known discuss their favourite words and phrases
Reading genres	<ul style="list-style-type: none"> listen to and discuss a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
Reading fluency	<ul style="list-style-type: none"> re-read books to build fluency (following reading for fluency scheme) learn a selection of classic poems by heart (following reading for fluency scheme) retell a story using words and phrases taken from the original text show their understanding of books through discussion
Comprehension	
Clarifying 	<ul style="list-style-type: none"> check that a text makes sense as they read, re-read and use a range of strategies to understand the meaning of unfamiliar words offer synonyms for some words used in a text
Inference 	<ul style="list-style-type: none"> use inference to draw simple conclusions about characters, settings and events ask and answer questions about a text
Imagining 	<ul style="list-style-type: none"> respond imaginatively to what they have read or listened to (e.g. drama, drawing and music)
Linking 	<ul style="list-style-type: none"> develop understanding by linking reading to prior knowledge and/or background information (following prior knowledge section of reading scheme)
Predicting 	<ul style="list-style-type: none"> predict what may happen based on previous events in a text
Summarising 	<ul style="list-style-type: none"> identify the main point/s in a section or page of a text
Understanding purpose and viewpoint (evaluation skill) 	<ul style="list-style-type: none"> explain and discuss their understanding of books, poems and other material that they listen to and read offer opinions and preferences about books discuss the sequence of events in a text and how they are connected
Understanding text organisation 	<ul style="list-style-type: none"> use a text layout to identify the type of book recognise and discuss features of different texts begin to recognise chronology or sequence in a text
Understanding writers' use of language 	<ul style="list-style-type: none"> recognise recurring story language recognise recurring language in stories and poetry discuss which words and phrases are effective






Year 3

Skill	Reading
Word reading	<ul style="list-style-type: none"> read words with unfamiliar spelling patterns use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling scheme) continue to build a knowledge of unusual grapheme phoneme correspondences apply a growing knowledge of root words, prefixes and suffixes. read further common exception words
Word meanings	<ul style="list-style-type: none"> select and explain favourite vocabulary choices explain the meaning of familiar words in context and begin to repeat this with unfamiliar vocabulary begin to use dictionaries to check the meaning of words with support
Reading genres	<ul style="list-style-type: none"> listen to and discuss a range of fiction, poetry, plays, non-fiction, reference and text books read for a range of purposes retell stories, adding in key details
Reading fluency	<ul style="list-style-type: none"> re-read books to build fluency (following reading for fluency scheme) develop an active attitude towards reading. For example: seeking answers, anticipating events and imagining situations that are described become increasingly familiar with, and be able to retell, a growing range of fictional texts recognise repeated words and phrases in stories and poetry further develop the range of poems learnt by heart, reciting them with appropriate intonation
Comprehension	
Clarifying 	<ul style="list-style-type: none"> check text understanding and explain the meaning of words in context retrieve parts of a text when prompted with questions such as: 'show me where..'
Inference 	<ul style="list-style-type: none"> use textual details to draw conclusions about characters, settings and events
Imagining 	<ul style="list-style-type: none"> use the 'Thinking Aloud' process to develop a picture in their mind of how/what a character is: feeling (link to reading scheme) begin to draw visual representations of descriptive sections of text to aid understanding (link to reading scheme)
Linking 	<ul style="list-style-type: none"> make references to the period of time a text is written in develop understanding by linking reading to other books or similar contexts
Predicting 	<ul style="list-style-type: none"> predict what the text may be about from the title predict what may happen, explaining ideas using details from the text predict what a character may do from events that have already occurred
Summarising 	<ul style="list-style-type: none"> identify the key points in a text (including those drawn from more than one paragraph) and retell them as appropriate
Understanding purpose and viewpoint (evaluation skill) 	<ul style="list-style-type: none"> identify the author's purpose. For example: to inform, describe, entertain, share feelings etc.
Understanding text organisation 	<ul style="list-style-type: none"> explain the basic structures present in both fiction and non-fiction text types explain the purpose of structural features
Understanding writers' use of language 	<ul style="list-style-type: none"> select and explain favourite vocabulary choices identify basic language features present in fiction and non-fiction text types identify and discuss simple authorial techniques such as short sentences, repetition of phrases and use of punctuation discuss words and phrases that have been used to capture the reader's interest and imagination identify how language, structure, and presentation all contribute to meaning










Year 4

Skill	Reading
Word reading	<ul style="list-style-type: none"> try out different pronunciations to aid the decoding of unfamiliar and longer words. use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling scheme) continue to build a knowledge of unusual grapheme phoneme correspondences apply a growing knowledge of root words, prefixes and suffixes read further common exception words
Word meanings	<ul style="list-style-type: none"> discuss language which has captured their interest and consider its meaning use dictionaries to check the meaning of words that they have read select and explain favourite vocabulary choices explain the meaning of familiar words in context and repeat this with unfamiliar vocabulary
Reading genres	<ul style="list-style-type: none"> listen to and discuss a range of fiction, poetry, plays, non-fiction, reference and text-books. read for a range of purposes read books that are structured in different ways know and recognise various forms of poetry
Reading fluency	<ul style="list-style-type: none"> re-read books to build fluency (following reading for fluency scheme) prepare a range of poems and play-scripts to read aloud and perform whilst considering speed, volume, and action
Comprehension	
Clarifying 	<ul style="list-style-type: none"> ask questions to improve their understanding of a text begin to use fact retrieval to help back up and explain events in a text
Inference 	<ul style="list-style-type: none"> use inference to explain a characters' feelings, thoughts and motives from their actions and justify this with evidence from the text use textual details and examples to support inferences and explanations about a texts meaning
Imagining 	<ul style="list-style-type: none"> empathise with characters in a text and their situations use the 'Thinking Aloud' process to develop a picture in their mind of how/what a character is: feeling and seeing (link to reading scheme) draw visual representations of key vocabulary within a text to aid understanding (link to reading scheme)
Linking 	<ul style="list-style-type: none"> make connections between texts in terms of plot, character similarities and authors
Predicting 	<ul style="list-style-type: none"> predict what may happen and explain using stated and implied detail from the text form theories about what may happen in a text using evidence to support these
Summarising 	<ul style="list-style-type: none"> summarise a text using the key points identify what each page/paragraph tells the reader
Understanding purpose and viewpoint (evaluation skill) 	<ul style="list-style-type: none"> identify the author's purpose and adjust reading strategy accordingly for example, considering the evidence in a persuasive text recognise the viewpoint of the author distinguish between fact and opinion when discussing viewpoint participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say
Understanding text organisation 	<ul style="list-style-type: none"> understand why the story/chapter is told in the chosen order identify themes and conventions in a wide range of books identify how the layout in book and screen-based texts aids the reader
Understanding writers' use of language 	<ul style="list-style-type: none"> discuss words and phrases which has captured their interest select and discuss effective words and phrases, for example, figurative language identify how language, structure, and presentation contribute to meaning engage in a discussion on an author's use of language

Year 5

Skill	Reading
Word reading	<ul style="list-style-type: none"> continue to use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling scheme) apply a growing knowledge of root words, prefixes, suffixes and understand how they affect word meaning read further common exception words
Word meanings	<ul style="list-style-type: none"> use relevant and technically specific vocabulary when talking about books continue to use dictionaries to check the meaning of words that they have read and be able to explain these in their own words
Reading genre	<ul style="list-style-type: none"> continue to read and discuss a range of fiction, poetry, plays, non-fiction, reference and text books increase their familiarity with fiction genres including books from other cultures know a range of children's authors and poets including their key texts read for a range of purposes
Reading fluency	<ul style="list-style-type: none"> re-read books to build fluency (following reading for fluency scheme) continue to read and discuss a range of fiction, poetry, plays, non-fiction, reference and text books learn a selection of influential poems by heart read aloud a range of poems, play scripts and own writing using the appropriate pace, volume and intonation
Comprehension	
Clarifying 	<ul style="list-style-type: none"> check that a text makes sense to them and discuss their understanding use fact retrieval to help back up and explain events in a text be able to chronologically order a series of events from a text
Inference 	<ul style="list-style-type: none"> use evidence to both support and challenge conclusions drawn within and across a text develop the use of PEE (point, evidence, explain) when answering inference questions
Imagining 	<ul style="list-style-type: none"> use imagination and empathy to explore a text beyond the page use the 'Thinking Aloud' process to develop a picture in their mind of how/what a character is: feeling, seeing and hearing (link to reading scheme) draw visual representations of key vocabulary within a text to aid understanding (link to reading scheme)
Linking 	<ul style="list-style-type: none"> comment on the effect that the reader's or writer's context has on the meaning of texts. For example: historical context and location
Prediction 	<ul style="list-style-type: none"> predict what may happen using stated and implied details and a wider personal understanding of the world evaluate and alter predictions as new evidence/information is discovered whilst reading a text
Summarising 	<ul style="list-style-type: none"> summarise the main ideas drawn from more than one paragraph using an appropriate amount of detail (sometimes only 1 or 2 sentences as appropriate) as evidence summarise the main events in a text using key words or phrases from the text
Understanding purpose and viewpoint (evaluation skill) 	<ul style="list-style-type: none"> recognise that different parts of the text may have different purposes comment on a writer's purpose and viewpoint. For example: noting the author's use of bias identify, describe and compare writers' themes across a range of texts recommend a book and explain why discuss a text confidently with others, responding to their ideas and challenging their views courteously
Understanding text organisation 	<ul style="list-style-type: none"> identify a point in the text where the author has made a structural choice and consider the reasoning behind it explain some choices an author has made in structuring and organising a text
Understanding writers' use of language 	<ul style="list-style-type: none"> Identify/explain how meaning is enhanced through choice of words and phrases. Discuss and evaluate how authors used language and how this impacts the reader Explain why an author has used figurative language and the effect this has on the reader

Year 6

Skill	Reading
Word reading	<ul style="list-style-type: none"> use an understanding of morphology and etymology to aid the learning of unfamiliar words (link to spelling scheme) apply knowledge of root words, prefixes, suffixes and understand how they affect word meaning. read and understand all KS2 common exception words
Word meanings	<ul style="list-style-type: none"> use relevant and technically specific vocabulary when talking about books confidently use dictionaries to check the meaning of words that they have read, use these in context and provide pertinent synonyms
Reading genres	<ul style="list-style-type: none"> read and critically discuss a range of fiction, poetry, plays, non-fiction, reference and text books read for a range of purposes
Reading fluency	<ul style="list-style-type: none"> re-read books to build fluency (following reading for fluency scheme) prepare poems, play scripts and own writing to read aloud and perform showing understanding through speed, volume, action, intonation, tone and word emphasis so that the meaning is clear to the audience Show an understanding of texts through formal presentation and debate, maintaining a focus on the topic and using notes where necessary
Comprehension	
Clarifying 	<ul style="list-style-type: none"> check that the text makes sense to them and use questioning and discussion to further their understanding
Inference 	<ul style="list-style-type: none"> revise conclusions based on new evidence in the text develop explanations of inferred meanings using evidence to support their answer further develop the use of PEE (point, evidence, explain) when answering inference questions
Imagining 	<ul style="list-style-type: none"> empathise with more complex emotions in deeper texts describe settings and characters from another character's point of view use the 'Thinking Aloud' process to develop a picture in their mind of how/what a character is: feeling, seeing, hearing and doing (link to reading scheme) draw visual representations of key vocabulary within a text to aid understanding (link to reading scheme)
Linking 	<ul style="list-style-type: none"> explain in detail how the contexts in which texts are written contribute to meaning understand how a time period text is written can affect the authors choices
Prediction 	<ul style="list-style-type: none"> refine and verify predictions in discussion with others predict what may happen using stated and implied details and a wider personal understanding of the world
Summarising 	<ul style="list-style-type: none"> summarise the key points in a more complex text, using their own words to establish clear meaning summarise the main ideas drawn from more than one paragraph using an appropriate amount of detail (sometimes only 1 or 2 sentences as appropriate) as evidence
Understanding purpose and viewpoint (evaluation skill) 	<ul style="list-style-type: none"> compare differing purposes and viewpoints in texts on similar topics explain purpose and viewpoint with reference to evidence from the text identify the effects of purpose and viewpoint on the reader and begin to explain how these have been created discuss and compare a range of children's authors and poets (including classic authors) explain and discuss their understanding of what they have read, including through formal presentations and debates.
Understanding text organisation 	<ul style="list-style-type: none"> explain the series of choices an author has made in structuring and organising their text explain how an author uses text structure and organisation to manipulate the reader
Understanding writers' use of language 	<ul style="list-style-type: none"> identify formality in texts and the use of standard and non-standard English describe and evaluate the choices an author has made in their use of language explain how an author has used language to manipulate the reader