

Killigrew Primary and Nursery School Reading Skills Progression

*Phonics and early reading are taught through the Read Write Inc. phonics scheme. We chose this scheme because we know that Read Write Inc. provides a systematic and consistent approach to the teaching of phonics and early reading. It provides a platform for all adults to teach phonics with integrity and consistency.

| | Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Word Reading | <p>Recognises words with the same initial sound.</p> <p>Claps or counts syllables in a word.</p> <p>Recognises some Set 1 graphemes.</p> <p>Recognises own name.</p> | <p>Recognises Set 1 graphemes and at least 10 diagraphs – can include set 1 diagraphs (th, ng, sh, ch).</p> <p>Recognises some simple Set 2 graphemes.</p> <p>Distinguishes between a word and a space.</p> <p>Reads most Reception common exception words.</p> | <p>Recognises Set 1, 2 and 3 graphemes including the alternative sounds for graphemes.</p> <p>Distinguishes between a word, letter and a space.</p> <p>Blends phonemes in unfamiliar words containing taught graphemes.</p> <p>Reads Reception common exception words on sight.</p> | <p>Recognises all graphemes in sets 1 – 3 including alternative pronunciations of graphemes.</p> <p>Recognises common word endings (tious, tion, cious).</p> <p>Quickly blends phonemes in unfamiliar words containing taught graphemes.</p> <p>Accurately reads words with two or more syllables.</p> <p>Reads words containing</p> | <p>Confidently recognises and uses all graphemes in sets 1 – 3 including alternative sounds & pronunciations for graphemes, word endings and additional graphemes.</p> <p>Reads Y2 high frequency words on sight.</p> <p>Reads most Y3 high frequency words on sight.</p> <p>Reads aloud with intonation, taking into account a wider range of</p> | <p>Reads all Y3/4 common exception words on sight.</p> <p>Reads most Y4/5 common exception words on sight.</p> <p>Reads aloud with intonation and expression, taking into account most punctuation.</p> <p>Reads a range of age appropriate texts fluently and accurately.</p> <p>Begins to work out the meaning of unknown words from the way they are used in context.</p> | <p>Reads all Y4/5 common exception words on sight.</p> <p>Reads most Y5/6 common exception words.</p> <p>Understands and explains the function of sophisticated punctuation.</p> <p>Works out the meaning of unknown words from the way they are used in context.</p> <p>Reads aloud with pace, fluency and expression, taking punctuation and</p> | <p>Reads all taught common exceptions words on sight.</p> <p>Works out and explains the meaning of unknown words from the way they are used in context and using word class cues.</p> <p>Varies tone, inflection and volume when reading dialogue taking explicit and implicit cues from the text</p> <p>Emphasises (through reading) the emotion of different characters depending on</p> |

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| | | <p>Reads and understands simple sentences.</p> <p>Reads aloud books that are consistent with their phonic knowledge.</p> <p>Uses phonic knowledge to decode and blend regular words and read them aloud accurately.</p> | <p>Reads most Y1 common exception words on sight.</p> <p>Reads words with endings – s, -es, -ing, -ed, -er, and –est.</p> <p>Reads words with more than one syllable (containing taught graphemes).</p> <p>Reads words with contractions.</p> <p>Points to full stops when reading.</p> <p>Re-reads books to build fluency and confidence.</p> | <p>common affixes.</p> <p>Reads Y1 common exception words on sight.</p> <p>Reads most Y2 common exception words on sight.</p> <p>Reads most words without overt sounding and blending.</p> <p>Reads words with contractions and understands the use of the apostrophe.</p> <p>Knows the function of full stops when reading and shows this in their reading aloud.</p> | <p>punctuation.</p> <p>Reads independently using a range of strategies to establish meaning.</p> <p>Reads aloud with expression and intonation taking into account a wide range of punctuation.</p> | | <p>author's intent into account.</p> <p>Varies reading tone, inflection and volume dependent on the character being described</p> <p>Varies tone, inflection and volume when reading dialogue taking explicit cues from the text</p> <p>Emphasises (through reading) the emotion of different characters depending on situational cues.</p> | <p>situational cues and their relationship to other characters.</p> |
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| Comprehension | Listens to simple stories and understands what is happening, with the help of the pictures. | Listens to stories read aloud to them and accurately anticipates key events. | Listens attentively to a range of genres. | Listens attentively to a wide range of genres including classic and contemporary poetry. | Listens to and discusses a wide range of fiction and non-fiction including books structured in different ways. | Participates in open discussion about a wide range of genres. | Reads a wide range of fiction, poetry, plays and non-fiction books that are structured in different ways. | Reads for a range of purposes. |
| | Enjoys listening to longer stories and can remember much of what happens. | Comments on pictures or parts of the story that interest them. | Links what they read or hear to their own experiences. | Talks about how different words and phrases affect meaning. | Summarises and explains the main points in a text, referring back to the text with quotes to support. | Uses text marking to support retrieval of information or ideas from texts. | Explores the layout and structure of a text. | Identifies and discusses themes, conventions and structure across a wide range of texts – making comparisons. |
| | Understands ‘why’ questions, like: “Why do you think the caterpillar in the story got so fat?” | Retells known stories in their own words. | Retells known stories, including significant events in a sequence. | Re-tells and summarises a previously unknown story, giving the main points clearly in sequence. | Identifies how language, structure, and presentation contribute to meaning. | Skims and scans to identify key ideas in text. | Identifies and explains the reasons behind a text structure and layout. | Explains the structural devices an author has used to organise a text |
| | Knows many rhymes and can talk about familiar books. | Joins in with repeated words or phrases. | Answers simple retrieval questions. | Re-tells and summarises a previously unknown story, giving the main points clearly in sequence. | Identifies how language, structure, and presentation contribute to meaning. | Refers to the text (or quotes directly) to support opinions and predictions and answers to direct questions. | Recommends books or authors and giving reasons for choice. | Makes comparisons within and across books and genres. |
| | Uses new vocabulary | Learns some poems or rhymes by heart. | Makes plausible predictions about character or plot based on clues. | Learns some poems by heart and performs with appropriate intonation to make meaning clear. | Locates information by skimming and scanning. | Locates information quickly and effectively using knowledge of text structure. | Prepares poems and plays to perform, clarifying meaning through intonation, tone and volume. | Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. |
| | | Asks questions about a non-fiction text. | Distinguishes between fiction and non-fiction and discusses their features. | Locates some specific information on | Reads between the lines, using clues from text and pictures, to discuss thoughts, | Justifies and elaborates on opinions and predictions, referring back to | Prepares a poem for performance | Discusses and evaluate how authors use language, including |
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| | <p>through the day.</p> <p>Sings a large repertoire of songs and rhymes.</p> <p>Spots and suggests rhymes.</p> <p>Understands the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing</p> | <p>Begins to distinguish between fiction and non-fiction, commenting on their features.</p> <p>Says whether they like or dislike a story.</p> <p>Comments on words that they like the sound of or words that are new to them.</p> <p>Uses and understands recently introduced vocabulary during discussion.</p> <p>Responds to what they hear with relevant comments,</p> | <p>Expresses opinions about main events and characters in stories.</p> <p>Notices new vocabulary in own reading or when listening to texts.</p> | <p>a non-fiction page in response to a direct question.</p> <p>Able to find the answers to retrieval questions, both written and oral.</p> <p>Asks and answers questions when reading a non-fiction text.</p> <p>Begins to read between the lines, using clues from text and pictures, to discuss thoughts, feelings and actions.</p> <p>Makes predictions about a text using a range of clues.</p> | <p>feelings and actions.</p> <p>Explores some straightforward underlying themes and ideas.</p> <p>Makes plausible predictions based on knowledge from/of the text and wider connections.</p> <p>Explains how and why main characters act in certain ways using evidence from the text.</p> <p>Explores potential meanings of ambitious vocabulary read in context.</p> <p>Sometimes empathises with different characters' point of view in</p> | <p>the text for evidence.</p> <p>Identifies the main ideas drawn from more than one paragraph.</p> <p>Summarises key ideas.</p> <p>Reads between the lines to interpret meaning and/or explain how characters are presented - referencing the text.</p> <p>Explores alternative scenarios.</p> <p>Understands and explains different characters' points of view.</p> <p>Infers meaning, using evidence from the text</p> | <p>through text annotations.</p> <p>Checks that the text makes sense by discussing their understanding and exploring the meaning of words in context. Asks questions to improve their understanding.</p> <p>Summarises ideas drawn from one or more paragraphs.</p> <p>Identifies how language, structure and presentation contribute to meaning.</p> <p>Infers and deduces meaning based on evidence drawn from the text.</p> <p>Predicts what might happen from details</p> | <p>figurative language. Considers the impact of language choice on the reader.</p> <p>Infers characters' feelings, thoughts and motives from their actions. Justifies inferences with evidence.</p> <p>Refers to the text to support opinions and elaborate.</p> <p>Decides on the quality and usefulness of a range of texts and explains reasoning clearly to others.</p> <p>Infers messages, moods, feelings and attitudes using the clues from the text.</p> <p>Explains a character's motives</p> |
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| | | <p>questions or actions.</p> <p>Answers some simple, direct questions about a story that they have heard: 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>Demonstrate understanding when talking with others about what they have read.</p> | | <p>Compares similarities and differences between texts/books in terms of characters, settings and themes.</p> <p>Explains the meaning of new vocabulary in context and discusses favourite words and phrases.</p> <p>Talks about the features of certain non-fiction texts and explains how to use their features.</p> | <p>order to explain what characters are thinking/feeling and the way they act.</p> <p>Demonstrates how to use information books and uses knowledge of the alphabet to locate information.</p> <p>Understands the purpose of a paragraph or chapter.</p> <p>Identifies and comments on where language is used to effect meaning or create mood.</p> <p>Identifies language features of some different text types.</p> | <p>and wider experiences.</p> <p>Clarifies the meanings of ambitious words and/or phrases in context. Identifies and discusses the various features of fiction genres including differences between them.</p> <p>Identifies and explains the difference between fact and opinion.</p> <p>Asks questions to improve their understanding of a text.</p> <p>Talks about the effect of the author's language choice to create different effects, images and atmosphere.</p> | <p>stated and implied.</p> <p>Distinguishes between statements of fact and opinion.</p> <p>Refers to the text to support opinions.</p> <p>Skims and scans non-fiction texts.</p> <p>Retrieves and collates information from a range of sources.</p> <p>Discusses messages, moods, feelings and attitudes using the clues from the text.</p> <p>Discusses how an author builds a character through dialogue, action, description.</p> | <p>throughout a story and use evidence from the text to back up opinions.</p> <p>Recognises which character the writer wants the reader to like or dislike and what techniques are used to achieve this.</p> <p>Identifies the purpose, audience and organisation of different texts and evaluates the success of these elements.</p> <p>Evaluates the success of a text or identifies why a long-established novel may have retained its lasting appeal.</p> <p>Discusses the difference between literal and figurative language and the effects of imagery.</p> |
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| | | | | | <p>Makes choices about which texts to read based on prior reading experiences and preferences.</p> | <p>Compares the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution.</p> | <p>Identifies relationships between characters, explaining the effect this has on the reader.</p> <p>Identifies the ways in which paragraphs are linked.</p> <p>Identifies the point of view from which a story is told and how this affects the reader's response (author bias).</p> <p>Discusses how and why the text affects the reader and refers back to the text to back up point of view.</p> <p>Explores and explains how an impression of a character is built through analysis</p> | <p>Recognises the use of irony and comment on the writer's intention</p> <p>Discusses the message a text has about our society, a particular culture or traditions from the past.</p> |
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