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

simple sentences. Words on sight. Reads 100d books that are with endings—consistent with their e-r, and—est. with more than one syllable to decode and blend regular words aloud accurately. Reads words with man one syllable them aloud accurately. Reads words with man one reading. Reads words with their stops when reading. Re-reads books to build fluency and confidence. Reads words with man one shows this in simple words on sight. Reads most your submited to decode and blend arcurately. Reads words with more than one sight. Reads most your words on sight. Reads words with words without overt sounding and blending. Reads words with use of the apostrophe. Reads words with words without overt sounding and blending. Reads words with words without overt sounding and blending. Reads words with words without overt sounding and blending. Reads words with words without overt sounding and blending. Reads words with words with expr	Reads and	Reads most Y1	common	punctuation.	author's intent	situational cues
sentences. Reads aloud books that Reads words are consistent with endings – consistent phonic knowledge. Reads words and blend regular words and blend accurately. Points to full stops when reading. Reads words on sight. common exception words on sight. with endings – consistent with endings – common exception words on sight. with endings – consistent with endings – common exception words on sight. Reads aloud with expression and intonation valid taking into inflection and volume when reading dialogue taking to inflection and volume when reading end tone, inflection end volume when reading on inflection and volume when reading end tone, inflection end volume when reading end tone, inflection end tone exception and intonation taking into inflection and volume when re	understands		affixes.	Reads	into account.	and their
Reads aloud books that are with endings – consistent phonic knowledge. Uses phonic knowledge and blend regular words and read them aloud with contractions aloud with sops when reading. Reads words with one Reads words and read them Re-reads pooks to builld fluency and confidence. Reads aloud books that are words on sight. with more words on sight. with more words on sight. with more words on sight. with words on sight. with words on sight. with more words without over sounding and blend the stops when reading. Reads words with expression and intonation with expression and intonation with expression and intonation with expression and intonation words with expression and untonation words with expression	simple	exception		•		•
Reads aloud books that are with endings - consistent with their phonic knowledge. Uses phonic knowledge to decode and blend regular words and read them aloud accurately. Reads words with more than one syllable contractions. Reads words with out overt sounding and blending. graphemes). Reads words with contractions and reading and confidence. Reads words without overt sounding and blending. graphemes). Reads words with out overt sounding and blending. graphemes and reading. Reads words with out overt sounding and blending. graphemes and reading. Reads words with out overt sounding and blending. graphemes and reading. Reads words with out overt sounding and blending. graphemes and reading. Reads words with out overt sounding and blending. graphemes and reading. Reads words with out overt sounding and blending. graphemes and reading. Reads words with out overt sounding and blending. graphemes and reading the understands the use of the apostrophe. reading. Knows the function of full stops when reading and confidence. Shows the in the character being described with expression and intonation inflection and account a wide range of punctuation. Contractions and the points to full stops when reading the emotion of different characters depending on situational cues.	sentences.		Reads Y1	•		other characters.
books that are consistent are consistent are consistent are consistent are consistent with endings – s, -es, -ing, -ed, -et, with their phonic knowledge. With more Uses phonic knowledge to decode and blend regular words and read them aloud accurately. Beads words with endings – s, -es, -ing, -ed, -et, with more than one syllable words without overt sounding and blending. Reads words with with contractions and understands them aloud accurately. Beads most Y2 Reads aloud with expression and intonation taking into account a wide range of punctuation. Words on sight. Reads most Y2 Reads aloud with expression and intonation taking into account a wide range of punctuation. Reads words without overt sounding and blending. Reads words with contractions and understands the understands the understands books to build fluency and confidence. Nows the function of full stops when reading and confidence. Nows the function of full stops when reading and confidence. Shows this in		sight.	common	of strategies to	tone, inflection	
are consistent s, -es, -ing, -ed, with their phonic knowledge. Uses phonic knowledge and blend regular words aloud accurately. Reads words with contractions aloud accurately. Are consistent s, -es, -ing, -ed, er, and -est. Reads most Y2 common exception with expression and intonation taking into account a wide range of punctuation. Reads most with expression and intonation taking into account a wide range of punctuation. Reads most words on sight. Words on sight. Words on sight. Words without overt sounding and blending. Reads words with contractions and emotion of different character being described with expression and intonation taking into account a wide range of punctuation. Reads words with contractions. Reads words with contractions and emotion of different characters depending on situational cues. Knows the Re-reads books to build fluency and blending. Reads most Y2 common exception with expression and intonation taking into account a wide range of punctuation. Varies tone, inflection and volume when reading and secount a wide range of punctuation. Emphasises (through reading) the emotion of different characters depending on situational cues. Knows the function of full stops when reading and confidence. shows this in	Reads aloud		exception	establish	and volume	
consistent with their phonic knowledge. Uses phonic knowledge dand blend regular words aloud accurately. Contractions. Reads words with contractions and understands books to build fluency and confidence. Consistent with their with their phonic knowledge. Uses phonic knowledge. Uses phonic knowledge than one steption words on sight. with more than one seception words without overt sounding and blend regular words and read them aloud accurately. Reads most yz common exception and intonation taking into account a wide range of punctuation. Reads most yz common exception and intonation taking into account a wide range of punctuation. Reads words with our overt sounding and blending. graphemes). Reads words with our overt sounding and blending. graphemes). Reads words with our overt sounding and blending. graphemes). Reads words with our overt sounding and blending. graphemes). Reads words with our overt sounding and blending. graphemes). Reads words with our overt sounding and blending. graphemes). Reads words with our overt sounding and blending. graphemes). Reads words with our overt sounding and blending. graphemes). Reads words with our overt sounding and blending. graphemes). Reads most y2 with infliction and volume when reading and to exception and intonation taking into account a wide range of punctuation. User browledge. Varies tone, infliction and volume when reading and intonation taking into account a wide range of punctuation. Emphasises (through reading) the emotion of different characters depending on situational cues.	books that	Reads words	words on sight.	meaning.	dependent on	
with their phonic knowledge. Reads words with more Uses phonic knowledge and blend regular words and read them aloud accurately. Reads words with one syllable to decode and blend regular words and read them aloud accurately. Reads words with out overt sounding and blending. graphemes). Reads words with accurately. Reads words with out overt sounding and blending. graphemes). Reads words with accurately. Reads words with accurately. Reads words with accurately. Reads words with accurately. Reads words with out overt sounding and blending. graphemes). Reads words with accurately. Reads words without overt sounding and blending. Reads words with accurately. Reads words with accurately. Reads words without accurate wide range of punctuation. Reads words with accurate wide range of punctuation. Emphasises (through reading) the emotion of different characters depending on situational cues. Knows the function of full stops when reading and confidence. Shows this in	are	with endings –			the character	
phonic knowledge. Reads words with more than one knowledge and blend regular words aloud accurately. Reads words with contractions. Points to full stops when reading. Phonic knowledge. Reads words with more than one knowledge syllable words without overt sounding and blend regular words aloud accurately. Reads words with contractions and understands the graphene reading. Knows the fluency and confidence. Shows this in	consistent	s, -es, -ing, -ed,	Reads most Y2	Reads aloud	being described	
knowledge. Uses phonic knowledge syllable to decode and blend regular words aloud accurately. Reads words with ore than one syllable to decode and blend regular words aloud accurately. Reads words with contractions and understands books to build fluency and confidence. Reads words words overt sounding and blending. Reads words with contractions and understands books to build fluency and confidence. Reads words with words with contractions and understands the use of the stops when reading and confidence. Reads words with words with contractions and understands the use of the function of full stops when reading and confidence. Reads words with words with contractions. Reads words with (through reading) the emotion of different characters depending on situational cues.	with their		common	with expression		
with more than one syllable words without to decode and blend regular words and read them aloud accurately. Reads words with the wish of the use of the stops when reading. Reads words with the use of the stops when reading. Reads words with the use of the stops when reading. Reads words with contractions and understands the use of the stops when reading. Reads words with contractions and understands the use of the stops when reading. Reads words with contractions and understands the use of the stops when reading. Reads words with contractions and understands the use of the stops when reading. Reads words with contractions and understands the use of the stops when reading. Rows the function of full books to build fluency and confidence. shows this in	phonic		exception	and intonation	Varies tone,	
Uses phonic knowledge to decode and blend regular words and read them aloud accurately. We provide the mone syllable (containing and blending.) Reads words with contractions and reading. Points to full stops when reading. Re-reads books to build fluency and confidence.	knowledge.	Reads words	words on sight.	taking into	inflection and	
knowledge to decode and blend regular words and read them aloud accurately. Reads words with aloud with contractions. Points to full stops when reading. Rereads function of full books to build fluency and confidence. Knowledge to decode (containing overt sounding and blending. graphems) and blending. graphemes). Reads words with text Reads words with (through reading) the emotion of different characters depending on situational cues.		with more		account a wide	volume when	
to decode and blend regular words and read them aloud with contractions. Points to full stops when reading. Re-reads books to build fluency and confidence. To decode and blend regular words and blending. Reads words with them with contractions and understands the use of the stops when reading. Knows the fluency and confidence. To decode and blending. Reads words with the text Emphasises (through reading) the emotion of different characters depending on situational cues.	Uses phonic	than one	Reads most	range of	reading dialogue	
to decode and blend regular words and read them aloud with contractions. Points to full stops when reading. Re-reads Re-reads Ber-reads Be	knowledge	syllable	words without	punctuation.	taking explicit	
and blend regular words and read them Reads words with contractions accurately. Points to full stops when reading. Reads words with contractions Points to full stops when reading. Knows the Re-reads function of full books to build fluency and confidence. Seeds words with (through reading) the emotion of different characters depending on situational cues.	_	(containing	overt sounding		• .	
regular words and read them Reads words with contractions and understands Points to full stops when reading. Re-reads function of full books to build fluency and confidence. Reads words with (through reading) the emotion of different characters depending on situational cues. Emphasises (through reading) the emotion of different characters depending on situational cues.	and blend				text	
and read them Reads words with contractions aloud accurately. Points to full stops when reading. Reads words with contractions and understands the use of the apostrophe. Reads words with contractions and emotion of different characters depending on situational cues. Knows the Re-reads function of full books to build fluency and confidence. shows this in	regular words	•				
them aloud with contractions and emotion of different characters depending on situational cues. The Reads words with contractions and emotion of different characters depending on situational cues. The Residue with contractions and emotion of different characters depending on situational cues. The Residue with contractions and function of full books to build fluency and confidence. shows this in		_ ,	Reads words		Emphasises	
aloud accurately. with contractions and understands Points to full the use of the stops when reading. Knows the Re-reads function of full books to build fluency and confidence. stops when reading and confidence. stops when apostrophe. Knows the fluency and confidence. stops when reading and confidence. stops when reading and reading and confidence.	them	Reads words	with		•	
accurately. contractions. and understands Points to full the use of the stops when reading. Knows the Re-reads books to build fluency and confidence. contractions. and understands the use of the apostrophe. knows the function of full stops when reading and confidence. shows this in	aloud	with	contractions			
Points to full the use of the stops when reading. Knows the Re-reads books to build fluency and confidence. Nows this in Understands the use of the apostrophe. Characters depending on situational cues. Knows the function of full stops when reading and confidence. Shows this in	accurately.	contractions.	and			
stops when reading. Knows the Re-reads function of full books to build fluency and confidence. shows this in			understands		different	
stops when reading. Knows the Re-reads function of full books to build fluency and confidence. shows this in		Points to full			characters	
reading. Knows the Re-reads function of full books to build stops when fluency and reading and confidence. shows this in						
Knows the Re-reads function of full books to build stops when fluency and reading and confidence. shows this in		•	' '			
Re-reads function of full books to build stops when fluency and reading and confidence. shows this in		Ü	Knows the			
books to build stops when fluency and reading and confidence. shows this in		Re-reads				
fluency and reading and confidence. shows this in		books to build				
confidence. shows this in			•			
		•	•			
their reading limit limi			their reading			
aloud.			•			

	Listens to	Listens to	Listens	Listens	Listens to and	Participates in	Reads a wide	Reads for a range
Comprehension	simple stories	stories read	attentively to a	attentively to a	discusses a	open discussion	range of fiction,	of purposes.
npi	and	aloud to	range of	wide range of	wide range of	about a wide	poetry, plays and	or purposes.
reh	understands	them and	genres.	genres	fiction and non-	range of genres.	non-fiction books	Identifies and
ens	what is	accurately	00.11.03.	including	fiction		that are	discusses themes,
<u>si</u>	happening,	anticipates	Links what	classic and	including books	Uses text	structured in	conventions and
	with the help	key events.	they read or	contemporary	structured in	marking to	different ways.	structure across a
	of the		hear to their	poetry.	different ways.	support retrieval		wide range of
	pictures.	Comments on	own			of information	Explores the	texts – making
	p.eta.es.	pictures or	experiences.	Talks about	Summarises	or ideas from	layout and	comparisons.
	Enjoys	parts of the		how different	and explains	texts.	structure of a	
	listening to	story that	Retells known	words and	the main points		text.	Explains the
	longer stories	interest	stories,	phrases affect	in a text,	Skims and scans		structural devices
	and can	them.	including	meaning.	referring back	to identify key	Identifies and	an author has used
	remember		significant	_	to the text with	ideas in text.	explains the	to organise a text
	much of what	Retells	events in a	Re-tells and	quotes to		reasons behind a	
	happens.	known	sequence.	summarises a	support.	Refers to the	text structure	Makes
		stories in		previously		text (or quotes	and layout.	comparisons
	Understands	their own	Answers	unknown	Identifies how	directly) to		within and across
	'why'	words.	simple retrieval	story, giving	language,	support opinions	Recommends	books and genres.
	questions,		questions.	the main points	structure, and	and predictions	books or authors	
	like: "Why do	Joins in with		clearly in	presentation	and answers to	and giving	Summarises the
	you think the	repeated	Makes	sequence.	contribute to	direct questions.	reasons for	main ideas drawn
	caterpillar in	words or	plausible		meaning.		choice.	from more than
	the story got	phrases.	predictions	Learns some		Locates		one paragraph,
	so fat?"		about	poems by	Locates	information	Prepares poems	identifying key
		Learns some	character or	heart and	information by	quickly and	and plays to	details that
	Knows many	poems or	plot based on	performs with	skimming and	effectively using	perform,	support the main
	rhymes and	rhymes by	clues.	appropriate	scanning.	knowledge of	clarifying	ideas.
	can talk about	heart.		intonation to		text structure.	meaning through	
	familiar		Distinguishes	make meaning	Reads between		intonation, tone	Discusses and
	books.	Asks	between	clear.	the lines, using	Justifies and	and volume.	evaluate how
		questions	fiction and	l	clues from text	elaborates on		authors use
	Uses new	about a non-	non-fiction and	Locates some	and pictures, to	opinions and	Prepares a poem	language,
	vocabulary	fiction text.	discusses their	specific	discuss	predictions,	for performance	including
			features.	information on	thoughts,	referring back to		

through the	Begins to		a non-fiction	feelings and	the text for	through text	figurative
day.	distinguish	Expresses	page in	actions.	evidence.	annotations.	language.
	between	opinions about	response to a				Considers the
Sings a large	fiction and	main events	direct	Explores some	Identifies the	Checks that the	impact of
repertoire of	non-fiction,	and characters	question.	straightforward	main ideas	text makes sense	language choice
songs and	commenting	in stories.		underlying	drawn from	by discussing	on the reader.
rhymes.	on their		Able to find the	themes and	more than one	their	
	features.	Notices new	answers to	ideas.	paragraph.	understanding	Infers characters'
Spots and		vocabulary in	retrieval	Makes		and exploring the	feelings, thoughts
suggests	Says whether	own reading or	questions,	plausible	Summarises key	meaning of	and motives from
rhymes.	they like or	when listening	both written	predictions	ideas.	words in context.	their actions.
	dislike a	to texts.	and oral.	based on		Asks questions to	Justifies
Understands	story.		Asks and	knowledge	Reads between	improve their	inferences with
the five key			answers	from/of the	the lines to	understanding.	evidence.
concepts	Comments on		questions	text and wider	interpret		
about print:	words that		when reading a	connections.	meaning and/or	Summarises ideas	Refers to the text
- print has	they like the		non-fiction		explain how	drawn from one	to support
meaning	sound of or		text.	Explains how	characters are	or more	opinions and
- print can	words that			and why main	presented -	paragraphs.	elaborate.
have different	are new to		Begins to read	characters act	referencing the		
purposes	them.		between the	in certain ways	text.	Identifies how	Decides on the
- we read			lines, using	using evidence		language,	quality and
English text	Uses and		clues from text	from the text.	Explores	structure and	usefulness of a
from left to	understands		and pictures,		alternative	presentation	range of texts and
right and	recently		to discuss	Explores	scenarios.	contribute to	explains reasoning
from top to	introduced		thoughts,	potential		meaning.	clearly to others.
bottom	vocabulary		feelings and	meanings of	Understands		
- the names of	during		actions.	ambitious	and explains	Infers and	Infers messages,
the different	discussion.			vocabulary	different	deduces meaning	moods, feelings
parts of a			Makes	read in context.	characters'	based on	and attitudes
book	Responds to		predictions		points of view.	evidence drawn	using the clues
- page	what they		about a text	Sometimes		from the text.	from the text.
sequencing	hear with		using a range	empathises	Infers meaning,		
	relevant		of clues.	with different	using evidence	Predicts what	Explains a
	comments,			characters'	from the text	might happen	character's
				point of view in		from details	motives

guartic	Commence	and an + c	and wide:	ctated and	throughout a store
questions or	Compares	order to	and wider	stated and	throughout a story
actions.	similarities and	explain what	experiences.	implied.	and use evidence
	differences	characters are			from the text to
Answers	between	thinking/feeling	Clarifies the	Distinguishes	back up opinions.
some simple,	texts/books in	and the way	meanings of	between	
direct	terms of	they act.	ambitious words	statements of	Recognises which
questions	characters,		and/or phrases	fact and opinion.	character the
about a story	settings and	Demonstrates	in context.		writer wants the
that they	themes.	how to use	Identifies and	Refers to the text	reader to like or
have heard:		information	discusses the	to support	dislike and what
'how' and	Explains the	books and uses	various features	opinions.	techniques are
'why'	meaning of	knowledge of	of fiction genres		used to achieve
questions	new	the alphabet to	including	Skims and scans	this.
about	vocabulary in	locate	differences	non-fiction texts.	
their	context and	information.	between them.		Identifies the
experiences	discusses			Retrieves and	purpose, audience
and in	favourite	Understands	Identifies and	collates	and organisation
response to	words and	the purpose of	explains the	information from	of different texts
stories or	phrases.	a paragraph or	difference	a range of	and evaluates the
events.		chapter.	between fact	sources.	success of these
	Talks about the		and opinion.		elements.
Demonstrate	features of	Identifies and		Discusses	
S	certain non-	comments on	Asks questions	messages,	Evaluates the
understandin	fiction texts	where	to improve their	moods, feelings	success of a text
g when	and explains	language is	understanding	and attitudes	or identifies why a
talking	how to use	used to effect	of a text.	using the clues	long-established
with others	their features.	meaning or		from the text.	novel may have
about what		create mood.	Talks about the		retained its lasting
they have			effect of the	Discusses how an	appeal.
read.		Identifies	author's	author builds a	
		language	language choice	character	Discusses the
		features of	to create	through dialogue,	difference
		some different	different effects,	action,	between literal
		text types.	images and	description.	and figurative
			atmosphere.		language and the
					effects of imagery.
	•	•	•		

	Makes choices about which texts to read based on prior reading experiences and preferences.	Compares the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution.	Identifies relationships between characters, explaining the effect this has on the reader. Identifies the ways in which paragraphs are	Recognises the use of irony and comment on the writer's intention Discusses the message a text has about our society, a particular culture
			Identifies the point of view from which a story is told and how this affects the reader's response (author bias).	or traditions from the past.
			Discusses how and why the text affects the reader and refers back to the text to back up point of view.	
			explains how an impression of a character is built through analysis	

			of their own	
			words.	

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