



HORSLEY  
C of E PRIMARY SCHOOL

## Reading Progression of Skills Map

	<b>EYFS (KS1 readiness objectives)</b>	<b>By the end of KS1 children should be able:</b>
<b>Word Reading</b>	<p><b>Learning to read</b></p> <ul style="list-style-type: none"> <li>• Developing phonemic knowledge through Read Write Inc and other phonic opportunities</li> <li>• Developing a knowledge of stories including rhyme and identify the rhyming words within them.</li> <li>• Developing their skills and abilities to comprehend within familiar stories, and from pictures in illustrated stories.</li> </ul> <p><b>Reading to learn</b></p> <ul style="list-style-type: none"> <li>• Developing their skills and abilities in retelling familiar stories</li> <li>• Recognising that books have information that helps them to learn.</li> </ul> <p><b>Reading for enjoyment</b></p> <ul style="list-style-type: none"> <li>• Routinely accessing picture books and stories</li> <li>• Listening to others expressively tell stories</li> <li>• Learning that stories and books can put them in imaginary worlds full of adventure and excitement.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply phonic knowledge and skills as the route to decode words</li> <li>• Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>• Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>• Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li> <li>• Read other words of more than one syllable that contain taught GPCs</li> <li>• Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</li> <li>• Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li> <li>• Re-read these books to build up their fluency and confidence in word reading</li> <li>• Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>• Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>• Read accurately words of two or more syllables that contain the same graphemes as above read words containing common suffixes</li> <li>• Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>• Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>• Re-read these books to build up their fluency and confidence in word reading</li> </ul>

<b>Themes &amp; Conventions</b>		<ul style="list-style-type: none"> <li>• Listening to and discussing a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently</li> <li>• Being encouraged to link what they read or hear read to their own experiences</li> <li>• Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>• Learning to appreciate rhymes and poems, and to recite some by heart</li> <li>• Participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>• Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and nonfiction at a level beyond that at which they can read independently</li> <li>• Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>• Being introduced to non-fiction books that are structured in different ways</li> <li>• Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> <li>• Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</li> <li>• Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li> </ul>
<b>Making Inferences</b>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• Making inferences on the basis of what is being said and done</li> <li>• Making inferences on the basis of what is being said and done</li> <li>• Answering and asking questions predicting what might happen on the basis of what has been read so far</li> </ul>
<b>Comprehension</b>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing word meanings, linking new meanings to those already known</li> <li>• Checking that the text makes sense to them as they read and correcting inaccurate reading.</li> <li>• Discussing the significance of the title and events</li> <li>• Making inferences on the basis of what is being said and done</li> <li>• Predicting what might happen on the basis of what has been read so far</li> <li>• Explain clearly their understanding of what is read to them</li> <li>• Discussing the sequence of events in books and how items of information are related</li> <li>• Drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• Checking that the text makes sense to them as they read and correcting inaccurate reading</li> </ul>
<b>Language for Effect</b>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising and joining in with predictable phrases</li> <li>• Recognising simple recurring literary language in stories and poetry</li> <li>• Discussing their favourite words and phrases</li> </ul>



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## Reading Progression of Skills Map

	<b>Year 3</b> <b>Year 4</b>
<b>Word Reading</b>	<ul style="list-style-type: none"> <li>• Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</li> <li>• Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> <li>• Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</li> <li>• Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>
<b>Themes &amp; Conventions</b>	<ul style="list-style-type: none"> <li>• Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• Reading books that are structured in different ways and reading for a range of purposes</li> <li>• Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>• Identifying themes and conventions in a wide range of books</li> <li>• Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>• 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</li> <li>• Identifying themes and conventions in a wide range of books</li> <li>• Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• Reading books that are structured in different ways and reading for a range of purposes</li> <li>• Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>• Identifying themes and conventions in a wide range of books</li> <li>• Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>• Recognising some different forms of poetry</li> <li>• Identifying how language, structure, and presentation contribute to meaning</li> <li>• 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</li> </ul>
<b>Making Inferences</b>	<ul style="list-style-type: none"> <li>• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• Predicting what might happen from details stated and implied</li> <li>• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• Predicting what might happen from details stated and implied</li> <li>• Identifying main ideas drawn from more than one paragraph and summarising these.</li> </ul>
<b>Comprehension</b>	<ul style="list-style-type: none"> <li>• Asking questions to improve their understanding of a text</li> <li>• Identifying main ideas drawn from more than one paragraph and summarising these</li> <li>• Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>• Retrieve and record information from non-fiction</li> <li>• Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>• Asking questions to improve their understanding of a text</li> <li>• Retrieve and record information from non-fiction</li> </ul>

## Language for Effect

- Using dictionaries to check the meaning of words that they have read
- Discussing words and phrases that capture the reader's interest and imagination
- Recognising some different forms of poetry
- Identifying main ideas drawn from more than one paragraph and summarising these
- Using dictionaries to check the meaning of words that they have read
- Discussing words and phrases that capture the reader's interest and imagination



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## Reading Progression of Skills Map

	Year 5 Year 6
<b>Word Reading</b>	<ul style="list-style-type: none"> <li>• Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet</li> <li>• Intonation to make the meaning clear</li> <li>• Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet</li> <li>• Intonation to make the meaning clear</li> </ul>
<b>Themes &amp; Conventions</b>	<ul style="list-style-type: none"> <li>• Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• Reading books that are structured in different ways and reading for a range of purposes</li> <li>• Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>• Recommending books that they have read to their peers, giving reasons for their choices.</li> <li>• Identifying and discussing themes and conventions in and across a wide range of writing</li> <li>• Learning a wider range of poetry by heart</li> <li>• 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</li> <li>• Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</li> <li>• Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• Reading books that are structured in different ways and reading for a range of purposes</li> <li>• Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>• Recommending books that they have read to their peers, giving reasons for their choices</li> <li>• Identifying and discussing themes and conventions in and across a wide range of writing</li> <li>• Learning a wider range of poetry by heart</li> <li>• 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</li> <li>• Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</li> </ul>

<p style="text-align: center;"><b>Making Inferences</b></p>	<ul style="list-style-type: none"> <li>• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• Predicting what might happen from details stated and implied</li> <li>• Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>• Provide reasoned justifications for their views</li> <li>• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• Predicting what might happen from details stated and implied</li> <li>• Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>• Provide reasoned justifications for their views.</li> </ul>
<p style="text-align: center;"><b>Comprehension</b></p>	<ul style="list-style-type: none"> <li>• Making comparisons within and across books</li> <li>• Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>• Asking questions to improve their understanding</li> <li>• Retrieve, record and present information from nonfiction</li> <li>• Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</li> <li>• Making comparisons within and across books</li> <li>• Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>• Asking questions to improve their understanding</li> <li>• Retrieve, record and present information from non-fiction</li> <li>• Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</li> </ul>
<p style="text-align: center;"><b>Language for Effect</b></p>	<ul style="list-style-type: none"> <li>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• Distinguish between statements of fact and opinion</li> <li>• Identifying how language, structure and presentation contribute to meaning</li> <li>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• Distinguish between statements of fact and opinion</li> <li>• Identifying how language, structure and presentation contribute to meaning</li> </ul>