

Overview of Progression of reading skills (linked to the appropriate Content Domains)

Over the academic year, the skills below that are the focus for a specific year group are revisited time and time again using a more demanding text.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> □ Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. □ Anticipate (where appropriate) key events in stories. □ Use and understand recently introduced vocabulary during discussions 	<p><i>Reading for meaning is at the heart of Y1 guided and whole class reading – this is a vehicle to teach reading skills and comprehension skills.</i></p> <ul style="list-style-type: none"> □ Read age-appropriate books with some fluency (show some awareness for punctuation when reading) □ Skimming and scanning (You Choose) □ Find and Point to... (visuals/words) □ Teaching pupils to infer/ justify their answers through scaffolded / modelled 	<p><i>Reading for meaning is at the heart of Y2 whole class and guided Reading – this is a vehicle to teach reading skills and comprehension skills.</i></p> <ul style="list-style-type: none"> □ Maintain fluency whilst reading age-appropriate books at speed (showing awareness of the function of punctuation when reading, some intonation) □ ‘Find and point’ skimming and scanning is developed to ‘Find and Copy’ where children can identify writer’s choice of language 	<p><i>Reading for meaning is at the heart of Y3 whole class and guided reading – this is a vehicle to teach reading skills and comprehension skills.</i></p> <ul style="list-style-type: none"> □ Read age-appropriate books fluently and accurately using intonation □ Pupils show stamina and resilience (prepared to persevere with all texts) reading longer age-appropriate texts with fluency. □ Over the academic year, pupils develop a more controlled skill of summarising the gist of what they 	<p><i>Reading for meaning is at the heart of Y4 guided and whole class reading – this is a vehicle to teach reading skills and comprehension skills.</i></p> <ul style="list-style-type: none"> □ Shows stamina whilst reading age-appropriate books fluently and accurately whilst retaining speed (using intonation) □ Pupils apply a more controlled skill of summarising the gist of what they have read (verbally and in the written form). □ As the demand of text increases, pupils are 	<p><i>Reading for meaning is at the heart of Y5 guided and whole class reading – this is a vehicle to teach reading skills and comprehension skills.</i></p> <ul style="list-style-type: none"> □ Shows stamina whilst reading age-appropriate books fluently and accurately whilst retaining speed (using intonation) □ Pupils’ verbal and written responses to questions display precision and an awareness of understanding 	<p><i>Reading for meaning is at the heart of Y6 guided and whole class reading – this is a vehicle to teach reading skills and comprehension skills.</i></p> <ul style="list-style-type: none"> □ Shows stamina whilst reading age-appropriate books fluently and accurately whilst retaining speed (using intonation) □ Pupils in year 6 apply what they have learned to more complex writing – specifically texts that they may not ordinarily choose to read. □ Texts chosen deliberately generate more ‘meaty’

<p>about stories, nonfiction, rhymes and poems and during role play.</p> <ul style="list-style-type: none"> □ Say a sound for each letter in the alphabet and at least 10 digraphs. □ Read words consistent with their phonic knowledge by sound-blending. □ Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. □ Listen attentively 	<p>answer stems using both pictures and texts (I think ____ because)</p> <ul style="list-style-type: none"> □ Beginning to develop an understanding for true/ false through a variety of questions (within English and across the curriculum) □ Beginning to sequence events through modelled responses □ Guided retrieval activities using question stems from the KS1 curriculum □ Pupils begin to develop stamina and resilience (prepared to persevere with all texts) reading longer age-appropriate 	<p>demonstrating an understanding of writer/ reader relationship. (through pictures and texts)</p> <ul style="list-style-type: none"> □ Pupils develop their skills to infer/ justify their opinion as the texts presented display more complex plots. □ Pupils develop retrieval skills where questions increase in difficulty (word substitutions) □ Over the academic year, pupils independently summarise the general gist of what they are reading in various forms. 	<p>have read (verbally and in the written form).</p> <ul style="list-style-type: none"> □ As the demand of text increases, pupils are challenged to discuss the meaning of words within texts. □ Teachers scaffold frames to support pupils to find evidence to support their points (using Impression/ Evidence through PE, PE) □ Pupils develop a stronger understanding of the need to be precise with their answers. □ Pupils are encouraged and guided to compare what they have read to previous texts and justify these similarities and differences. 	<p>challenged to discuss the meaning of words within texts.</p> <ul style="list-style-type: none"> □ Pupils are able to find evidence to support their points (using Impression/ Evidence) □ Pupils' answers have precision. □ Pupils are able to compare what they have read to previous texts and justify these similarities and differences. □ Pupils apply an understanding of true and false and display this across the curriculum. □ Texts chosen support pupils to further develop 	<p>the expectations of the question.</p> <ul style="list-style-type: none"> □ Pupils can discuss the difference between fact and opinion across a range of texts (including the wider curriculum) □ Pupils can summarise with ease across more than one paragraph and can express their opinion of what they have read (with reference to the text where appropriate) □ Pupils can apply their retrieval skills across a wide range of age-appropriate 	<p>discussions where pupils can debate contemporary issues.</p> <ul style="list-style-type: none"> □ Pupils demonstrate independence when researching – showing a real understanding of reading. □ Pupils demonstrate retrieval skills across the curriculum at the same standard as in English sessions. □ Pupils compare and contrast characters, settings and themes in a verbal and written form with conscious control over their responses. □ Pupils support their reading
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<p>and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions.</p> <ul style="list-style-type: none"> □ Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. □ Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 	<p>texts with fluency.</p> <ul style="list-style-type: none"> □ Pupils apply their knowledge of taught phonic skills in shared and independent reading. 	<ul style="list-style-type: none"> □ Pupils develop stamina and resilience (prepared to persevere with all texts) reading longer age-appropriate texts with fluency. □ Pupils display and demonstrate (verbally first and later in a written form) a greater understanding of inference □ Pupils develop a deeper understanding of a wider range of vocabulary. □ Pupils begin to understand how texts are presented and can follow the text (sub headings, title, captions) 	<ul style="list-style-type: none"> □ Pupils further develop their understanding of true and false and display this across the curriculum. □ Texts chosen support pupils to further develop prediction skills (based on what is stated/implied) □ Pupils further develop their understanding of the writer/ reader relationship and this begins to show in their own writing □ Pupils apply these developed reading skills across a wider range of fiction; non-fiction and poetry. They are confident at applying these skills when they read texts across the curriculum that are unseen. 	<p>prediction skills (based on what is stated/implied)</p> <ul style="list-style-type: none"> □ Pupils' writing displays an understanding of the writer/ reader relationship □ Pupils apply these developed reading skills across a wider range of fiction; non-fiction and poetry. They are confident at applying these skills when they read texts across the curriculum that are unseen □ Pupils begin to compare and contrast the content of a text and can track characters throughout. □ Pupils understand 	<p>te children's literature.</p> <ul style="list-style-type: none"> □ Pupils select evidence from the text with ease and precision when justifying their opinions. □ Pupils are confident when verbally challenging each other discussing themes that emerge from high-quality texts. □ Pupils understand how more demanding texts are organised and can discuss features of texts with confidence. 	<p>responses with an understanding for the technical terms that an author uses. In turn, children can use what they have read in their writing.</p> <ul style="list-style-type: none"> □ Pupils select evidence with ease to justify their opinions when faced with an inference activity. □ Pupils demonstrate agility when reading across various different forms of texts and are not fazed by longer extracts. □ Pupils summarise quickly and develop an opinion of what they have read.
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<ul style="list-style-type: none"> ☐ Enjoy sharing books with an adult. ☐ Pay attention and respond to the pictures or the words. ☐ Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. ☐ Repeat words and phrases from familiar stories. ☐ Ask questions about the book. Make comments and shares their own ideas. ☐ Develop play around favourite stories using props. 			<ul style="list-style-type: none"> ☐ Pupils develop an understanding of how texts are presented and can follow the text (sub headings, title, captions) 	<p>how texts are organised and can discuss features of texts with confidence.</p>		<p>They are prepared to challenge their peers with justified responses.</p> <ul style="list-style-type: none"> ☐ Pupils can comment on how narrative content and non-fiction content are organised and discuss reasons for this.
<p>Books currently being used for reading lessons and as class novels.</p>						

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>The Kissing Hand, The colour Monster goes to School, We're all Wonders, You Choose, Supertato, Winnie the Witch, Handa's Surprise, Last Stop on the Reindeer Express, Fip Flap Dinosaur, Tell me Dragon, The Pirate Next Door, Life Cycles information books ,Bog Baby ,The King of Tiny Things, Someone Swallowed Stanley, What a Waste, Red List Animals, The Lost Words</p>	<p>Dogger, My Friend Bear, Lost and Found, Polar Express, The Great Explorer, Paddington Bear collection, The Journey, The Hundred Decker Bus, Amelia Earhart (Little People, Big Dreams) Aliens Love Underpants, Bob the Man on the Moon, Beegu, The Snail and the Whale and the Lighthouse Keepers Lunch.</p>	<p>Autumn 1 Class novel - The Day I Fell into a Fairy Tale. Additional texts - Little Red Reading Hood Jack and the Baked Beanstalk The Three Little Wolves and the Big Bad Pig Prince Cinders Autumn 2 Class novel - George's Marvellous Medicine Spring 1 Class novel - The Secret diary of Thomas Snoop Tudor Boy Spy Additional texts Tudor tales The Day the Crayons quit</p>	<p>Autumn 1 Krindlekrax - Phillip Ridley The First Drawing - Mordecai Gerstein Autumn 2 Stone Age Boy - Satoshi Kitamura The Iron Man - Ted Hughes Spring 1 Kaspar Prince of Cats - Michael Morpego Spring 2 The Boy who Grew Dragons - Andy Shepherd Summer 1 Romans on the Rampage - Jeremy Strong Summer 2 Firework Maker's Daughter - Phillip Pullman Escape from Pompei - Christina Balit</p>	<p>Autumn One- The Butterfly Lion. Where the Poppies now Grow. Autumn Two-When the Mountains Roared: Jess Butterworth Spring One:-The Miraculous Journey of Edward Tulane. Spring Two: I Talk like a River- Scott and Smith. My Beautiful Voice –Joseph Coelho -Both link to performance poetry this half term. Summer One- The Green Planet by Leisa Stewart-Sharpe & Kim Smith(2022) Stuff by Maddie Moate & Paul Boston (2021)</p>	<p>Autumn 1 - Jamie Drake Equation Autumn 2 - Holes Spring 1 - Viking Boy Spring 2 - The Arrival Summer 1 - There's a Boy in the Girl's Bathroom Summer 2 - Percy Jackson</p>	<p>Once - Autumn One Letters From The Lighthouse - Autumn Two A Boy Called Christmas (Extra) The Explorer - Spring Term Darwin's Dragons - Summer One Can You See Me - Summer Two</p>



		Spring 2 Class novel - TBC		Summer Two -The Story of Tutankhamun		
		Summer 1 Class novel - the secret diary of Jane Pinny Victorian house maid and accidental detective				
		Summer 2 Class novel - TBC				