

Reading skills progression across each year group and across the year.



Black = word reading

Blue= comprehension

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	<p>Begin to read a selection of CEW</p> <p>Use phonics as the primary strategy to decode unknown words.</p> <p>Begin to re read books to build up fluency and confidence in reading</p> <p>Listen to a range of stories and non fiction</p> <p>Recognise and join in with stories with predictable phrases</p>	<p>Read words with -ing, -ed,</p> <p>Begin to read accurately by decoding and blending unfamiliar words which contain taught GPCs</p> <p>Begin to link what they have read or hear to their own experiences</p> <p>Become familiar with key stories, fairy stories and traditional tales</p> <p>Continue to join in with stories with predictable phrases</p> <p>Begin to self correct</p>	<p>Read most CEW</p> <p>Read words with -s, -es, -er and -est</p> <p>Begin to read words with more than 1 syllable</p> <p>Consistently re-read books to gain confidence in reading</p> <p>Listen to a wider range of poems, stories and non fiction</p> <p>Begin to learn and recite poems</p> <p>Begin to discuss word meaning</p> <p>Begin to make predictions about what might happen based on what they've read so far.</p>	<p>Begin to read words with contractions and begin to understand the apostrophe takes the place of a letter</p> <p>Become increasingly confident to decode and blends of unfamiliar words</p> <p>Begin to listen to and discuss a range of poems, stories and non fiction</p> <p>Develop confidence in making links between what they have read or heard to their own experiences</p> <p>Check a text makes sense to them and self correct with increasing frequency.</p> <p>Begin to make inferences on the basis of what has been said and done (with teacher guidance)</p>	<p>Confidently read all Year 1 CEW</p> <p>Confidently read words with more than 1 syllable</p> <p>Begin to read alternative sounds for graphemes</p> <p>Confidently learn and recite a range of poems</p> <p>Become more able at retelling key stories fairy stories and traditional tales. Consider the particular characteristics of the stories.</p> <p>Discuss the significance of the title and events within a story.</p> <p>Discuss word meaning, begin to make links between new words and those they already know.</p>	<p>Confidently read words with contractions</p> <p>Confidently decode and blend unknown words. Decode and blend silently</p> <p>Be confidence to listen to and discuss a range of poems, stories and non fiction</p> <p>Initiate conversations to discuss own experiences with what they have read.</p> <p>Confidently make predictions about what will happen based on what they've read so far (and on own knowledge of similar stories and experiences)</p> <p>Make simple inferences based on what has been said or done (teacher supported where necessary)</p>
2	<p>Confidently read Year 1 CEW</p> <p>Begin to read a selection of Year 2 CEW</p> <p>Continue to apply phonic knowledge to decode unknown words</p>	<p>Begin to read words of 2 or more syllables accurately</p> <p>Begin to read accurately by blending sounds, begin to recognise alternative sounds for graphemes</p>	<p>Read an increasing number of Year 2 CEW</p> <p>Read some words that contain common suffixes</p> <p>Begin to read most words more quickly without overt sounding</p>	<p>Become more confident in reading using automatic decoding and knowledge of alternative graphemes.</p> <p>Begin to read aloud books which are closely matched to their improving phonic</p>	<p>Successfully read all Year 2 CEW</p> <p>Read most words that contain common suffixes – link with writing</p>	<p>Be confident to read aloud books which are closely matched to their improving phonic knowledge, sounding out accurately, automatically and without undue hesitation</p>

	<p>Begin to re read age appropriate books to build up fluency and confidence in reading</p> <p>Discuss the sequence of events in books (VIPERS) – through the use of picture prompts</p> <p>Begin to recognise simple recurring language in stories</p> <p>Begin to discuss and clarify the meanings of new words (VIPERS)</p> <p>Check a text makes sense to them and self correct (fluency)</p>	<p>Become increasingly familiar with and retell a wider range of stories, fairy tales and traditional tales. (VIPERS)</p> <p>Begin to introduce non fiction books and discuss the different structure</p> <p>Explain and discuss their understanding of books, poems and other material (VIPERS)</p> <p>Make inferences based on what has been said or done (VIPERS) – with teacher support</p>	<p>and blending</p> <p>Consistently re-read age appropriate books to gain confidence in reading</p> <p>Recognise recurring language in poems and stories</p> <p>Continue to build up repertoire of poems learn by heart ( fluency and expression)</p> <p>Become more confident at clarifying the meaning of new words (VIPERS)</p> <p>Self correct with increasing confidence (fluency)</p> <p>Make predictions about what will happen based on what they’ve read so far (and on own knowledge of similar stories and experiences) – from front cover and from text read (VIPERS)</p>	<p>knowledge, sounding out accurately, automatically and without undue hesitation</p> <p>Make inferences based on what has been said or done (VIPERS) – with increasing independence.</p> <p>Discuss the sequence of events in books (VIPERS) – through ordering sentences from the text</p> <p>Explain and discuss their understanding of books, poems and other material (VIPERS). Retrieve information when key word is absent (initially with teacher support)</p>	<p>Begin to use a dictionary to clarify the meaning of new words (VIPERS)</p> <p>Confidently self correct if necessary (fluency)</p> <p>Make predictions about what will happen based on what they’ve read so far and on own knowledge of similar stories and experiences – from front cover and from text read. Explain prediction (VIPERS)</p> <p>Explain and discuss their understanding of books, poems and other material (VIPERS) From longer pieces of text.</p> <p>Recognise recurring language in poems and stories</p>	<p>Begin to understand syllable chunking as a strategy to read unknown words.</p> <p>Discuss the sequence of events in books (VIPERS) – through writing simple summary</p> <p>Continue to build up repertoire of poems learnt by heart (fluency and expression) – perform poem to an audience</p>
<p>3-4 - teach in year 3 and apply more consistently in Year 4</p>	<p>Confidently read Year 2 CEW Begin to read a selection of Year 3-4 CEW</p> <p>Begin to read unknown words using syllable chunking</p> <p>Begin to apply knowledge of suffixes to read aloud and understand meaning of new words.</p> <p>Begin to develop a positive attitude to reading</p> <p>Begin to use a dictionary to check the meaning of unknown words (VIPERS)</p>	<p>Listen to and discuss a wide range of fiction, poetry and non fiction</p> <p>Read books that are structured in different ways</p> <p>Increase familiarity with a wider range of books incl fairy stories, myths and legends and retell orally</p> <p>Begin to discuss words and phrases that capture the reader’s interest and imagination (VIPERS) – link with writing</p>	<p>Read an increasing number of Year 3-4 CEW</p> <p>Use syllable chunking to read most unknown words. Begin to read around words to understand what they are and their meaning</p> <p>Apply knowledge of suffixes and prefixes to read aloud and understand the meaning of new words.</p> <p>With some support use a dictionary to check the meaning of unknown words (VIPERS)</p> <p>With support identify themes and</p>	<p>Listen to and discuss a wide range of fiction, poetry and non fiction, plays and reference books</p> <p>Become increasingly confident in recognising and describing different forms of poetry</p> <p>Begin to provide evidence for inferences made regarding a character’s feelings, thoughts and actions (Year 3 with adult guidance, Year 4 supported) (VIPERS)</p>	<p>Successfully read all Year 3-4 CEW</p> <p>Read the majority of unknown words by using syllable chunking or ‘reading around the word’</p> <p>Apply knowledge of suffixes, prefixes and root words to read aloud and understand the meaning of new words.</p> <p>Confidently use a dictionary to check the meaning of unknown words (VIPERS)</p>	<p>Become more confident in making predictions based on stated details and implied.</p> <p>Provide evidence for inferences made regarding a character’s feelings, thoughts and actions (Year 3 supported, Year 4 independent) (VIPERS)</p>

	<p>Increase familiarity with a wider range of books incl fairy stories and retell orally</p> <p>Make predictions based on details stated (VIPERS)</p> <p>Begin to identify main ideas drawn from 1 paragraph and summarise ( Year 3 with adult guidance, Year 4 supported) (VIPERS)</p>	<p>Begin to recognise some different forms of poetry</p> <p>Make inferences on a character's feelings, thoughts and actions (Year 3 with support) (VIPERS)</p> <p>Retrieve and record information from non fiction (VIPERS)</p>	<p>conventions in a wide range of books</p> <p>Prepare poems to read aloud and perform – showing a developing understanding of intonation, tone, volume and action (fluency)</p> <p>Begin to make predictions based on details stated and implied (Year 3 with support) (VIPERS)</p>	<p>Identify main ideas drawn from 1 paragraph and summarise (Year 3 supported, Year 4 largely independent) (VIPERS)</p>	<p>Independently identify simple themes and conventions in a range of books</p> <p>Retrieve and record information from non fiction across 2 pages and when key words are absent (VIPERS)</p>	
<p>Vocab and word meaning to run across the year with increasing opportunities to have an increase in awareness of different vocab</p>						

<p>5-6 Teach skills in Year 5 and consistently apply Year 6</p>	<p>Confidently read all Year 1, 2,3-4 CEW</p> <p>Begin to read a selection of Year 5-6 CEW</p> <p>Read unknown words using syllable chunking or reading around the word.</p> <p>Continue to apply knowledge of suffixes, prefixes and root words to read aloud and understand the meaning of new words.</p> <p>Continue to maintain a positive attitude to reading and begin to discuss preference for authors</p> <p>Begin to make comparisons in and across books</p> <p>Check that the book makes sense and discuss the meaning of words in context ( Year 5 with support)</p> <p>Begin to make predictions based on details stated and implied (VIPERS)</p>	<p>Read books that are structured in different ways and begin to read for a range of purposes</p> <p>Increase familiarity with a wider range of books incl fairy stories, myths and legends and traditional stories and retell orally</p> <p>Identify themes and conventions in and across a wide range of writing ( Year 5 with support)</p> <p>Continue to learn a wide range of poetry by heart</p> <p>Provide evidence for inferences made regarding a character's feelings, thoughts and motives from their actions (Year 5 with support)</p> <p>Summarise main ideas from more than 1 paragraph (Year 5 with support) (VIPERS)</p> <p>Retrieve, record and present information from non fiction (VIPERS)</p>	<p>Confidently read most Year 5-6 words and understand their meaning</p> <p>Increase familiarity with a wider range of books incl modern fiction</p> <p>Be able to provide recommendations for books to peers providing reasons for their choices.</p> <p>Prepare poems to read aloud and perform showing an understanding of intonation, tone and volume so the meaning is clear. (fluency)</p> <p>Confidently make predictions based on details stated and implied (VIPERS)</p> <p>Begin to discuss and evaluate how authors use language, incl figurative language considering the impact on the reader ( Year 5 with support)</p> <p>Distinguish between fact and opinion</p> <p>Begin to provide reasoned justifications for their views ( Year 5 with support)</p>	<p>Increase familiarity with a wider range of books incl fiction from our literary heritage</p> <p>Become more confident at making comparisons in and across books</p> <p>Check that the book makes sense and discuss and explore the meaning of words in context ( Year 5 with support)</p> <p>Summarise main ideas from more than 1 paragraph and identify key details that support the main idea (Year 5 with support)</p> <p>Be confident in retrieving, recording and presenting information from non fiction (VIPERS)</p>	<p>Confidently read all Year 5-6 words and understand their meaning</p> <p>Increase familiarity with a wider range of books incl books from other cultures and traditions</p> <p>Become more confident in discussing and evaluating how authors use language, incl figurative language considering the impact on the reader</p> <p>Provide reasoned justifications for their views</p>	<p>Confidently summarise main ideas from more than 1 paragraph and identify key details that support the main idea - from a variety of texts</p> <p>Explain and discuss what they have read through formal discussions and debates, maintaining a focus on the topic and using notes where necessary</p>
<p>Year 5/6 Reading with pace, fluency and confidence needs to run throughout the year with lessons building on successfully skimming and scanning</p>						