

George Grenville Academy
Progression of Skills in Reading from EYFS to Year 6



Skills	Early Years Nursery 1 Nursery 2 Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding	- Enjoys rhyming and rhythmic activities. - Shows an awareness of rhyme and alliteration. - Recognises rhythm in spoken words. - Continues a rhyming string. - Can hear and say the initial sound in words. - Segments the sounds in simple words and blends them together and knows which letter represents some of them. - Identify the taught GPCs (the sounds that the letters make) including some digraphs. (LIT) - Blend the taught sounds to read CVC, CVCC and CCVC words. (LIT) - Read some taught common exception/ high frequency and familiar words. (LIT) - Read sentences made up of words with taught sounds and common exception words. (LIT)	- Apply phonic knowledge to decode words. - Speedily read all 40+ letters/groups for 40+ phonemes. - Read accurately by blending taught GPC. - Read common exception words. - Read common suffixes (-s, -es, -ing, -ed, etc.) - Read multi-syllable words containing taught GPCs - Read contractions and understanding use of apostrophe. - Read aloud phonically-decodable texts.	- Secure phonic decoding until reading is fluent. - Read accurately by blending, including alternative sounds for graphemes. - Read multi-syllable words containing these graphemes. - Read common suffixes. - Read exception words, noting unusual correspondences. - Read most words quickly & accurately without overt sounding and blending.	- Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet. - Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	- Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet. - Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.	- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.
Fluency	- Shows interest in illustrations and print in books and print in the environment. - Recognises familiar words and signs such as own name and advertising logos. - Looks at and handles books independently (holds books the correct way up and turns pages). - Ascribes meaning to marks that they see in different places. - Begins to break the flow of speech into words. - Reads and understand simple sentences. - Begins to read with prosody.	- Pupil can read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes. - Pupil can read accurately some words of two or more syllables that contain the same grapheme/phoneme correspondences.	- In age-appropriate books, the pupil can: read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words.	- In age appropriate texts children read fluently, decoding words using phonics skills when necessary and begin to use expression when reading to others.	- Read aloud with intonation that begins to show understanding. - Attempts to self- correct.	- Checks that a text makes sense as they read, self-correcting without loss of fluency. - Reads aloud with fluency and expression.	- Checks that a text makes sense as they read, self-correcting without loss of fluency. - Reads a range of texts aloud with fluency and expression.

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Range of Reading	- Enjoys an increasing range of books. - Listen to, talk about and respond to stories (rhymes and songs) with actions, relevant comments, questions; recalling key events and innovating. - To use non-fiction books to develop new knowledge and vocabulary.	- Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. - Being encouraged to link what they read or hear read to their own experiences.	- Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.	- Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. - Reading books that are structured in different ways and reading for a range of purposes.	- Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. - Reading books that are structured in different ways and reading for a range of purposes.	- Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - Reading books that are structured in different ways and reading for a range of purposes - Making comparisons within and across books.	- Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. - Reading books that are structured in different ways and reading for a range of purposes. - Making comparisons within and across books.
Familiarity with texts	-Talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words. - To begin to interpret stories, rhymes and poetry; making suggestions for actions and events (images and text). -To talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions.	- Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. - Recognising and joining in with predictable phrases.	- Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales - Recognising simple recurring literary language in stories and poetry.	- Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. - Identifying themes and conventions in a wide range of books.	- Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally - Identifying themes and conventions in a wide range of books.	- 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. - Identifying and discussing themes and conventions in and across a wide range of writing.	- 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. - Identifying and discussing themes and conventions in and across a wide range of writing.
Poetry & Performance	- Listens to and joins in with stories and poem 1:1 and also in small groups. - Joins in with repeated refrains in rhymes and stories. - Uses intonation, rhythm and phrasing to make meaning clear to others. - Develops preferences for forms of expression. - Plays cooperatively as part of a group to develop and act out a narrative. - Expresses themselves effectively showing an awareness of listeners needs. -To listen and sing nursery rhymes and songs, recalling whole songs and rhymes singing some independently and performing in groups / independently for others.	- Learning to appreciate rhymes and poems, and to recite some by heart.	- Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.	- Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. - Recognising some different forms of poetry.	- Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. - Recognising some different forms of poetry.	- Learning a wider range of poetry by heart - 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.	- Learning a wider range of poetry by heart. - 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.

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Word meanings	- Builds up vocabulary that reflects the breadth of their experiences. - Extends vocabulary especially by grouping and naming exploring the meaning and sounds of new words. - Uses vocabulary and forms of speech that are increasing influenced by their experiences of books. - Talks about elements of a topic using newly introduced vocabulary.	- Discussing word meanings, linking new meanings to those already known.	- Discussing and clarifying the meanings of words, linking new meanings to known vocabulary. - Discussing their favourite words and phrases.	- Using dictionaries to check the meaning of words that they have read.	- Using dictionaries to check the meaning of words that they have read.		
Understanding	- Responds to short, interactive stories (rhymes and songs) - Knows that print carries meaning and, in English, is read from left to right and top to bottom. - Is able to listen carefully. - Responds to stories (rhymes and songs) with actions, relevant comments, questions; recalling key events. - Understands humour e.g. nonsense rhymes and jokes. - Talks about elements of a topic using newly introduced vocabulary and extending sentences using a range of conjunctions to offer extra explanation and detail.	- Drawing on what they already know or on background information and vocabulary provided by the teacher. - Checking that the text makes sense to them as they read and correcting inaccurate reading.	- Discussing the sequence of events in books and how items of information are related - Drawing on what they already know or on background information and vocabulary provided by the teacher - Checking that the text makes sense to them as they read and correcting inaccurate reading.	- Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. - Asking questions to improve their understanding of a text. - Identifying main ideas drawn from more than one paragraph and summarising these.	- Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context - Asking questions to improve their understanding of a text - Identifying main ideas drawn from more than one paragraph and summarising these.	- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context - Asking questions to improve their understanding. - Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.	- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. - Asking questions to improve their understanding. - Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.
Inference	- To begin to interpret stories, rhymes and poetry; making suggestions for actions and events (images and text). - Begins to understand how and why questions. - Answer how and why questions about their experiences and in response to stories and events.	- Discussing the significance of the title and events. - Making inferences on the basis of what is being said and done.	- Making inferences on the basis of what is being said and done. - Answering and asking questions.	- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

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Prediction	-To suggest how a story might end. -To talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words.	- Predicting what might happen on the basis of what has been read so far.	-predicting what might happen on the basis of what has been read so far	- Predicting what might happen from details stated and implied.	- Predicting what might happen from details stated and implied.	- Predicting what might happen from details stated and implied.	- Predicting what might happen from details stated and implied.
Authorial Intent				- Discussing words and phrases that capture the reader's interest and imagination. - Identifying how language, structure, and presentation contribute to meaning.	- Discussing words and phrases that capture the reader's interest and imagination. - Identifying how language, structure, and presentation contribute to meaning.	- Identifying how language, structure and presentation contribute to meaning - Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	- Identifying how language, structure and presentation contribute to meaning - Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
Non-fiction	- Talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions. - Know and explain some differences between fiction and non-fiction books.	- Listen to and discuss non-fiction texts that they have read or been read to.	-being introduced to non-fiction books that are structured in different ways	- Retrieve and record information from non-fiction.	- Retrieve and record information from non-fiction.	- Distinguish between statements of fact and opinion. - Retrieve, record and present information from nonfiction.	- Distinguish between statements of fact and opinion. - Retrieve, record and present information from nonfiction.
Discussing reading	- Talk about and respond to stories (rhymes and songs) with actions, relevant comments, questions. - Talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words. - Begin to interpret stories, rhymes and poetry; making suggestions for actions and events. -Talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions.	- Participate in discussion about what is read to them, taking turns and listening to what others say. - Explain clearly their understanding of what is read to them. - With support can remember key points of a story they have read or that has been read to them.	-participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say -explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves - Can verbally summarise a text with minimal prompts from a teacher. Can begin to create their own book reviews including a simple synopsis of the texts they have read	- 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. - Summarises main ideas by identifying key details. Can create a simple synopsis of a book they have read in a Book Review.	- 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. - Summarises main ideas by identifying key details. Can create an accurate synopsis of a book they have read.	- Recommending books that they have read to their peers, giving reasons for their choices. - Participate in discussions about books, building on their own and others' ideas and challenging views courteously. - Explain and discuss their understanding of what they have read, including through formal presentations and debates. - Provide reasoned justifications for their views. - Summarises main ideas, identifying key details and using quotations for illustration. Can create a succinct synopsis of books they have read.	- Recommending books that they have read to their peers, giving reasons for their choices - Participate in discussions about books, building on their own and others' ideas and challenging views courteously. - Explain and discuss their understanding of what they have read, including through formal presentations and debates. - Provide reasoned justifications for their views. - Summarises main ideas, identifying key details and using quotations for illustration. Can create a succinct synopsis of a range of different books they have read.

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Reading for Pleasure	- Listens to stories with increasing attention and recall. - Anticipates key phrases and events in rhymes and stories. - Begins to be aware of how stories are structured. - To describe main story setting events and characters. -To follow a story without pictures or props. -To enjoy an increasing range of books. - Listens to stories accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.	- Enjoys being read to and reading to others.	- Reads readily and without being prompted. - Begins to choose the books they enjoy. - Engages with the books that are read to them.	- Chooses books without prompt from an adult.	- Chooses books without prompt from an adult.	- Chooses their own books. - Discussing books they have enjoyed reading.	- Chooses their own books. - Discussing books they have enjoyed reading. - Actively encouraging others to try the books they have enjoyed.
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