

Progression of Skills in Reading from EYFS to Year 6

English – Reading	
EYFS	
ELG	Pupils can:
<ul style="list-style-type: none"> Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read. 	<ul style="list-style-type: none"> Continue a rhyming string Hear and say the initial sound in words Segment the sounds in simple words and blend them together and knows which letters represent some of them Link sounds to letters, naming and sounding the letters of the alphabet Begin to read words and simple sentences Use vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoy an increasing range of books. Know that information can be retrieved from books and computers.
Exceeding ELG	Pupils can:
<ul style="list-style-type: none"> Children can read phonically regular words of more than one syllable as well as many irregular but high frequency words. They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. They can describe the main events in the simple stories they have read. 	<ul style="list-style-type: none"> Read the Reception high frequency words and some of the Year 1 words Read most words fluently Use phonics to decode unfamiliar words Talk about a story once they have read it Answer questions about what they have read Read a wide range of books, labels, posters etc

English – Reading

Year 1

Expected

- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes
- Read accurately by blending sounds in unfamiliar words containing GPCs (Grapheme phoneme correspondence)
- Read aloud accurately books that are consistent with their developing phonic
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- With support, predict what might happen on the basis of what has been read (or images seen)
- Check that the text makes sense to them as they read and correct inaccurate reading
- With support, children are motivated to discuss new vocabulary and they can make plausible links to words they know
- Drawing on what they know, their experiences and information/ideas/vocabulary provided by the teacher make connections about stories
- With help, asking and answering appropriate questions related to text

Greater Depth

- With prompting, is beginning to discuss the author’s vocabulary choices ‘Why do you think he used...?’
- With teacher help, discuss their favourite words and phrases and begin to suggest and give reasons
- With support make inferences based on what is being said and done

English – Reading

Year 2

Expected

- Read accurately most words of two or more syllables
- Read most words containing common suffixes*
- Read most common exception words*.

In age-appropriate books, the pupil can:

- Read words accurately and fluently without overt sounding and blending
- Sound out most unfamiliar words accurately, without undue hesitation and check it makes sense to them
- Discuss and explain their understanding of the meaning of vocabulary in the context of the text
- Answer questions and make some inferences on the basis of what is being said and done
- Asking and answering appropriate questions related to text

Greater Depth

- Make a plausible prediction about what might happen on the basis of what has been read so far. Give reasons for this
- Make inferences
- With greater confidence, can discuss vocab choices and begin to consider the impact
- Discuss their favourite words and phrases and give reasons for this
- Make links between the book they are reading and other books they have read

English – Reading

Year 3

Expected

- Pupils read further exception words (see English Appendix 1: Spelling) and note the unusual correspondences between spelling and sound, and where these occur in the word.
- Pupils are able to retrieve and record information
- Make predictions based on details stated and implied
- Draw on contextual evidence to make sense of what is read
- Explain and discuss their understanding of what they have read and words they have encountered
- Ask questions to enhance understanding of the text
- Draws inferences such as inferring characters' feelings, thoughts and motives from their actions
- Explain and justify their personal opinions about the text
- Make basic comparisons within and across different texts
- Identifying main ideas drawn from more than one paragraph and summarise these
- Asking and answering appropriate questions related to text

Greater Depth

Pupils can:

- Make simple comments that show awareness of the effect of the text on the reader (e.g. commenting on the language used to create mood or build tension) Which words created a... mood? What does the word...indicate?
- Identify how punctuation adds effect and the impact this has

English – Reading

Year 4

Expected

Pupils read further exception words (see English Appendix 1: Spelling) and note the unusual correspondences between spelling and sound, and where these occur in the word.

- Pupils are able to retrieve and record information
- Make predictions based on details stated and implied
- Draw on contextual evidence to make sense of what is read
- Explain and discuss their understanding of what they have read and words they have encountered
- Ask questions to enhance understanding of the text
- Draws inferences such as inferring characters' feelings, thoughts and motives from their actions
- Explain and justify their personal opinions about the text
- Make basic comparisons within and across different texts
- Identifying main ideas drawn from more than one paragraph and summarise these
- Asking and answering appropriate questions related to text

Greater Depth

Pupils can:

- Make simple comments that show awareness of the effect of the text on the reader (e.g. commenting on the language used to create mood or build tension) Which words created a... mood? What does the word...indicate?
- Identify how punctuation adds effect and the impact this has

English – Reading

Year 5

Expected

Pupils read aloud and understand the meaning of new words (English Appendix 1: Spelling)

- Pupils are able to retrieve and record information
- Make predictions based on details stated and implied
- Show growing confidence when drawing from contextual evidence to make sense of what is read, and participates in discussion to explore words with different meanings.
- Identify themes and conventions through discussion and comment
- Discuss and explain their understanding of the meaning of vocabulary in context
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Express views formed through independent reading and books that are read to them, explaining personal opinions
- Are able to make comparisons within and across different texts
- Identify key details that support main ideas, and to use them to summarise content drawn from more than one paragraph

Greater Depth

Pupils can:

- Use generally relevant textual references or quotations (PEE)
- Make comments about the authors choice of language/structure/full range of punctuation/presentation and effect on the reader e.g. the ? makes you think that...

English – Reading

Year 6

Expected

The pupil can:

- Read age-appropriate books with confidence and fluency (including whole novels)
- Retrieve and record information
- Predict what might happen from details stated and implied
- Read aloud with intonation that shows understanding
- Work out the meaning of words from the context
- Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence
- Make comparisons within and across books
- Summarise main ideas, identifying key details and using quotations for illustration
- Asking and answering appropriate questions relating to text

Greater Depth

Pupils can:

- Identify key details using quotations for illustration (Point, Explanation, Evidence)
- Evaluate how authors use language (including figurative language), structure, presentation, punctuation, considering the intention and impact on the reader. This should include summarising these features across the text