



Byfleet Primary School - Reading Skills Progression

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- word reading
- comprehension (both listening and reading).

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

Aspect	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word reading – phonic knowledge	Apply phonic knowledge and skills to decode words.	Continue to apply phonic knowledge and skills to decode words (until decoding is automatic and reading is fluent).				
Word reading – grapheme-phoneme correspondence	Respond speedily with the correct sound to graphemes for all 40 or more phonemes, including alternative sounds for graphemes where applicable.					



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Word reading – fluency	Reread books to improve their fluency and word reading.	Read most common words quickly and accurately, continuing to reread books to build their fluency and confidence.
Word reading – reading aloud	Read books aloud that are consistent with their phonic knowledge and do not require them to use other word-reading strategies.	Read books aloud that are consistent with their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
Word reading – contractions	Read words with contractions.	
Word reading – words containing GPCs	Read words of one or more syllables that contain taught GPCs.	Accurately read words of two or more syllables that contain known graphemes.
Word reading – blending	Read accurately by blending sounds in unfamiliar words containing taught GPCs.	Read accurately by blending the sounds in words that contain taught graphemes, recognising alternative sounds for graphemes.



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Word reading – prefixes, suffixes, morphology and etymology	Read words containing taught GPCs and word endings.	Read words containing common suffixes.	Apply their growing knowledge of age-appropriate root words, prefixes and suffixes to facilitate reading aloud.	Apply their growing knowledge of age-appropriate root words, prefixes and suffixes to read aloud and understand the meaning of new words.	Apply and explain their knowledge of age-appropriate root words, prefixes and suffixes (etymology and morphology) to read aloud and understand the meaning of new words.	Analyse the etymology and morphology of words to read aloud and understand the meaning of new words.
Word reading – common exception words	Read common exception and high-frequency words, noticing some unusual correspondences between spelling and sound, and where these occur in the word.	Read further common exception words, pointing out unusual correspondences between spelling and sound and where these occur in the word.	Notice words with unusual correspondences between spelling and sound when reading newly encountered vocabulary.	Identify and read further words with unusual correspondences between spelling and sound, drawing on their knowledge of familiar vocabulary.		
Comprehension – word meaning	Discuss the meanings of new words in their reading, drawing on known meanings.	Discuss and check the meanings of words, linking them to known and given vocabulary.	Explain the meaning of words based on the context, using a dictionary where appropriate.	Confidently explain the meaning of individual words, using a dictionary to check unfamiliar words and selecting the most appropriate meaning for the context.	Explore the meaning of words, including figurative language.	Analyse the meaning of words, including figurative language, and consider the impact of language on the reader.
Comprehension – recommending					Recommend books that they have read to their peers, giving reasons for their choices.	Recommend books that they have read for a range of purposes to their peers, giving persuasive and detailed reasons for their choices.
Comprehension – reading widely					Become familiar with a wide range of books, including those from other cultures and traditions.	Compare a wide range of books and identify fiction from our literary heritage.



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Comprehension – structure and purpose		Notice that non-fiction books are structured in different ways.	Read books for a range of purposes that are structured in different ways and describe their structure.	Read books that are structured in different ways and read for a range of purposes, identifying the purpose of the book and how it is structured.	Read books that are structured in different ways and read for an increasing range of purposes.	Read longer and more challenging books that are structured in different ways and read for an increasing range of purposes.
Comprehension – questioning and explaining	Give a simple explanation about the information, characters and events in books or texts that have been read to them.	Answer and ask simple questions about age-appropriate texts that they listen to and those that they read for themselves, explaining what they have learned.	Ask simple questions to improve their understanding of a text.	Ask a range of questions to improve their understanding of an age-appropriate text, often trying to find more information to solve a problem for themselves.	Ask a range of questions to improve their understanding of what they have read, appropriate to the task, and give clear explanations and reasons for their views.	Ask targeted, well-worded questions to improve their understanding of a text, giving focused explanations, presentations and detailed reasons for their views.
Comprehension – predicting	Predict what might happen from what has been read so far.	Make plausible predictions about what might happen from what has been read so far.	Make increasingly plausible predictions based on details stated in the text and their wider knowledge.	Predict what might happen from details stated in the text, giving some examples.	Give evidence from more challenging texts to support their predictions, relying mainly on stated details.	Predict what might happen from details stated and implied.
Comprehension – inference	Make simple inferences from what is being said and done in a text.	Make inferences from what is being said and done.	Draw inferences supported with some evidence from the text.	Draw inferences supported with evidence from the text.	Make inferences supported with specific evidence and distinguish between statements of fact and opinion.	Make inferences, including distinctions between fact and opinion, and justify them with detailed, targeted evidence and extended written responses.
Comprehension – writer's craft	Discuss the importance of the title, information and events in a short text.	Discuss their favourite words and phrases in a text, giving simple reasons for their choices.	Make simple comments about the language, structure and presentation of a text, including words and phrases that capture the reader's interest.	Identify how language, structure and presentation contribute to meaning in a text, including imaginative or precise words and phrases.	Discuss the writer's use of language, structure and presentation in a range of texts, and how these contribute to meaning and effect.	Evaluate how language, structure and presentation contribute to meaning and effect across a wide range of challenging texts, considering why writers



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						have made particular choices.
Comprehension – retrieval	Identify and understand what is happening within a short piece of text.	Identify the main facts or events in simple texts.	Identify key details in a text in response to a retrieval question or research task.	Retrieve and record information from age-appropriate fiction and non-fiction texts, deciding on an appropriate level of detail for their purpose.	Retrieve, record and present a range of information from fiction and non-fiction texts.	Retrieve, record and present a range of relevant information from fiction and non-fiction texts, focusing on the evidence from the text.
Comprehension – understanding	Check that a simple text makes sense to them as they read and correct inaccurate reading with prompts, drawing on what they already know.	Check that age-appropriate texts make sense to them as they read and confidently correct inaccurate reading, drawing on taught background information and vocabulary.	Check that longer texts make sense to them and talk about what they have read independently, and important or new vocabulary.	Check that texts make sense to them, confidently explaining their understanding and word meanings.	Check that longer, more complicated texts make sense to them, clearly explaining their understanding and word meanings.	Check that longer, more complicated texts make sense to them, presenting their understanding in different ways.
Comprehension – genre and conventions	Recognise and say aloud predictable phrases from familiar genres of writing.	Recognise simple recurring literary language and conventions in taught fiction genres, non-fiction genres and poems.	Identify some themes and conventions in a range of books, texts and poetry.	Identify the main themes and conventions in a range of text types.	Discuss and compare the themes and conventions used in an increasing range of age-appropriate text types.	Analyse and compare the themes and conventions within and across a wide range of writing.
Comprehension – retelling and performing	Learn and recite some rhymes and poems by heart, retelling fairy stories, traditional tales and other stories.	Retell a range of stories, tales and fairy stories, and recite poems by heart with appropriate intonation to make the meaning clear.	Retell and perform a wide range of texts, including poetry and play scripts, showing understanding using a range of strategies.	Become familiar with a widening range of texts (fairy stories, myths and legends, fantasy, poems, plays, historical narratives), retelling or performing these orally	Prepare and perform a wide range of texts (fairy stories, myths and legends, fantasy, poems, plays, historical narratives), retelling these orally with	Prepare poems and plays to read aloud and perform, showing understanding through intonation, tone and volume so the meaning is clear to an audience.



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Comprehension – sequencing and summarising	Link what they read or hear to their own experiences and understanding of a topic or events.	Identify the sequence of events in a simple text, saying what happens next and why it happens.	Identify the main point of each paragraph in a short text.	Identify and summarise the main ideas drawn from more than one paragraph in longer texts.	Summarise the main ideas drawn from more than one paragraph, beginning to identify details that support the main idea.	Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main idea or ideas.
Comprehension – pleasure and motivation to read	Listen to, enjoy and talk about poems, stories and non-fiction texts.	Listen to, discuss and give views about a range of poems, stories and non-fiction texts with increasing motivation.	Listen to, read independently and discuss a range of fiction, poetry, plays, non-fiction and reference books, making enthusiastic and positive contributions in turn that show their understanding.	Listen to, read independently and discuss a range of fiction, poetry, plays, non-fiction, reference books and textbooks, making increasingly effective contributions in turn that show their understanding.	Read, discuss and enjoy a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks with enthusiasm and understanding, in a range of contexts.	Read, discuss and understand an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks with enthusiasm, building on their own and others' ideas and challenging views constructively.

with appropriate tone, volume and action.

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	Word Reading	Develop Pleasure of Reading	Discussion and Understanding	Book Knowledge and Handling
Reception	<p>Able to follow a story without pictures or props.</p> <p>Continues a rhyming string.</p> <p>Hears and says the initial sounds in words.</p> <p>Can segment the sounds in simple words and blend them together.</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Begins to read words and simple sentences.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experience of books.</p>	<p>Understands humour e.g. nonsense rhymes, jokes.</p> <p>Enjoys an increasing range of books</p>	<p>Listens and responds to ideas expressed by others in conversation or discussion.</p>	<p>Knows that information can be retrieved from books and computers.</p>
Early Learning Goal	<p>Read and understand simple sentences.</p> <p>Use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>Read some common irregular words.</p> <p>Demonstrate understanding when talking to others about what they have read.</p>			