



Progression in Reading Skills

Year Group	Key Objectives: Children should be taught to
Reception	<ul style="list-style-type: none">• Identify letters, words and sentences in the world around them.• Hold a book and turn pages from the bottom right hand side.• Read left to right across words and pages.• Understand that letters build into words with spaces in between.• Use visual information such as pictures to support phonic awareness• Use a reading finger to point to individual sounds and words and blend after sounding out complete words.• Blend to read at least simple CVC/CCVC/CVCC words and read at least Phase 2 and Phase 3 key words on sight.• Understand that capital letters and full stops demarcate sentences.• Retell what they have read and make predictions.• Answer simple literal questions about what a book is about.• Respond to class stories/book• Use their growing vocabulary within their writing.
Year 1	<ul style="list-style-type: none">• Use their growing phonetic knowledge as a primary source of decoding.• Use visual, meaning and structural clues to gain understanding of a text.• Read on sight Phase 3,4 and 5 key words.• Self- correct.• Gain fluency and expression by understanding the role of question marks, exclamation marks and speech marks and how they guide the reader.• Retell a text -picking out the key elements and using quotes and evidence from the text.• Make links between the text being read and others that are familiar to them.

	<ul style="list-style-type: none"> • Pick out features of key text types eg story, poem, instructions etc. • Comment on obvious features of language such as rhyme. • Comment on features of the text including letters in bold etc. • Comment on language choices. • Begin to answer questions based on inference. • Respond to class stories/book • Use their growing vocabulary within their writing.
Year 2	<ul style="list-style-type: none"> • Continue to use phonetic knowledge as a primary approach to working out unknown words identifying Phase 3,4 and 5 phonemes • Read with fluency and expression, taking account of the text type they are working on. • Use evidence from the text to answer a range of questions- both literal and inferential. • Identify key features of different text types. • Read aloud in class for their peer group regularly. • Explain their likes and dislikes about texts. • Read as a primary source of finding evidence about all class topics. • Respond to questions about texts in a written format depending on the nature and complexity of the question. • Find and copy exact words and phrases from a text to answer questions. • Read set amounts of text independently within a given time frame. • Respond to class stories/book. • Use their growing vocabulary within their writing.
Year 3	<ul style="list-style-type: none"> • Read with fluency expression and understanding. • Explain their understanding at regular intervals in a text and predict what might happen next or answer I wonder if... questions.

	<ul style="list-style-type: none"> • Read longer passages of text individually and within group and class situations. • Identify paragraphing and its role in the organisation of texts. • Read more complex pieces of text aloud, identifying key features and discussing with their peers why the author has organised their work in such a way. • Express personal responses to a text, giving reasons for their perceptions. • Make connections between a current text and those they have previously read. • Develop their ability to answer questions in a written format, responding to texts of growing complexity. • Find and copy exact words and phrases from a text to answer questions. • Use reading as the key method for researching class topics. • Read set amounts of text independently within a given time frame. • Respond to class stories/book. • Use their growing vocabulary within their writing.
Year 4	<ul style="list-style-type: none"> • Read texts of a growing complexity with fluency, expression and understanding. • Answer a range of questions based on responding to literal, organisational, inferential and structural analysis. • Dig deeper into texts, exploring key themes language structures and authors opinions. • Understand the effect of the writer's viewpoint on texts. • Continue to develop own likes and dislikes and ability to analyse the response of others to different texts. • Respond to texts by answering questions in a written format more often.

	<ul style="list-style-type: none"> • Find and copy exact words and phrases from a text to answer questions. • Use reading as the key method for researching class topics. • Read set amounts of text independently within a given time frame. • Respond to class stories/book. • Use their growing vocabulary within their writing.
Year 5	<ul style="list-style-type: none"> • Read texts of a growing complexity with fluency, expression and understanding. • Support all answers to questions about a text by making reference to direct quotations. • Answer a range of questions based on responding to literal, organisational, inferential, and structural analysis. • Identify features of a writers use of language. • Discuss authorial intention. • Respond to texts by answering questions in a written format weekly. • Find and copy exact words and phrases from a text to answer questions. • Use reading as the key method for researching class topics. • Read set amounts of text independently within a given time frame. • Respond to class stories/book. • Use their growing vocabulary within their writing.
Year 6	<ul style="list-style-type: none"> • Read texts of a growing complexity with fluency, expression and understanding. • Read a wide range of texts developing their ability to discuss key elements verbally and in written format.

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| | <ul style="list-style-type: none">• Answer questions based on literal analysis, inference and deduction, structure and organisational features.• Be given plenty of opportunities to answer questions succinctly or in greater depth according to the demands of the question.• Find and copy exact words and phrases from a text to answer questions.• Use their growing vocabulary within their writing.• Be able to complete class projects using independent inquiry and research skills in preparation for a Secondary Curriculum. |
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