

Date Palm Primary School Reading progression of skills

Purpose of Study:

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in this development. Reading enables pupils both to acquire new knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

The overarching aim for English in the national curriculum is to ensure that all pupils:

- achieve high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment.
- The national curriculum for English aims to ensure that all pupils: read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading appreciate our rich and varied literary heritage use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas

Skills	Nursery	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
children should: Decoding	Spot and suggest rhymes. Count or clap syllables in words. To show an awareness of rhyme and alliteration To recognise rhythm in spoken words	Identify the taught GPCs (the sounds that the letters make) including some digraphs. (RWI) Blend the taught sounds to read CVC, CVCC and CCVC words. (RWI) Read some taught common exception/ high frequency and familiar words. (LIT/RWI) Read sentences made up of words with	apply phonic knowledge to decode words read aloud phonically decodable texts re-read books to build fluency and confidence read simple sentences and understand the meaning including what a pronoun is (extra) speedily read all 40+ letters /groups for 40+ phonemes including alternative sounds for graphemes read Year 1 common exception words noting unusual correspondences between spelling and	apply phonic decoding until automatic and reading is fluent read common suffixes (-ed, -ing, -er, -est, -y, -er, -ment, -ful, -ness, -less, -ly) re-read books to build up fluency and confidence in word reading note punctuation to read with appropriate expression read accurately by blending, including alternative sounds for graphemes	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 they meet read further exception words, noting the unusual	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 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

		taught sounds and common exception words. (RWI)	sound (identifying where they appear) read polysyllabic words containing taught GPCs read common suffixes (-s, -es, -ing, -ed, -er and -est) read contractions and understand that the apostrophe represents the omitted letter(s) read accurately by blending taught GPCs develop some fluency and expression, pausing at full stops (extra)	read Year 2 common exception words, noting unusual correspondences read aloud books matched to phonic knowledge by sounding out unfamiliar words automatically read polysyllabic words containing above graphemes read most words quickly & accurately without overt sounding and blending	correspondences between spelling and sound, and where these occur in the word			
Phonics/RWI	Letters and sounds – Phase 1	Set 1a, Set1b, Set1c, Ditty, Red and Green Storybooks	Set 2, Set 3, purple, pink, orange yellow storybooks	Recap set 3 – blue, grey and comprehension				
Range of reading books	Engage in regular story times enjoying a range of well-known authors, illustrators and titles. Listen attentively and respond to what they hear with relevant questions, comments. Join in with repeated actions and phrases.	Read sentences made up of words with taught sounds and common exception words. (LIT) Listen to, talk about and respond to stories (rhymes and songs) with actions, relevant comments, questions; recalling key events and innovating. (C&L) To use non-fiction books to develop new	listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.	listen to, discuss and express 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.	listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks read books that are structured in different ways and reading for a range of purposes.	listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks read books that are structured in different ways and reading for a range of purposes.	Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks read books that are structured in different ways and read for a range of purposes make comparisons within and across books	Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks read books that are structured in different ways and read for a range of purposes make comparisons within and across books

		knowledge and vocabulary. (C&L)						
Familiarity with texts children should:	To show interest in illustrations and print in books and print in the environment.	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 (T4W) To talk about and respond with questions to non-fiction books recalling some facts with increasing explanation and vocabulary in response to questions. (T4W)	Recognise and join in with predictable phrases become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics (T4W, story maps)	become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales recognise simple recurring literary language in stories and poetry. (T4W, story maps)	Increase their familiarity with wide range of books, including fairy stories, myths and legends, and retell some of these orally identify themes and conventions in a wide range of books. (T4W, story maps)	Increase their familiarity with wide range of books, including fairy stories, myths and legends, and retell some of these orally identify themes and conventions in a wide range of books. (T4W, story maps)	increase 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 identify and discuss themes and conventions in and across a wide range of writing. (T4W, story maps)	increase 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 identify and discuss themes and conventions in and across a wide range of writing. (T4W, story maps)
Poetry and performance children should:	To listen to and join in with stories and poems, one to one and also in small groups . To join in with repeated refrains in rhymes and stories. To use intonation, rhythm and	To listen and sing nursery rhymes and songs, recalling whole songs and rhymes singing some independently and performing in groups / independently for others.	Learn to appreciate rhymes and poems, and to recite some by heart (T4W, story maps)	continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear (T4W, story maps)	prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action recognise some different forms of poetry (T4W, story maps)	prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action recognise some different forms of poetry (T4W, story maps)	learn 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 (T4W, story maps)	learn 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 (T4W, story maps)

	phrasing to make the meaning clear to others.							
Word meanings children should:	To build up vocabulary that reflect the breadth of their experiences.	Talk about elements of a topic using newly introduced vocabulary	discuss word meanings and link new meanings to words already known (Word Aware)	discuss and clarify the meanings of words and link new meanings to known vocabulary discuss their favourite words and phrases (Word Aware)	use dictionaries to check the meaning of words that they have read (Word Aware)	use dictionaries to check the meaning of words that they have read (Word Aware)	use dictionaries to check the meaning of words that they have read (Word Aware)	use dictionaries to check the meaning of words that they have read (Word Aware)
Understanding children should:	To know that print carries meaning and in English, is read from left to right and top to bottom.	Understand how to listen carefully. Respond to stories (rhymes and songs) with actions, relevant comments, questions, recalling key events. Talk about elements of a topic using newly introduced vocabulary and extending sentences using a range of conjunctions to offer extra explanation and detail.	draw on what they already know or on background information and vocabulary provided by the teacher be encouraged to link what they read or hear read to their own experiences check that the text makes sense to them as they read and correct inaccurate reading answer simple retrieval questions about a text and find evidence to support answers (Reading as a Reader, shared reading)	discuss the sequence of events in books and how items of information are related draw on what they already know or on background information and vocabulary provided by the teacher make links between a current book and those already read check that the text makes sense to them as they read and correct inaccurate reading	check that the text makes sense to them, discuss their understanding and explain the meaning of words in context ask questions to improve their understanding of a text identify main ideas drawn from more than one paragraph and summarise these identify morals and messages in a story	check that the text makes sense to them, discuss their understanding and explain the meaning of words in context ask questions to improve their understanding of a text identify main ideas drawn from more than one paragraph and summarise these identify morals and messages in a story	check that the book makes sense to them, discuss their understanding and explore the meaning of words in context ask questions to improve their understanding summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas	check that the book makes sense to them, discuss their understanding and explore the meaning of words in context ask questions to improve their understanding summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.
Inference children should:	To begin to understand 'why' and 'how' questions.	To begin to interpret stories, rhymes and poetry; making	discuss the significance of the title and events	make inferences on the basis of what is being said and done	draw inferences such as inferring characters' feelings, thoughts and	draw inferences such as inferring characters' feelings, thoughts and	draw inferences such as inferring characters' feelings, thoughts and	draw inferences such as inferring characters' feelings, thoughts and

		suggestions for actions and events (images and text)	make inferences on the basis of what is being said and done	answer and ask questions	motives from their actions justify inferences with evidence	motives from their actions justify inferences with evidence	motives from their actions, and justify inferences with evidence	motives from their actions, and justify inferences with evidence
Prediction children should:	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.	predict what might happen on the basis of what has been read so far	predict what might happen on the basis of what has been read so far	predict what might happen from details stated and implied	predict what might happen from details stated and implied	predict what might happen from details stated and implied	predict what might happen from details stated and implied
Fluency and phrasing: *Reading speeds are approximate guides to average words per minute; pace of reading is only one indicator of fluency.	To recognise familiar words and signs such as name and advertising logos.	Reception *25 wpm Children learn to: recognise and read their name automatically. join in with a refrain during group recitation; recite some familiar rhymes and songs by heart; recite rhymes to a given rhythm, perhaps marching or clapping to the beat. sing the alphabet with support; begin to read words and simple sentences, showing	Year 1 * 70 wpm Children learn to: recite some familiar complete rhymes and songs by heart; recognise and join in with predictable phrases; read on sight the words for Y1; sound and blend unfamiliar printed words quickly and accurately using their phonemic knowledge and skills; read aloud, checking that it 'sounds right' and that the text makes sense to them; with support, notice sentence punctuation; re-read favourite books to	Year 2 *90 wpm Children learn to: continue to apply phonemic knowledge and skills until automatic decoding has become embedded and reading is fluent (<i>e.g. yellow-grey book</i>); read unfamiliar words containing all common graphemes, accurately and without undue hesitation, by sounding them	Year 3 *120wpm Children can recite some poems (or songs) by heart, in groups and sometimes alone, building confidence and fluency; read age-appropriate books accurately and at a speed that is sufficient for them to focus on understanding, rather than on decoding individual words; read new words outside their spoken vocabulary, making a good	Year 4 *140 wpm Children learn to: read words speedily by working out the pronunciation of unfamiliar printed words (decoding) and recognising familiar words; sight-read a wide range of exception words (Y3-4 list and similar); with support, notice where commas create phrasing within sentences; read with expression, using the punctuation to support meaning, including multi-clause sentences.	Year 5 * 150 wpm Read aloud a wider range of age-appropriate poetry and other texts with accuracy and at a reasonable speaking pace; read most words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity. prepare readings using appropriate intonation to show their understanding; notice more	Year 6 *160-200+ wpm Children show that they can: read age-appropriate texts fluently and with confidence; learn and recite a wider range of poetry, sometimes by heart; read aloud and perform poems and plays, showing understanding through intonation, tone and volume so that the meaning is clear to the audience; notice and respond to punctuation and

		<p>understanding by the way they say it; sight-read familiar labels and words in the environment e.g. Class 1, crayons, Toilets; recognise and independently read some common exception words with automaticity.</p>	<p>themselves, to gain confidence with word reading and fluency.</p>	<p>out in books that are matched closely to word reading knowledge; recite familiar poems by heart; read many Y2 CE words automatically by sight; read most words quickly and accurately when they have been frequently encountered, without overt sounding and blending; check that the text makes sense to them as they read, and correct inaccurate reading; use expression appropriately to support the meaning of sentences, including those which use subordination.</p>	<p>guess at pronunciation; when reading aloud, speak audibly and with growing fluency; read on sight all Y2 CE words and some further exception words for Y3-4; gradually internalise the reading process to read silently.</p>	<p>recite whole poems with growing awareness of the listener; as decoding becomes more secure, become independent, fluent and enthusiastic readers.</p>	<p>sophisticated punctuation e.g. of parenthesis, and use expression; accordingly, read silently and then discuss what they have read; sight-read all Y3-4 exception words and some Y5-6 words (and similar) with automaticity.</p>	<p>phrasing when reading aloud; gain, maintain and monitor the interest of the listener; automatically read a wide range of exception words, including the Y5-6 list and similar words which occur in texts.</p>
<p>Authorial intent children should:</p>	<p>To build up vocabulary that reflects the breadth of</p>	<p>To use vocabulary and forms of speech that are increasingly influenced by their</p>	<p>To discuss word meaning and link new meanings to those already known.</p>	<p>To discuss and clarify the meanings of words, linking new</p>	<p>discuss words and phrases that capture the</p>	<p>discuss words and phrases that capture the reader's interest and imagination</p>	<p>identify how language, structure and presentation contribute to meaning</p>	<p>identify how language, structure and presentation contribute to meaning</p>

	their experiences	experiences of books.		meanings to vocabulary.	reader's interest and imagination identify how language, structure, and presentation contribute to meaning	identify how language, structure, and presentation contribute to meaning	discuss and evaluate how authors use language, including figurative language and consider the impact on the reader	discuss and evaluate how authors use language, including figurative language and consider the impact on the reader
Non-fiction children should:	To know that information can be relayed in the form of print.	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 a wide range of non-fiction at a level beyond that at which they can read independently	be introduced to non-fiction books that are structured in different ways	retrieve and record information from non-fiction texts	retrieve and record information from non-fiction texts	distinguish between statements of fact and opinion retrieve, record and present information from non-fiction texts	distinguish between statements of fact and opinion retrieve, record and present information from non-fiction texts
Discussing reading children should:	Talk about and respond to stories (rhymes and songs)	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.	participate in discussion about what is read to them by taking turns and listening to what others say explain clearly their understanding of what is read to them	participate in discussion about books, poems & other works that are read to them & those that they can read for themselves by taking turns and listening to what others say explain and discuss their understanding of books, poems and	participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say	participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say	recommend books that they have read to their peers and giving reasons for their choices participate in discussions about books, building on their own and others' ideas and challenging views courteously	recommend books that they have read to their peers and giving reasons for their choices participate in discussions about books, building on their own and others' ideas and challenging views courteously

		<p>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.</p>		<p>other material, both those that they listen to and those that they read for themselves</p>			<p>explain and discuss their understanding of what they have read, including through formal presentations and debates provide reasoned justifications for their views</p>	<p>explain and discuss their understanding of what they have read, including through formal presentations and debates provide reasoned justifications for their views</p>
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