English – Reading Skills and Concepts Progression

	CLASS ONE	CLASS TWO		CLASS THREE		CLASS FOUR	
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading Word	Read and understand simple sentences Use phonic knowledge to decode regular words Read regular words aloud Read some irregular words Continues a rhyming string	Apply phonic knowledge to decode words. Know 40+ phonemes and graphemes, know alternative sounds. Blend sounds accurately in unfamiliar words. Read words with suffixes, e.g, -ing. Read common tricky words. Read words with more than one syllable. Read words with contractions Read aloud accurately applying known phonic knowledge. Re-read books with fluency and confidence.	Continue to apply phonic knowledge to decode words until embedded and reading is fluent. Read accurately by blending sounds in words, especially alternative sounds. Read words with common suffixes. Read common tricky words. Read words with two or more syllables. Read frequently encountered words quickly and accurately. Read aloud books suited to improving phonic knowledge including sounding out unfamiliar words accurately. Re-read books with fluency and confidence.	Apply knowledge of root words, prefixes and suffixes. Read common tricky words, noting the unusual correspondence between spelling and sound. Test out different pronunciations in longer words. Teaching should be aimed more at developing vocabulary and breadth of reading.	Apply knowledge of root words, prefixes and suffixes to understand the meaning of new words. Read common tricky words, noting the unusual correspondence between spelling and sound. Work out any unfamiliar words.	No direct teaching of reading word skills for almost all pupils. Work out any unfamiliar words. Pay attention to new vocabulary, meaning and pronunciation.	No direct teaching of reading word skills for almost all pupils. Read a wide range of fiction and non-fiction with different form and authors, particularly whole books, short stories, poems and plays. Re-read books to increase familiarity and provide a basis for making comparisons.
Comprehension	Demonstrate understanding when discussing	Listen to and discuss a wide range of texts beyond what can	Listen to, discuss and express views on a wide range of texts beyond what can be read independently.	Increase familiarity with a wide range of books.	Independently justify views about what has been read.	Read books for a range of purposes.	Learn new vocabulary. Make inferences referring to all aspects of the text.

what they have read	be read independently.	Discuss the sequence of events in books and how information is related.	Read books that are structured in different ways.	Identify themes in a wide range of texts.	Increase familiarity with a wide range of books, including books from other cultures and traditions.	Know the purpose, audience and context for writing and use this knowledge to support comprehension.
Know information can come from books and computers	Link what has been read to own experiences.	Begin to use alphabetical ordered texts.	Use dictionaries to check meaning of words.	Discuss words and phrases that capture a readers interest and imagination.	Recommend books to others and give reasons for this.	Clearly identify the writer's viewpoints and explain this with specific evidence from the text. Explain how this has an effect on the reader.
	Retell familiar key stories.	Become increasingly familiar with retelling a wider range of texts.	Recognise themes in a wide range of texts.	Talk about the authors purpose.	Identify and discuss themes across a wide range of texts.	Know how figurative language, vocab choice, grammar, text structure and organizational features present meaning in a text. Evaluate this.
	Check text makes sense.	Relate stories to own experiences.	Discuss words and phrases that capture a readers interest and imagination.	Discuss understanding and explain meaning of words in context.	Make simple comparisons across texts – characters, events, etc.	
	Discuss the effect of titles and main events.	Look at the structure of a variety of non-fiction books.	Recognise different forms of poetry.	Generate and ask questions to improve understanding of a text.	Skim and scan a text to find information efficiently.	Discuss how a writer's language choices contribute to the overall effect on the reader .
	Make predictions about the main events of a text.	Identify basic themes in a text.	Skim and scan a text to find information.	Draw inferences from characters feelings, thoughts and motives for their actions. Justify this with evidence.	Ask probing questions to improve understanding od a text.	Study the setting, plot and characterization and the effect of these.
	Talk about what they have heard and explain their understanding of this.	Consider the meaning of words, linking new meaning to known vocabulary, e.g. when adding the prefix un- unhappy.	Discuss understanding and explain meaning of words in context. Ask questions to improve understanding of a text.	Predict what may happen from details stated and implied.	Make accurate predictions about what may happen from details stated and implied.	Make critical comparisons across texts.
	Make inferences on the basis of what is being said and done.	Discuss interesting/favourite words and phrases.	Draw inferences from characters feelings, thoughts and motives for their actions.	Identify how language, structure and presentation contribute to meaning.	Study authors in depth.	Study authors in depth.
		Understand texts by drawing on previously learnt or background information.	Predict what may happen from details stated and implied.	Retrieve and record information from non-fiction.	Discuss and evaluate how the authors choice of language impacts on the reader.	Compare and identify features used by writers from different periods.
		Check text makes sense and correct inaccurate reading.	Identify main ideas drawn from text and summarise these.	Make comparisons with texts.	Distinguish between statements of fact and opinion.	Discuss own understanding of a text maintaining a focus on the topic and provide justification for this.
		Answer and ask questions about a text.	Identify how language, structure and presentation contribute to meaning.	Know the difference between facts and opinion.	Retrieve, record and present information from non-fiction.	Build on others view of a text and challenge ideas.
		Make predictions about the main events of a text.	Consider the difference between facts and opinion.		Discuss own understanding of a text provide justification for this.	
		Make inferences on the basis of what has been read so far.	Know how to locate key information in non-fiction texts. Participate in discussions about books read to them and read by them.		Build on own and others view of a text.	
		Begin to understand the effect of words or phrases, e.g. repeated words.				