

Rockmount Primary School
Skills Progression Document
Reading

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding and Fluency	<ul style="list-style-type: none"> Join in with well-known or repeated phrases in stories which are read to them. Decode and blend CVC and then CCVC words. 	<ul style="list-style-type: none"> Children read confidently by decoding using the sounds they have been taught so far. They have a growing number of words they can read automatically. To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes. To read words containing -s, -es, -ing, -ed and -est endings. To read words with contractions, e.g. I'm, I'll and we'll. 	<ul style="list-style-type: none"> To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. Children can read at a speed of 90 words per minute in age appropriate texts. Children develop expression when reading aloud, particularly where characters are speaking in a story. 	<ul style="list-style-type: none"> Fluency is developed by echo and choral reading in Whole class reading. 	<ul style="list-style-type: none"> Fluency continues to be developed through choral reading. Children can read silently and aloud, reading fluently enough to gain the meaning from the text, re-reading where necessary. Children can use expression confidently when reading aloud. 	<ul style="list-style-type: none"> Fluency is promoted in whole class sessions through choral reading of short extracts. Children can read silently; they recognise words automatically and group words quickly to help them gain meaning from what they read. Fluent readers read aloud effortlessly and with expression. Their reading sounds natural, as if they are speaking. 	<ul style="list-style-type: none"> Children can read silently; they recognise words automatically and group words quickly to help them gain meaning from what they read. Fluent readers read aloud effortlessly and with expression. Their reading sounds natural, as if they are speaking.
Retrieval	<ul style="list-style-type: none"> Children can answer simple recall questions about stories without pictures or prompts. 	<ul style="list-style-type: none"> Children can answer questions about what has just happened in a story. 	<ul style="list-style-type: none"> Children can explain their understanding of independent reading by answering simple questions about what they have just read. 	<ul style="list-style-type: none"> Children begin to learn the skill of 'skim and scan' to retrieve details. Children begin to use quotations from the text. 	<ul style="list-style-type: none"> Children confidently skim and scan texts to record details, using relevant quotes to support their answers to questions. 	<ul style="list-style-type: none"> Children confidently skim and scan, and also use the skill of reading before and after to retrieve information. They use evidence from across larger sections of text. 	<ul style="list-style-type: none"> Children confidently skim and scan, and also use the skill of reading before and after to retrieve information. They use evidence from across whole chapters or texts.
Inference and Prediction	<ul style="list-style-type: none"> Children can infer meaning about characters' feelings using pictures and verbally link these to their own experience. 	<ul style="list-style-type: none"> Children make inferences about characters' feelings using what they say and so to infer basic points with direct reference to the pictures and words in the text. Children make simple predictions based on the story and on their own life experience. They can begin to explain these ideas verbally or through pictures. Adults might scribe their ideas. 	<ul style="list-style-type: none"> Children make inferences about characters' feelings using what they say and so to infer basic points and begin, with support to pick up on more subtle references. Children make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them. 	<ul style="list-style-type: none"> Children can infer characters' feelings, thoughts and motives from their stated actions. They begin to justify them by referencing a specific point in the text. Children use relevant prior knowledge to make predictions and justify them. They are taught the skill of using details from the text to form further predictions. 	<ul style="list-style-type: none"> Children can infer characters' feelings, thoughts and motives from their stated actions. They will consolidate the skill of justifying them using a specific reference point in the text. Use relevant prior knowledge as well as details from the text to form predictions and to justify them. They are taught to monitor these predictions and compare them with the text as they read on. 	<ul style="list-style-type: none"> Children can infer characters' feelings, thoughts and motives, giving one or two pieces of evidence to support the point they are making. They begin to draw evidence from more than one place across a text. Predictions are supported by relevant evidence from the text. Children confirm and modify predictions as they read on. 	<ul style="list-style-type: none"> Children can infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made. They can draw evidence from different places across the text. Predictions are supported by relevant evidence from the text. Children confirm and modify predictions in light of new information.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary/ Clarifying	<ul style="list-style-type: none"> Children increasingly use vocabulary and forms of speech that are influenced by their experiences of books. Children use talking about books to clarify their thinking, ideas and feelings. Eg linking to their own experiences. 	<ul style="list-style-type: none"> Children discuss new word meanings and link them to words they already know. 	<ul style="list-style-type: none"> Discuss and clarify the meanings of new words, linking new meanings to known vocabulary Begin to use a range of skills (such as morphology and word classes) to identify the meaning of unknown words to help place them into context. 	<ul style="list-style-type: none"> Children begin to find the meaning of new words using substitution within a sentence. Begin to discuss authors' choice of words and phrases for effect. Children identify vocabulary that captures the reader's interest. 	<ul style="list-style-type: none"> Children find the meaning of new words using the context of the sentence. They also link new words to other words they already know. Children discuss vocabulary used to capture readers' interest and imagination. 	<ul style="list-style-type: none"> Children 'read around the word' and explore its meaning in the broader context of a section or paragraph. Children evaluate the use of authors' language and explain how it has created an impact on the reader. 	<ul style="list-style-type: none"> Children 'read around the word' and independently explore its meaning in the broader context of a section or paragraph. Analyse and evaluate the use of language, including figurative language and how it is used for effect, using terminology such as metaphor, simile, analogy, imagery, style and effect.
Text Structure and Organisation	<ul style="list-style-type: none"> Children recognise that information can be relayed in the form of print. 	<ul style="list-style-type: none"> Children recognise some typical characters and settings of fairy stories and traditional tales (book work). Understand the difference between fiction and non-fiction. 	<ul style="list-style-type: none"> Children recognise and describe some typical features, similarities and differences between fiction and non-fiction texts. They can describe the overall structure of a story, including how the beginning introduces story and the ending concludes the action. 	<ul style="list-style-type: none"> Children recognise and name some different forms of poetry. In non-fiction texts children can use the contents and glossary to locate it information. 	<ul style="list-style-type: none"> Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza. 	<ul style="list-style-type: none"> Children can use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts. They can distinguish between fact and opinion. 	<ul style="list-style-type: none"> Children can retrieve, record and present information from non-fiction texts. Explain major differences between text types.
Summarising	<ul style="list-style-type: none"> Children recall and order key events from the text. They use a story line or narrative in their role play and small world play. 	<ul style="list-style-type: none"> Children retell and order events from the text. They begin to discuss how events are linked. 	<ul style="list-style-type: none"> Children retell and order events from the text. They begin to discuss how events are linked. They are able to focus on the main content of the story. 	<ul style="list-style-type: none"> Begin to distinguish between the important and less important information in a text. They are able to give a brief verbal summary of. Teachers begin to model how to record summary writing. 	<ul style="list-style-type: none"> Children use skills developed in year 3 and are able to write a brief summary of main points, identifying and using important information. 	<ul style="list-style-type: none"> Children begin to make connections between information across the text and include this information in their written summaries. 	<ul style="list-style-type: none"> Children summarise information from across a text and link information by analysing and evaluating ideas between sections of the text.
Reviewing and Performing	<ul style="list-style-type: none"> Children can join in with familiar rhymes. 	<ul style="list-style-type: none"> Children can state whether they like a story or poem. Children recognise and join in with predictable phrases. Recite some poems and rhymes by heart. Retell key fairy stories and traditional tales verbally. 	<ul style="list-style-type: none"> State which text they prefer and give a reason to support their opinion. Continue to build up a repertoire of poems learnt by heart, reciting some, with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> Write structured reviews of a text, stating which were their favourite parts and why. Prepare poems and play scripts to read aloud and to perform, showing understanding through volume and action. 	<ul style="list-style-type: none"> Write structured reviews of a text, evaluating the overall text as well as reviewing specific elements. Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. 	<ul style="list-style-type: none"> Recommend to their peers orally and in writing books that they have read. Give reasons for recommendations. Write independent reviews of a text. Prepare 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. 	<ul style="list-style-type: none"> Recommend books that they have read to wider audiences e.g. on-line, local library. Write independent reviews and give reasons for specific recommendations. Explain and discuss their understanding of what they have read through formal presentations. Learn a wider range of poetry by heart.