Reading Skills Progression
CELT

Section 1: Word Reading						
Decoding						
Birth to 3 **3 – 4 years** **Reception** **ELG**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Enjoy sharing books with an adult. Pay attention and respond to the pictures or the words. Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Say a sound for each letter in the alphabet and at least 10 digraphs.	To apply phonic knowledge and skills as the route to decode words. To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes, including, where applicable, the alternative sounds for graphemes To read accurately by blending sounds in unfamiliar words containing GPCs they have been taught. To read words containing taught GPCs. To read words containing GPCs and - -s, -es, -ing, -ed and –est endings. To read words of more than one syllable that contain taught GPCs. To read words with contractions, e.g. I'm, I'll and we'll and understand that the apostrophe represents omitted letters.	To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. To accurately read most words of two or more syllables that contain taught graphemes. To read most words containing common suffixes (see appendix)	To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.*See *Appendix 1* To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.*See *Appendix 1*	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. To apply their knowledge of all Year 3/4 root words, prefixes and suffixes to read aloud fluently. * *See Appendix 1* and the Year 3 prefix and suffix objectives.	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. To apply their growing knowledge of root words, prefixes and suffixes including -cial, -tial, -ant/-ance/-ancy, -ent/- ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently. (*see Appendix 1) To read words with silent letters accurately. To understand the use of a hyphen to make a compound word.	To read fluently applying their full knowledge of all Y5/ Y6 exception words, root words, prefixes, and Suffixes (see appendix 1) and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. To apply their full knowledge of root words, prefixes and suffixes covered in the KS2 curriculum.

Section 1: Word Reading						
Word Recognition - Common exception words						
Birth to 3 **3 – 4 years** **Reception** **ELG**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words	To read Y1 common exception words (*see Appendix 1), noting unusual correspondences between spelling and sound and where these occur in words.	To read most Y1 and Y2 common exception words (*see Appendix 1), noting unusual correspondences between spelling and sound and where these occur in the word.	To begin to read Y3/Y4 exception words (*see Appendix 1), noting the unusual correspondences between spelling and sound, and where these occur in the word.	To read all Y3/Y4 exception words (*see Appendix 1), discussing the unusual correspondences between spelling and sound, and where these occur in the word.	To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word. To read and understand the meaning of homophones including: aisle/isle, aloud/allowed, affect/effect, ascent/assent. bridal/bridle, cereal/serial, compliment/complement, descent/dissent, desert/dessert, draft/draught, father/father, guessed/guest, heard/herd, led/lead, morning/mourning, past/passed, precede/proceed, principal/principle, profit/prophet, stationary/stationery, steal/steel, wary/weary, who's/whose *See Appendix 1* To know that nouns end ce and verbs end se and use these to infer understanding of the words: advice/advise. device/devise, licence/license, practise/practise, prophecy/prophesy	To read all Y5/ Y6 exception words (*see Appendix 1), discussing the unusual correspondences between spelling and sound and where these occur in the word. To read and understand the meaning of homophones in context (see Year 5 list <-) To know that nouns end ce and verbs end se and use these to infer understanding of the words (see Year 5 <-).

Section 1: Word Reading						
Fluency						
Birth to 3 **3 – 4 years** **Reception** **ELG**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Repeat words and phrases from familiar stories. Engage in extended conversations about stories, learning new vocabulary. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	To accurately read aloud texts that are consistent with their developing phonic knowledge and which do not require them to use other strategies to work out words. To reread texts to build up fluency and confidence in word reading.	To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. To reread these books to build up fluency and confidence in word reading. To read words accurately and fluently without overt sounding and blending when they have been frequently encountered, e.g. at over 90 words per minute, in age-appropriate texts.	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically for the majority of pupils. Any focus on word reading should support the development of vocabulary or using root words, suffixes and prefixes. However, adequate time should be given daily to allow pupils to develop reading fluency and stamina in age and ability appropriate texts (Accelerated Reader ability linked texts) and pupils should be given regular opportunities to read aloud with intonation that conveys understanding of what they are reading (whole class reading sessions).		

Section 2: Reading Comprehension						
Reading for understanding and correcting inaccuracies						
Birth to 3 **3 – 4 years** **Reception** **ELG**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Enjoy songs and rhymes, tuning in and paying attention. Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. Understand the five key concepts about print: • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	To check that a text makes sense to them as they read and to self-correct.	To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. To check that the text makes sense to them as they read and to self-correct inaccurate reading.	To check that the text makes sense to them, discussing their understanding and explaining meaning as they read. To use their understanding to self-correct inaccurate reading. To ask questions to improve their understanding.		To check that the text makes sense to them, discussing their understanding and exploring the meaning of words in context. To use their understanding to self-correct inaccurate reading. To ask questions to improve their understanding.	

Section 2: Reading Comprehension						
Understanding						
Birth to 3 **3 – 4 years** **Reception** **ELG**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Enjoy songs and rhymes, tuning in and paying attention. Engage in extended conversations about stories, learning new vocabulary Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; • Anticipate – where appropriate – key events in stories;	To understand what they have read and be able to answer questions using the stage-appropriate adapted content domains below: 1A) Draw on knowledge of vocabulary to understand texts 1B) Identify and explain key aspects of age-appropriate fiction and non-fiction texts such as characters, events, titles and information. 1C) Identify the sequence of events in texts 1D) Make inference from the text 1E) Predict what might happen based on what is said or done.	To understand what they have read and be able to answer the full range of SATS-style questions verbally and in writing linked to the KS1 Content Domains including: 1A) Draw on knowledge of vocabulary to understand texts 1B) Identify and explain key aspects of fiction and non-fiction texts such as characters, events, titles and information. 1C) Identify and explain the sequence of events in texts 1D) Make inference from the text 1E) Predict what might happen based on what has been read so far.	To understand what they have read and be able to answer questions using the stage-appropriate adapted content domains below: 2A) Give/ explain the meaning of words in context 2B) Retrieve and record information from a text 2C) Summarise the main ideas from one paragraph 2D) Make inferences from the text 2E) Predict what might happen from details stated 2F) Identify evidence 2G) Identify effective choices of words/phrases 2H) Make comparisons between texts.	To understand what they have read and be able to answer questions using the stage-appropriate adapted content domains below: 2A) Give/ explain the meaning of words in context 2B) Retrieve and record information from a text 2C) Summarise the main ideas from more than one paragraph 2D) Make inferences from the text and explain inferences from the text 2E) Predict what might happen from details stated and implied 2F) Identify evidence and explain how this contributes to the meaning as a whole 2G) Identify evidence and explain how meaning is enhanced by this choice of words/phrases 2H) Make comparisons between texts	To understand what they have read and be able to answer questions using the stage-appropriate content domains below: 2A) Give/ explain the meaning of words in context 2B) Retrieve and record information from a text 2C) Summarise the main ideas from more than one paragraph 2D) Make inferences from the text and explain and justify inferences from the text 2E) Predict what might happen from details stated and implied 2F) Identify evidence and explain how this contributes to the meaning as a whole 2G) Identify evidence and explain how meaning is enhanced by this choice of words/phrases 2H) Make comparisons within a text.	To understand what they have read and be able to answer the full range of SATS-style questions verbally and in writing linked to the KS2 Content Domains including: 2A) Give/ explain the meaning of words in context 2B) Retrieve and record information from a text 2C) Summarise the main ideas from more than one paragraph 2D) Make inferences from the text and explain and justify inferences from the text 2E) Predict what might happen from details stated and implied 2F) Identify evidence and explain how this contributes to the meaning as a whole 2G) Identify evidence and explain how meaning is enhanced by this choice of words/phrases 2H) Make comparisons within a text.

Section 2: Reading Comprehension						
Inference						
Birth to 3 **3 – 4 years** **Reception** **ELG**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Enjoy songs and rhymes, tuning in and paying attention. Engage in extended conversations about stories, learning new vocabulary Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Anticipate – where appropriate – key events in stories;	To make simple inferences based on what is being said and done.	To make inferences on the basis of what is being said and done.	To draw inferences from a text such as inferring characters' feelings, thoughts and motives from their actions. This may be independently or in response to a question.	To draw inferences from characters' feelings, thoughts and motives from their actions, supporting and justifying their views with evidence from the text.	To draw more complex and abstract inferences from characters' feelings, thoughts and motives from their actions, supporting and justifying their views with evidence from the text. To provide reasoned justifications for their views (PEE).	To draw inferences from characters' feelings, thoughts and motives from their actions, supporting and justifying their views with evidence from more than one location in the text. To consider different accounts of the same event and to infer and discuss viewpoints (both of authors and of fictional characters). To discuss how characters change and develop through texts by drawing inferences based on indirect clues from different locations within the same text. To provide reasoned justifications for their views using multiple pieces of evidence (PEEEE).

Section 2: Reading Comprehension						
Prediction						
Birth to 3 **3 – 4 years** **Reception** **ELG**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Pay attention and respond to the pictures or the words. Anticipate – where appropriate – key events in stories;	To predict what might happen on the basis of what has been read so far. To recognise and join in with predictable phrases.	To predict what might happen on the basis of what has been read so far.	To make predictions about what might happen from details in the text, giving evidence.	To make predictions about what might happen from details in the text and details implied in the text, giving evidence.	To make predictions based on details stated and implied, justifying them in detail with evidence from the text which is fully explained. *To provide reasoned justifications for their views (PEE).*	To make predictions based on multiple details stated and implied, justifying them in detail with evidence from the text which is fully explained. *To provide reasoned justifications for their views using multiple pieces of evidence (PEEEE).*

Section 2: Reading Comprehension						
Summarising						
Birth to 3 **3 – 4 years** **Reception** **ELG**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Sing songs and say rhymes independently, for example, singing whilst playing. Repeat words and phrases from familiar stories. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;	To become familiar with key stories, fairy stories and traditional tales. To retell familiar stories in increasing detail.	To discuss the sequence of events in books and how items of information are related.	To identify main ideas drawn from one paragraph and summarise these.	To identify the main ideas drawn from more than one paragraph and summarise these.	To identify main ideas drawn from more than one paragraph and summarise these giving clear evidence.	To summarise the main ideas drawn from more than one paragraph giving and explaining evidence which supports the main ideas.

Section 2: Reading Comprehension						
Discussion skills and recommendations						
Birth to 3 **3 – 4 years** **Reception** **Early Learning Goals**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Engage in extended conversations about stories, learning new vocabulary. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;	To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. To join in with discussions about a text, taking turns and listening to what others say. To discuss the significance of titles and events.	To participate in discussion about books, that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, **explaining** their understanding and expressing their views, taking turns and listening to others This should include fiction, non-fiction and classic and contemporary poetry. To become increasingly familiar with, and to retell, a wider range of stories, fairy stories and traditional tales. To ask and answer questions about a text.	To participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. To use appropriate terminology when discussing texts (plot, character, setting).	To participate in more detailed discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings) in discussion.	To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. To read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference books and texts books, including books structured in different ways and for different purposes and myths and legends, traditional stories, modern fiction, fiction from our own literary heritage and from other cultures and traditions. To recommend texts to peers based on personal choice.	To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. To read, discuss, compare and evaluate an increasingly wide range of fiction, poetry, plays, non-fiction, reference books and texts books, including books structured in different ways and for different purposes and myths and legends, traditional stories, modern fiction, fiction from our own literary heritage and from other cultures and traditions. To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.

Section 2: Reading Comprehension						
Identifying, comparing and contrasting						
Birth to 3 **3 – 4 years** **Reception** **Early Learning Goals**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Sing songs and say rhymes independently, for example, singing whilst playing. Engage in extended conversations about stories, learning new vocabulary. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;	To link what they have read or have read to them to their own experiences.	To recognise simple recurring literary language in stories and poetry. To make links between the text they are reading and other texts they have read (in texts that they can read independently).	To compare themes and characters within a text. To identify the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and to compare differences between text types.	To identify themes and conventions in a wide range of books. To compare texts from a wide variety of genres and writers. To identify the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and to compare differences between text types.	To identify and discuss themes and conventions in and across a wide range of writing. To compare characters, settings and themes within a text. To identify the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and to compare differences between text types.	To recognise more complex themes in what they read (such as loss or heroism). To compare characters, settings and themes within a text and across texts. To identify the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and to compare differences between text types. To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.

Section 2: Reading Comprehension						
Vocabulary: Words in Context and Authorial Choice						
Birth to 3 **3 – 4 years** **Reception** **Early Learning Goals**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
• print has meaning Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play	To discuss word meanings, linking new meanings to known vocabulary.	To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To discuss their favourite words and phrases.	*To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.* To identify how the author's choices of language contributes to meaning.	Discuss words and phrases used to capture the readers' interest and imagination. To identify how the author's choice of language, structure and presentation contributes to meaning.	To identify how the use of authors' language, structure and presentation create meaning and **explain how** this impacts on the reader (including figurative language).	To identify and evaluate how the use of authors' language, structure and presentation create meaning and **explain how** this impacts on the reader (including figurative language), using technical terminology such as metaphor, simile, analogy, imagery, style and effect. Use multiple pieces of evidence to explain.

Section 2: Reading Comprehension						
Poetry and Performance						
Birth to 3 **3 – 4 years** **Reception** **Early Learning Goals**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Enjoy songs and rhymes, tuning in and paying attention. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes. Copy finger movements and other gestures. Sing songs and say rhymes independently, for example, singing whilst playing. Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in a word Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;	To learn to appreciate rhymes and poems and to recite some by heart.	To continue to build up a repertoire of poems learned by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.	To prepare and perform poems and play scripts to read aloud showing awareness of the audience through intonation and action. To begin to use appropriate intonation and volume when reading aloud. To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).	To prepare and perform poems and play scripts to read aloud showing awareness of the audience through intonation, action, tone and volume. To use appropriate intonation and volume when reading aloud. To recognise and discuss an increased range of different forms of poetry (e.g. Haiku, Kenning, Narrative, free verse).	To learn a wider range of poetry by heart. To continually show an awareness of audience when reading out loud using intonation, tone, volume and action. To confidently perform texts (including poems learnt by heart) using a wide range of devices (intonation, tone, volume etc.) to engage the audience and for effect.	

Section 2: Reading Comprehension						
Non-fiction						
Birth to 3 **3 – 4 years** **Reception** **Early Learning Goals**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Understand the five key concepts about print: • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	*Listen to and discuss a wider range of poems, stories, and non-fiction at a level beyond which they can read independently.*	To be introduced to non-fiction books and recognise that they are often structured in different ways.	To retrieve and record information from a variety of non-fiction texts. To read books that are structured in different ways and for a range of purposes. To use dictionaries to check the meaning of words that they have read.	To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information (tables, fact boxes, headings, photos, captions etc.). To use dictionaries to check the meaning of words that they have read and thesaurus to find synonyms.	To use knowledge of texts and their organisational devices (i.e. tables, fact boxes headings, photos, captions etc.) to retrieve, record and discuss information from fiction and non-fiction texts.	To retrieve, record and present information from non-fiction texts. To use non-fiction materials for purposeful information retrieval (e.g. in reading in history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).

Section 3						
Question Types & direct skills teaching						
Birth to 3 **3 – 4 years** **Reception** **Early Learning Goals**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; • Anticipate – where appropriate – key events in stories;	Group work, activities linked to a text, play linked to a text and discussion exploring questions which look at: • Vocabulary • Retrieval • Sequencing • Inference • Prediction	• Vocab questions • Retrieval questions • Sequencing questions • Inference • Prediction .	• Go fetch (retrieval) • Scan and skim (retrieval) • Highlight and underline (retrieval and clarification) • Solve it, switch it, search it (vocabulary) • Decide, check write (retrieval from tables/for tables) • Summarise • Find and copy (retrieval and inference)	• Go fetch (retrieval) • Scan and skim (retrieval) • Highlight and underline (retrieval and clarification) • Solve it, switch it, search it (vocabulary) • Decide, check write (retrieval from tables/for tables) • Summarise • Referring to the text questions (inference and evidencing) • Find and copy (retrieval and inference) • PEE questions (inference & justification).	• Go fetch (retrieval) • Scan and skim (retrieval) • Highlight and underline (retrieval and clarification) • Solve it, switch it, search it (vocabulary) • Decide, check write (retrieval from tables/for tables) • Summarise • Suggest and impression questions (inference) • Referring to the text questions (inference and evidencing) • Find and copy (retrieval and inference) • PEE questions (inference & justification). • Author, reader effect questions (inference and authorial choices)	• Go fetch (retrieval) • Scan and skim (retrieval) • Highlight and underline (retrieval and clarification) • Solve it, switch it, search it (vocabulary) • Decide, check write (retrieval from tables/for tables) • Summarise • Suggest and impression questions (inference) • Referring to the text questions (inference and evidencing) • Find and copy (retrieval and inference) • PEE questions (inference & justification). • Author, reader effect questions (inference and authorial choices)

Created in line with and cross-referenced to the 2014 National Curriculum Programme of Study Statutory Requirements and EYFS Development Matters documents. Cross-referenced against the Twinkl Deep Dive Whole School Progression document.