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|  **Skills Progression Map** **English: Reading** Each skill at a glance for each year group so that planning can build on previous knowledge.Skills need to be identified on long term and medium-term planning for each hub*.* |
| **Skill** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Comprehension:Inference &Deduction | Talk about themain events in a textand highlight theimportant parts.Draw inferences from the text and or illustrations based on what is said or done.Predict based on the events in the text.Explain what theyunderstand about a text from what they have read.Locate specific information in the textto find answers tosimple questions.Recall straightforward informationabout characters.Link the title of a bookto its events.  | Show an ability to predict what happensnext based on what hasbeen read so far.Identify commentson main characters instories and the way they relate to one another.Extract informationfrom non-fiction textsappropriately. Usecontents, index, chapters, headings andglossary and use thisto summarise.Recall the qualities of a character.Make inferences about thoughts, feelings andactions.Use evidence in thetext to answer questionsLink characters behaviour to events inthe text. | Explore underlying themes and ideas referring to the text.Draw inferences such as inferring characters feelings, thoughts and motives from their actions.Ask questions to improve understanding of a text.Show an understanding of the main ideas and events with reference to the text.Develop an ability to skim materials to note down different views and arguments.Start to justify predictions by referring to the text.Use details stated and implied to build up predictions.Deduce from evidence in the text what characters are like or their motives based on events.Reread and read ahead to look for clues to determine the meaning of a character’s actions or words. | Make specific use ofthe text to provide reasonable justifications for predictions and opinions.Make reasonedjudgements on characters actions.Begin to distinguish between fact and opinion.Use clues from action,dialogue and description to establishmeaning.Infer meaning usingevidence from the textand wider experiences.Elaborate on own opinions whenresponding toquestions about a text.Identify the mainideas drawn from oneor more paragraphs and summarises these.Retrieve and recordinformation from non-fiction texts to usewithin own oral and/ororal responses. | Identify significant ideas, events and characters within narratives and their overall effect on the plot.Summarise the main ideas drawn from a text. Distinguish from fact and opinion.Start to use text marking to identify key information in a text.Retrieve, record and present information from non-fiction texts.Infer meaning using evidence from the text and wider experiences.Use clues from action, dialogue and description to interpret meaning.Refer to the text to support opinions and predictions. | Use scanning and text marking competently to find and identify key information.Make connections between other similar texts, prior knowledge and experience and explain the links.Use text marking to identify key information in a text. Summarise succinctly in note form or orally key information from different parts of a text.Skim and scan more complex and longer texts to find and collate information to establish the main idea.Compare characters viewpoints on events and other characters.Consider different accounts of the same event within a text.Apply the skills of information retrieval in contexts where they are genuinely motivated to find out information.Draw inferences from subtle clues across a complete text.Refer to the text to support and justify predictions/opinions (Point, Evidence, Explanation and Evaluation).Recognise why writers use a range of contrasting settings within a story.Identify ways in which characters change or develop over time. |
| Comprehension:Structure &Organisation | Retell key storiesorally using narrativelanguage in the correctsequence.Use the structure of astory when re-enactingor retelling.Understand thestructure of simplenon-fiction texts andexplain thedifference to narrative.Extract keyinformation fromreading.Understand and talkabout the main eventsor characters in aknown story.Discuss the different characteristics of poems, stories and non - fiction text types. | Discuss the sequence of events in books and how they relate to each other. Retell orally a range of familiar stories and traditional tales. Show an understanding of the main points in a text and retell the story. Recognise similarities in the plot or characters within different stories. Summarise the main points from a paragraph or text. Explain the features of text types studied so far and refer to them in reading | Identify the main themes and conventions in a wide range of books. (For example: the triumph of good over evil or the use of magical devices in fairy stories/folk tales). Discuss how the organisation of a narrative text type can vary. Identify how structure and presentation contribute to the overall meaning of a text. Retrieve and records information from non - fiction texts using knowledge of layout (use of contents and index pages).Understand that narrative books are structured in different ways such as adventure, quest or stories with a dilemma. Explain the features of text types studied so far and references to them in reading. | Identify, compare and contrast a range of plots, character types across a range of texts. Identify the features of a wide range of fiction text types, such as science fiction, issues and dilemmas. Make connections between texts and the wider world. Comment on the similarities of a range of different non -fiction texts. Recognise and comment on the use of presentational devices such as headings, numbers etc. Understand how punctuation can convey character. (For example: exclamation marks to affect tone of voice) | Identify the purpose and audience of a range of non -fiction texts.Evaluate the effectiveness of the layout and organisational features used within a text. Identify the effect of context on a text. (For example: historical or other cultures). Identify how language, structure and presentation contribute to the overall meaning of a text. Compare different versions of texts and comment on the differences/similarities. Recognise more complex themes such as loss or heroism in books. Identify grammatical features used by the writer.Know what information is needed and exactly where to look when using non - fiction texts. Evidence across the curriculum. | Compare and contrast the features of different narrative text types such as adventure, fantasy and myths. Explain how punctuation marks the grammatical boundaries of sentences and gives meaning. Recognise texts that contain features from more than one text type. Identify the style of different writers and poets; providing examples from different texts.Identify text type from phrases used and how effectively they are structured and/or laid out. Identify themes across longer texts and pick out the key points. Identify the grammatical features/ techniques used to create atmosphere, key messages and attitudes. Use structural and organisational features of a range of text types to sustain understanding |
| Comprehension:Vocabulary &Viewpoint | Say what they like or dislike about a narrative or poem. Recognise repetitive language and rhyme, whilst being able to suggest other rhyming words. Link own experience to what they read or hear. Understand and use terms referring to non - fiction features such as contents, page, author, headings. Navigate a text and is able to comment on the purpose of some organisational features. Talk about a favourite book or character. | Talk about favourite authors and genres of books, giving opinions.Know and recognise simple recurring literacy language in stories and contemporary/classical poetry. Justify views about characters, events or feelings. Use evidence in the text. Gain an overall impression of a text by making predictions about the contents/ subject of a book by skim reading. Begin to understand the effect of different words and phrases. Identify technical language and pick out alliteration, repetition and similes. | Use dictionaries to check the meaning of unfamiliar words.Explain and discuss own understanding of books, poems and other material, both those read aloud and those independently.Start to understand how choice of detail and language creates meaning beyond the literal. Explore figurative language (similes and metaphors) and the way it conveys meaning. Comment on the relationship between a poet and the subject of a poem. Evaluate specific texts with reference to text types. Make personal reflections about character descriptions Identify the language used to create mood and tension.Discuss words and phrases that capture the reader’s interest and imagination. | Discuss the authorschoice of technicallanguageLink own personalcomments to the text.Relate events andcharacters feeling toown experiences.Articulate a personalresponse to the author’s style and use of language.Express personalresponses which mayor may not reflect theauthor’s intent.Find and commenton words used toconvey feelings, moods and tension when responding to a text.Make personalreflections aboutcharacter descriptions.Explain with referenceto the text, the impactof words and phrasesthe author has chosento interest and hold thereader’s attention. | Explore and comment on the meaning of idiomatic and figurative language. Comment/ discuss confidently the author’s use of language for effect, such as precisely chosen adjectives, similes and personification. Identify grammatical features used by writers to impact on the reader (rhetorical questions, varied sentence lengths, starters and empty words). Express a reasoned personal viewpoint about texts. Give reasons linked back to the text. Present the author’s viewpoint of a text. Use some technical terms such as metaphor, simile, analogy, imagery, styleand effect to discusswhat has been read. | Identify formal and informal language. Express opinions about a text using PEE (Point, Evidence & Explanation) Compare and comment on texts by different authors on the same topic or different texts by the same author. Empathise with different character’s points of view. Comment and evaluate the effectiveness of how a text is set out. Comment on the features of a wide range of fiction including modern, other cultures/traditions and our literacy heritage. Show awareness of the writer’s craft by commenting on use of language, grammatical features and structure of texts.Explain and comment on explicit and implicit points of view. Present a counter argument in response to others points of view. |
| Word Reading:Decoding | **Letters and Sounds** Independent application of Phonics Phase 3 & 4. Use phonic knowledge to attempt unknown words. Work securely in phase 5. Blend phonemes to read CVC, CCVC and CVCC words. Work securely in phase 5. Blend and segment sounds in consonant clusters and use this knowledge in reading. Read words of one of more syllables that contain taught GPC’s. **National Curriculum** Able to match 40+ graphemes to their phonemes. Divide words into syllables such as pocket, rabbit and carrot. Read common compound words such as football, playground or farmyard. Read words with contractions like I’m or we’ll and recognise that the apostrophe represents omitted letters. Read words containing s, es, ing, ed, er or est endings or the prefix un. | **Letters and Sounds** Independent application of Phonics Phase 5. Blend and segment sounds in consonant clusters and long vowel phonemes in Phase 5. Use this knowledge in reading. Work Securely in Phase 6. Read words with common suffixes and prefixes. **National Curriculum** Decode automatically and fluently with books matched to their improving phonic knowledge. Read accurately by blending the sounds in words that contain the graphemes taught. (93- 95%) Recognise and read alternate sounds for graphemes. Read polysyllabic words from syllables. Read most words quickly and accurately when they have been frequently encountered without overt sounding and blending. Read most year 2 common exception words. | **National Curriculum**In most reading: Read longer texts independently. Test out different pronunciations. Recognise the functions of punctuation and use this to aid intonation when reading aloud. Understand how simple and complex sentences influence meaning. Apply knowledge of root words, prefixes and suffixes (etymology & morphology) to read aloud and understand the meaning of unfamiliar words. Read suffixes-ing, er, en, ation, ly and tion Read prefixes-dis, mis, il, im, re and in Understand the meaning of the following suffixes: re, sub, inter, super, anti, auto Read fluently words ending in sion, tion, cian and ssion. Read words with the k phoneme for “sc” (scheme, character, chemist, echo) Read exception words from the Y3 list, noting the unusual correspondences.Attempt the pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. | **National Curriculum** Across a range of reading: Select and read a range of appropriate texts fluently and accurately. Read silently and discuss what has been read. Use appropriate intonation to show their understanding. Understand how the meaning of sentences is shaped by punctuation, word order or connectives. Apply a growing knowledge of root words, prefixes and suffixes (etymology & morphology) to read aloud and understand the meaning of unfamiliar words. Read suffixes-ous (poisonous, mountainous, etc.) Read prefixes-dis, mis, il, im, re and in Consolidate understanding of the meaning of the following suffixes: re, sub, inter, super, anti, auto Read words with the “g” phoneme spelt as “gue” (tongue and league etc) Read words with the “s” phoneme spelt as “sc” (scene, fascinate)Use dictionaries to check the meaning of words Check a text makes sense by discussing understanding of words or explaining the meaning of a word in context. Read and interpret homophones and near homophones on the Y4 list such as ball/bawl, berry/bury, brake/ break, mail/male, plain/ plane, rain/rein/reign. | Use meaning seeking strategies to explore the meaning of words in context, across a range of texts.Understand how the meaning of sentences is shaped by punctuation, word order or connectives. Apply unusual letter patterns when segmenting to read.Understand how suffixes and prefixes affect meaning linked to: able & ible ably & ibly ough Use context to decipher homophones on the Y5 list, such as:advice/advise, device/devise, licence/license, practise/practice, prophecy/prophesy, farther/father, guessed/guest, heard/herd, led/lead, morning/mourning, past/passed and precede /proceed. | Read most words fluently.Attempt the pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. Read fluently and independently using punctuation to inform meaning. Prepare poems and plays to read aloud and to perform. Show understanding through intonation, tone, volume and action. Focus on all of the letters in a word so they do not for example, read invitation for imitation simply because they may be more familiar with the first word. Read accurately individual words, which might be key to the meaning of a sentence or paragraph. Understand how suffixes and prefixes affect meaning linked to: cious & tious cial & tial ant, ance, ence, ency & ancy Use context to support the meaning of homophones on the Y6 list such as:isle/aisle, aloud/allowed, affect/effect, altar/alter, ascent/assent, bridal/bridle, cereal/serial, compliment/complement, desert/dessert, draft/draught, principal/principle, profit/prophet and stationary/stationery. |
| Additional Strategies | Continue to use phonic knowledge to attempt unknown words. Use picture clues to help in reading simple text. Show awareness of the grammar of a sentence to help decipher new or unfamiliar words. Read on for meaning of the whole sentence. Self corrects while reading so that a text makes sense. | Understand how to use alphabetical texts to find information. Use illustrations as an important feature in aiding reading. Show awareness of the grammar of a sentence to help decipher new or unfamiliar words. Read on for meaning of the whole sentence. Use word patterns to predict new unfamiliar words. Demonstrate an ability to self-correct when a word/sentence does not make sense. | Use strategiesfrom the previousbands independentlyand effortlessly toensure that reading isfluent.Repeat short phrases if sense is lost.Experiment withdifferent voices toconvey mood andmeaning.Read ahead todetermine directionand meaning in a story | Use different voices toconvey mood andmeaning throughpreparing and presenting orally readpoems, stories, playscripts or non-fictiontext sections.Use contextualknowledge todetermine meaning.Use knowledge of textstructure to locateinformation | Use a range ofreading strategies fromprevious bands to work out any unfamiliar words. | Use knowledge ofword derivations andword formulation toconstruct the meaningof words in context. |