



St Andrew's CE Primary School
National Curriculum Skills Progression

Subject area: Reading

Curriculum leader: English Team

| | | MONTH BANDS | | EARLY LEARNING GOAL |
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| RECEPTION LILAC, PINK, RED, YELLOW & BLUE | 30-50 | <ul style="list-style-type: none"> Enjoys rhyming and rhythmic activities, shows awareness of rhyme and alliteration and recognises rhythm in spoken words Listens to and joins in with stories and poems, one to one and also in small groups. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Begins to be aware of the way stories are structured, suggests how the story might end and listens to stories with increasing attention and recall. Describes main story settings, events and principal characters, whilst showing an interest in illustrations and print in books and the environment. Recognises familiar words and signs such as own name and advertising logos. Looks at books at home independently, handles them carefully and knows how information can be relayed in print. Holds books the right way up, turns pages, reads from left to right/top to bottom in English and knows print can carry meaning. | Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read. | |
| | 40-60 | <ul style="list-style-type: none"> Continues a rhyming string, hears and says initial sounds in words. Segments the sounds in simple words and blends them together, knowing which letters represent some of them. Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books. Knows that information can be retrieved from books and computers. | | |

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| | BLUE, GREEN, ORANGE, TURQUOISE, PURPLE & GOLD | GOLD, WHITE, LIME & COPPER | LIME, COPPER, TOPAZ & RUBY | TOPAZ, RUBY, EMERALD, & SAPPHIRE | EMERALD, SAPPHIRE, DIAMOND & PEARL | SAPPHIRE, DIAMOND & PEARL |
| Comprehension: Inference & Deduction | <ul style="list-style-type: none"> Able to talk about the main events in a text and highlight the important parts. Begins to draw inferences from the text and or illustrations based on what is said or done. Makes predictions based on the events in the text. Explains what they understand about a text from what they have read. Locates specific | <ul style="list-style-type: none"> Shows an ability to predict what happens next based on what has been read so far. Identifies/comments on main characters in stories and the way they relate to one another. Extracts information from non-fiction texts appropriately using contents, index, chapters, headings and glossary and uses this to summarise. Ability to recall the qualities of a character. Makes inferences about | <ul style="list-style-type: none"> Explores underlying themes and ideas making reference to the text. Draws inferences such as inferring characters feelings, thoughts and motives from their actions. Asks questions to improve understanding of a text. Shows an understanding of the main ideas and events with reference to the text. Developing an ability to skim materials to | <ul style="list-style-type: none"> Makes specific use of the text to provide reasonable justifications for predictions and opinions. Makes reasoned judgements on characters actions. Distinguishes between fact and opinion. Uses clues from action, dialogue and description to establish meaning. Infers meaning using evidence from the text and wider experiences. Ability to elaborate on | <ul style="list-style-type: none"> Identifies significant ideas, events and characters within narratives and their overall effect on the plot. Summarises the main ideas drawn from a text, distinguishing from fact and opinion. Starts to use text marking to identify key information in a text. Retrieves, records and presents information from non-fiction texts. Infers meaning using evidence from the text and wider experiences. | <ul style="list-style-type: none"> Uses 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. Confidently uses text marking to identify key information in a text. Summarises succinctly in note form or orally key information from different parts of a text. Skims and scans more complex and longer texts to find and collate |

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| | <p>information in the text to find answers to simple questions.</p> <ul style="list-style-type: none"> Recalls straight forward information about characters. Links the title of a book to its events. | <p>thoughts, feelings and actions.</p> <ul style="list-style-type: none"> Uses evidence in the text to answer questions Links characters behaviour to events in the text. | <p>note down different views and arguments.</p> <ul style="list-style-type: none"> Starts to Justify predictions by referring to the text. Uses details stated and implied to build up predictions. Deduces from evidence in the text what characters are like or their motives based on events. Rereads and reads ahead to look for clues to determine the meaning of a characters actions or words. | <p>own opinions when responding to questions about a text.</p> <ul style="list-style-type: none"> Identifies the main ideas drawn from one or more paragraph and summarises these. Retrieves and records information from non-fiction texts to use within own oral and/or oral responses. | <ul style="list-style-type: none"> Uses clues from action, dialogue and description to interpret meaning. Refers to the text to support opinions and predictions. | <p>information to establish the main idea.</p> <ul style="list-style-type: none"> Compares characters viewpoints on events and other characters. Considers different accounts of the same event within a text. Independently applies the skills of information retrieval in contexts where they are genuinely motivated to find out information. Draws inferences from subtle clues across a complete text. Refers to the text to support and justify predictions/opinions (Point, Evidence, Explanation and Evaluation). Recognises why writers use a range of contrasting settings within a story. Identifies ways in which characters change or develop over time. |
| <p>Comprehension: Structure & Organisation</p> | <ul style="list-style-type: none"> Retells key stories orally using narrative language in the correct sequence. Uses the structure of a story when re-enacting or retelling. Understands the structure of simple non-fiction texts and can explain the difference to narrative. Able to extract key information from reading. Understands and talks about the main events or characters in a known story. Discusses the different | <ul style="list-style-type: none"> Discusses the sequence of events in books and how they are related to each other. Retells orally a range of familiar stories and traditional tales. Shows an understanding of the main points in a text and retells the story. Recognises similarities in the plot or characters within different stories. Ability to summarise the main points from a paragraph or text. Explains the features of text types studied so far and references to them in reading. | <ul style="list-style-type: none"> Is able to 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). Ability to discuss how the organisation of a narrative text type can vary. Identifies how structure and presentation contribute to the overall meaning of a text. Retrieves and records information from non-fiction texts using knowledge of layout (use of contents and index pages). | <ul style="list-style-type: none"> Identifies compares and contrasts a range of plots, character types across a range of texts. Ability to identify the features of a wide range of fiction text types, such as science fiction, issues and dilemmas. Makes connections between texts and the wider world. Comments on the similarities of a range of different non-fiction texts. Recognises and comments on the use of presentational devices such as headings, numbers etc. Understands how | <ul style="list-style-type: none"> Independently identifies the purpose and audience of a range of non-fiction texts. Evaluates the effectiveness of the layout and organisational features used within a text. Identifies the effect of context on a text. (For example historical or other cultures). Identifies how language, structure and presentation contribute to the overall meaning of a text. Compares different versions of texts and comments on the differences/similarities. Recognises more | <ul style="list-style-type: none"> Compares and contrasts the features of different narrative text types such as adventure, fantasy and myths. Explains how punctuation marks the grammatical boundaries of sentences and gives meaning. Recognises texts that contain features from more than one text type. Identifies the style of different writers and poets; providing examples from different texts. |

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| | <p>characteristics of poems, stories and non-fiction text types.</p> | | <ul style="list-style-type: none"> • Understands that narrative books are structured in different ways such as adventure, quest or stories with a dilemma. • Explains the features of text types studied so far and references to them in reading. | <p>punctuation can convey character. (For example: exclamation marks to affect tone of voice).</p> | <p>complex themes such as loss or heroism in books.</p> <ul style="list-style-type: none"> • Identify grammatical features used by the writer. • Evidence across the curriculum of an ability to know what information is needed and exactly where to look when using non-fiction texts. | <ul style="list-style-type: none"> • Identifies text type from phrases used and how effectively they are structured and/or laid out. • Able to identify themes across longer texts and pick out the key points. • Identifies the grammatical features/techniques used to create atmosphere, key messages and attitudes. • Uses structural and organisational features of a range of text types to sustain understanding. |
| <p>Comprehension: Vocabulary & Viewpoint</p> | <ul style="list-style-type: none"> • Ability to say what they like or dislike about a narrative or poem. • Recognises repetitive language and rhyme, whilst being able to suggest other rhyming words. • Links own experience to what they read or hear. • Understands and uses terms referring to non-fiction features such as contents, page, author, headings. • Navigates a text and is able to comment on the purpose of some organisational features. • Can talk about a favourite book or character. | <ul style="list-style-type: none"> • Able to talk about favourite authors and genres of books, giving opinions. • Knows and recognises simple recurring literacy language in stories and contemporary/classical poetry. • Justifies views about characters, events or feelings using evidence in the text. • Gains an overall impression of a text by making predictions about the contents/subject of a book by skim reading. • Begins to understand the effect of different words and phrases. • Identifies technical language and picks out alliteration, repetition and similes. | <ul style="list-style-type: none"> • Uses dictionaries to check the meaning of unfamiliar words. • Explains and discuss own understanding of books, poems and other material, both those read aloud and those independently. • Starts to understand how choice of detail and language creates meaning beyond the literal. • Explores figurative language (similes and metaphors) and the way it conveys meaning. • Comments on the relationship between a poet and the subject of a poem. • Evaluates specific texts with reference to text types. • Makes personal reflections about character descriptions • Identifies the language used to create mood and tension. | <ul style="list-style-type: none"> • Discusses the authors choice of technical language • Links own personal comments to the text. • Relates events and characters feeling to own experiences. • Articulates a personal response to the author's style and use of language. • Expresses personal responses which may or may not reflect the author's intent. • Finds and comments on words used to convey feelings, moods and tension when responding to a text. • Makes personal reflections about character descriptions. • Explains with reference to the text, the impact of words and phrases the author has chosen to interest and hold the reader's attention. | <ul style="list-style-type: none"> • Explores and comments on the meaning of idiomatic and figurative language. • Ability to comment/discuss confidently the author's use of language for effect, such as precisely chosen adjectives, similes and personification. • Identifies grammatical features used by writers to impact on the reader (rhetorical questions, varied sentence lengths, starters and empty words). • Expresses a reasoned personal viewpoint about texts, giving reasons linked back to the text. • Ability to present the author's viewpoint of a text. • Able to use some technical terms such as metaphor, similie, | <ul style="list-style-type: none"> • Identifies formal and informal language. • Expresses opinions about a text using PEE (Point, Evidence & Explanation) • Compares and comments on texts by different authors on the same topic or different texts by the same author. • Empathises with different character's points of view. • Comments and evaluates the effectiveness of how a text is set out. • Ability to 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. |

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| | | | <ul style="list-style-type: none"> Discusses words and phrases that capture the reader's interest and imagination. | | <p>analogy, imagery, style and effect to discuss what has been read.</p> | <ul style="list-style-type: none"> Explain and comment on explicit and implicit points of view. Present a counter argument in response to others points of view. |
| <p>Word Reading: Decoding</p> | <p>Letters and Sounds Independent application of Phonics Phase 3/4</p> <ul style="list-style-type: none"> Uses phonic knowledge to attempt unknown words. Working securely in phase 5 Blends phonemes to read CVC, CCVC and CVCC words. <p>Working securely in phase 5</p> <ul style="list-style-type: none"> Blends and segments sounds in consonant clusters and use this knowledge in reading. Reads words of one of more syllables that contain taught GPC's. <p>National Curriculum</p> <ul style="list-style-type: none"> Able to match 40+ graphemes to their phonemes. Divides words into syllables such as pocket, rabbit and carrot. Reads common compound words such as football, playground or farmyard. Reads words with contractions like I'm or we'll and recognise that the apostrophe represents omitted letters. Reads words containing s, es, ing, ed, er or est endings or the prefix un. | <p>Letters and Sounds Independent application of Phonics Phase 5</p> <ul style="list-style-type: none"> Blends and segments sounds in consonant clusters and long vowel phonemes in Phase 5 and use this knowledge in reading. <p>Working Securely in Phase 6</p> <ul style="list-style-type: none"> Reads words with common suffixes and prefixes. <p>National Curriculum</p> <ul style="list-style-type: none"> Decodes automatically and fluently books matched to their improving phonic knowledge. Reads accurately by blending the sounds in words that contain the graphemes taught. (93-95%) Recognises and read alternate sounds for graphemes. Reads polysyllabic words from syllables. Reads most words quickly and accurately when they have been frequently encountered without overt sounding and blending. Reads most year 2 common exception words. | <p>National Curriculum In most reading:</p> <ul style="list-style-type: none"> Reads longer texts independently. Able to test out different pronunciations. Recognises the functions of punctuation and uses this to aid intonation when reading aloud. Understands how simple and complex sentences influence meaning. Applies knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of unfamiliar words. <ul style="list-style-type: none"> Suffixes-ing, er, en, ation, ly and tion Prefixes-dis, mis, il, im, re and in Starts to understand the meaning of the following suffixes: <ul style="list-style-type: none"> Re, sub, inter, super, anti, auto Reads fluently words ending in sion, tion, cian and ssion. Reads words with the K phoneme for "sc" (scheme, character, | <p>National Curriculum Across a range of reading:</p> <ul style="list-style-type: none"> Selects and reads a range of appropriate texts fluently and accurately. Reads silently and discuss what has been read. Uses appropriate intonation to show their understanding. Understands how the meaning of sentences is shaped by punctuation, word order or connectives. Applies a growing knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of unfamiliar words. <ul style="list-style-type: none"> Suffixes-ous (poisonous, mountainous etc) Prefixes-dis, mis, il, im, re and in Consolidates understanding of the meaning of the following suffixes: <ul style="list-style-type: none"> Re, sub, inter, super, anti, auto Reads words with the "g" phoneme spelt as "gue" (tongue and league etc) Reads words with the "s" phoneme spelt as "sc" (scene and fascinate) | <p>Across a range of texts:</p> <ul style="list-style-type: none"> Uses meaning seeking strategies to explore the meaning of words in context. Understands how the meaning of sentences is shaped by punctuation, word order or connectives. Ability to apply unusual letter patterns when segmenting to read. Understands how suffixes and prefixes affect meaning linked to <ul style="list-style-type: none"> able & ible ably & ibly ough <p>Uses 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.</p> | <p>Fluency across most reading</p> <ul style="list-style-type: none"> Attempts the pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. Reads fluently and independently using punctuation to inform meaning. Prepare poems and plays to read aloud and to perform, showing 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. Accurately reads individual words, which might be key to the meaning of a sentence or paragraph. Understands how suffixes and prefixes affect meaning linked to <ul style="list-style-type: none"> cious & tious cial & tial ant, ance, ence, ency & ancy Uses context to support the meaning of homophones on the Y6 list such as isle/aisle, aloud/allowed, affect/effect, altar/alter, |

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| | | | <p>chemist, echo and character.</p> <ul style="list-style-type: none"> • Reads exception words from the Y3 list, noting the unusual correspondences. • Attempts the pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. | <ul style="list-style-type: none"> • Independently uses dictionaries to check the meaning of words. • Checks a text makes sense by discussing understanding of words or explaining the meaning of a word in context. • Reads and interprets homophones and near-homophones on the Y4 list such as ball/bawl, berry/bury, brake/break, mail/male, plain/plane or rain/rein/reign. | | <p>ascent/assent, bridal/bridle, cereal/serial, compliment/complement, desert/dessert, draft/draught, principal/principle, profit/prophet and stationary/stationery.</p> |
| Additional Strategies | <ul style="list-style-type: none"> • Continues to use phonic knowledge to attempt unknown words. • Uses picture clues to help in reading simple text. • Shows awareness of the grammar of a sentence to help decipher new or unfamiliar words. • Reads on for meaning of the whole sentence. • Self corrects while reading so that a text makes sense. | <ul style="list-style-type: none"> • Understands how to use alphabetical texts to find information. • Uses illustrations as an important feature in aiding reading. • Shows awareness of the grammar of a sentence to help decipher new or unfamiliar words. • Reads on for meaning of the whole sentence. • Uses word patterns to predict new unfamiliar words. • Demonstrates an ability to self-correct when a word/sentence does not make sense. | <ul style="list-style-type: none"> • Uses the strategies from the previous bands independently and effortlessly to ensure that reading is fluent. • Repeats short phrases if sense is lost. • Experiments with different voices to convey mood and meaning. • Reads ahead to determine direction and meaning in a story. | <ul style="list-style-type: none"> • Confidently uses different voices to convey mood and meaning through preparing and presenting orally read poems, stories, play scripts or non-fiction text sections. • Uses contextual knowledge to determine meaning. • Uses knowledge of text structure to locate information. | <ul style="list-style-type: none"> • Use a range of reading strategies from previous bands to work out any unfamiliar words. | <ul style="list-style-type: none"> • Uses knowledge of word derivations and word formulation to construct the meaning of words in context. |