

READING SKILLS PROGRESSION	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	Core scheme for reading skills - Scholastic Comprehension Core principles - <ul style="list-style-type: none"> • Literacy circle and Book Talk • PEEL reports • Inference training • Power of reading resources 						
WORD READING AF 1	Say a sound for each letter of the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound blending Read aloud simple sentences and books that are consistent with their phonic knowledge including some common exception words Yellow band	<ul style="list-style-type: none"> •apply phonic knowledge to decode words •speedily read all 40+ letters/groups for 40+ phonemes •read accurately by blending taught GPCs •read common exception words •read common suffixes (-s, -es, -ing, -ed, etc.) •read multi-syllable words containing taught GPCs •read contractions and understanding use of apostrophe 	*secure phonic decoding until reading is fluent *read accurately by blending, including alternative sounds for graphemes *read multi-syllable words containing these graphemes *read common suffixes *read exception words, noting unusual correspondences *read most words quickly & accurately without overt sounding and blending	*apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet, including mis-dis- in- il- ir- -ly *read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	*apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet *read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	Read aloud and understand the meanings of new words met linked to the expectations of the Year 5 spelling.	*apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet

		<p>*Read accurately books that do not require other strategies than phonics to work out the words.</p> <ul style="list-style-type: none"> •read aloud phonically-decodable texts 	<p>*Re read books sounding out unfamiliar words accurately to build fluency and confidence in word reading.</p>				
<p>RETELLING AF 2 NC / ELG</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocab</p>	<p>Develop familiarity with key stories - fairy stories and trad tales. Retell</p>	<p>Become familiar with a wider range of stories, fairy stories and trad tales</p>	<p>*Identifying key themes and conventions in a wide range of books</p>	<p>Continued</p>	<p>Continued plus trad stories, modern fiction, fiction from our literary heritage, and other cultures and traditions.</p>	<p>continued</p>
<p>NC</p>		<p>Recognise and join in with predictable phrases</p>	<p>Recognise simple reoccurring literary language</p>	<p>Identify main ideas drawn from a text ad summarise</p>	<p>Continued</p>	<p>Identifying themes and conventions in writing</p>	<p>Summarise the main ideas drawn from more than one paragraph - identifying key details to support the main ideas.</p>
<p>Scholastic</p>				<p>SUMMARISING AND SEQUENCING TO RETELL IN A LOGICAL SEQUENCE.</p>	<p>RETELL AND SUMARISE EFFECTIVELY. TRAIN TO FOCUS ON SPECIFICS OF STORY STRUCTURE IN</p>	<p>CONTINUED. USE AS A CHECK WHETHER CHILDREN HAVE TRUE COMPREHENSION</p>	<p>USING SUMMARISING ACROSS THE CURRICULUM - QUICKLY FIND KEY INFORMATION</p>

					FICTION OR NON FICTION		
LITERAL QUESTIONING AF 3 NC		<p>Check that the text makes sense – self correct</p> <p>Draw on what is known or told to support understanding</p>	<p>Continued</p> <p>Continued</p> <p>Discuss the sequence and how items are related</p>	<p>Continued</p> <p>Discuss understanding of words in context</p> <p>Ask qs to improve understanding of text</p> <p>Retrieve and record information from non fiction</p>	<p>Continued</p> <p>Discuss their understanding and explaining meaning of words in context</p> <p>Continued</p>	<p>Continued</p> <p>Continued</p>	<p>Continued</p> <p>Continued</p>
Scholastic				WHO WHAT WHERE AND WHEN QS	WHO WHAT WHERE WHEN - TO DISCOVER BASIC STORY STRUCTURE - CHARACTER ACTION PLACE	CONTINUED - CHARACTER, ACTION, PLACE	CONTINUED
PREDICTION AF 3 NC	Anticipate key events in stories	Predict based on what has been read so far	Continue	Predict what might happen from details stated	Predict what might happen from details stated and implied	Continued	Continued
Scholastic		PREDICT		ANTICIPATE FROM CONTEXT CUES AND MAKE	CONTINUED	CONTINUED	TEACH WHEN AND WHY WE PREDICT

				LOGICAL LINKS AND CONNECTIONS WITH AUTHORS INTENTIONS AND OWN WORLD TO JUSTIFY DEDUCTIONS	APPRECIATE HOW PREDICTING ADDS TO COMPREHENSION AND ENJOYMENT. MODIFY PREDICTIONS	ASSESS CHILDRENS ABILITY TO USE BACKGROUND KNOWLEDGE TEXT CUES PIYURE CUES AND KNOWLEDGE OF THE STORY TO MAKE DEDUCTIONS TEACH WHEN TO PREDICT	MAKE S=ASUTE PREDICTIONS
INFERENCE AF 3 NC		Discuss the significance of title and events Infer based on what is being said and done	Ask and answer qs Continued	*Inferring thoughts, motives and feelings from actions and justifying with evidence	Continued	Continued	Continued
Scholastic				IDENTIFY CLUES THAT HIGHLIGHT THE AUTHORS HIDDEN AND IMPLIED MEANING JUSTIFY USING PICTURES AND TEXT	USE PREDICTION AND JUSTIFICATION SKILLS TO GAIN DEEPER UNDERSTANDING OF AUTHORS MEANING AND INTENTION	SEARCH FOR CONTEXTUAL CLUES AND EVIDENCE IN TEXT TO FORM CONCLUSIONS AND JUSTIFY ANSWERS. USE PRIOR KNOWLEDGE , PERSONAL EXPERIENCE AND KNOWLEDGE	CONTINUED

						STATED TO INFER CONFIDENTLY.	
CLARIFICATION AF 4 /5	Use and understand recently introduced vocabulary during discussions about stories non-fiction rhymes and poems and during role play	Discussing word meanings – linking new meanings to those already known.	Continue Discuss favourite words	Discuss words that capture interest and imagination. How language structure and presentation contribute to meaning.	Dictionaries to check meanings of words	Discuss and evaluate how authors use language including figurative lang, considering impact on the reader.	Continued
SCHOLASTIC				LOOK AT UNFAMILIAR WORDS IMAGES AND CONCEPTS IN CONTEXT HOMONYMS, SYNONYMS, ANTONYMS SKIMMING AND SCANNING	COMBINE PRIOR KNOWLEDGE AND CONTEXTUAL CUES TO RESOLVE DIFFICULTIES WITH UNFAM WORDS, IMAGES AND COCEPTS CONTINUED	COMBINE SKILLS TO JUSTIFY ANSWERS TO QS WITH EASE	CONTINUED
EVALUATING NC							
Scholastic				EXPLAIN WHAT THE CHARACTERS THOUGHTS FEELINGS AND	CONTINUED DEVELOP EMPATHY AND	CONTINUED	PERSONAL INTERPRATION OF FICTION AND NON FICTION

				ACTIONS MIGHT BE BASED ON OWN EXPERIENCE AND UNDERTSANDING JUSTIFY	EVIDENCE BASED JUSTIFICATION		THAT LINKS TO THE AUTHOR'S VIEWPOINT.
PERFORMANCE POETRY AND PLAYS AF 6		*learning to appreciate rhymes and poems, and to recite some by heart	*continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	*reading aloud poems and perform play scripts *recognising some different forms of poetry	*preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action *recognising some different forms of poetry	* preparing 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	*learning a wider range of poetry by heart preparing 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
REVIEW AF 7		*participate in discussion about what is read to them, taking turns and listening to what others say *explain clearly their understanding of what is read to them	*participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say *explain and discuss their	*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	*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	*recommending books that they have read to their peers, giving reasons for their choices *participate in discussions about books, building on their own and others' ideas and	*recommending books that they have read to their peers, giving reasons for their choices *participate in discussions about books, building on their own and others' ideas and

			understanding of books, poems and other material, both those that they listen to and those that they read for themselves			challenging views courteously (Y6) *explain and discuss their understanding of what they have read, including through formal presentations and debates, *provide reasoned justifications for their views (Y6)	challenging views courteously (Y5) *explain and discuss their understanding of what they have read, including through formal presentations and debates, *provide reasoned justifications for their views
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