

Three Peaks Primary Academy – Progression of skills in Reading

	Year 1 Skills	Year 2 Skills	Year 3 Skills	Year 4 Skills	Year 5 Skills	Year 6 Skills
Decoding	<ul style="list-style-type: none"> - Use phonetic knowledge to blend sounds together to read words, including phonemes. - Read accurately by blending taught GPC - Read common exception words. - Read common suffixes (s, es, ing, ed, er) - Read aloud with books that are consistent with their phonic knowledge. - Read words with apostrophes and recognise the contraction. - Read multisyllabic words containing taught GPC. - Read aloud phonically-decodable texts. 	<ul style="list-style-type: none"> - Secure phonic decoding until reading is fluent. - Read accurately by blending the sounds in words, recognising alternative sounds for graphemes. - Read common suffixes. - Read common exception words, recognising tricky parts. - Read most words quickly without overt sounding and blending. - Read words with two or more syllables. - Read aloud phonically-decodable texts. 	<ul style="list-style-type: none"> - Read independently using a range of strategies including decoding, to establish meaning. - Apply growing knowledge of root words. - Apply growing knowledge of prefixes (dis, in, im, re, anti, un, mis, super and sub) - Apply growing knowledge of suffixes (ous, ly, ture, ation, ion, ian) - Read further exception words, noting unusual correspondences. - To recognise homophones and how they are spelt. - To read and understand some of the meanings on the Y3/4 spelling list. 	<ul style="list-style-type: none"> - Apply growing knowledge of root words, prefixes and suffixes. - Read further exception words, noting unusual correspondences. - Use prefixes to understand meaning (sub, inter, anti, auto) - Use suffixes to understand meaning (ation, ous, tion, sion, ssion, cian) - To recognise homophones and how they are spelt. - To read and understand most of the meanings of the Y3/4 spelling list. 	<ul style="list-style-type: none"> - Apply growing knowledge of root words, prefixes and suffixes (morphology and etymology) - Use suffixes to understand meanings of new words (ant, ance, ancy, ent, ence, ency, ible, able, ibly, ably) - To read and understand some of the meanings of the Y5/6 spelling list. 	<ul style="list-style-type: none"> - Apply growing knowledge of root words, prefixes and suffixes. (morphology and etymology) - To read and understand most of the meanings of the Y5/6 spelling list.
Range of Reading	<ul style="list-style-type: none"> - To listen to and discuss a wide range of poems, stories and non-fiction at a level beyond what they 	<ul style="list-style-type: none"> - To listen to and express views about a wide range of poems, stories and non-fiction at a level 	<ul style="list-style-type: none"> - To listen to and discuss a wide range of poems, stories including myths and 	<ul style="list-style-type: none"> - To listen to and discuss a wide range of poems, stories including myths and 	<ul style="list-style-type: none"> - To listen to and discuss a wide range of poems, stories including myths and 	<ul style="list-style-type: none"> - To listen to and discuss a wide range of poems, stories including myths and

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	<p>can read independently.</p> <ul style="list-style-type: none"> - To be encouraged to make links between what they have read with their experiences. 	<p>beyond what they can read independently.</p> <ul style="list-style-type: none"> - To make links between what they have read with their experiences and short stories. 	<p>legends, non-fiction and reference books.</p> <ul style="list-style-type: none"> - To make informed links between what they have read with other short stories they have read. - Read books that are structured in different ways. - Read for a range of purposes. 	<p>legends, non-fiction and reference books.</p> <ul style="list-style-type: none"> - To make concise links between what they have read with other stories they have read. - Read books that are structured in different ways. - Read for a range of purposes. 	<p>legends, non-fiction and reference books.</p> <ul style="list-style-type: none"> - To make links between characters, setting and plot within books and other books they have read. - Read books that are structured in different ways. - Identify the purpose and audience of a text. 	<p>legends, non-fiction and reference books.</p> <ul style="list-style-type: none"> - To make links between characters, setting and plot within books and other books they have read. - Read books that are structured in different ways. - Identify the purpose and audience of a text.
Familiarity with texts	<ul style="list-style-type: none"> - Becoming familiar with a wide range of key stories, poems, fairy stories, rhymes and traditional tales. - Identify main events in stories. - Identify and discuss the main characters in stories. - Recall specific information in texts. - Recognising and joining in with predictable phrases. - Make personal reading choices based on interests. - Identify the difference between 	<ul style="list-style-type: none"> - Becoming familiar with a wide range of key stories, poems, fairy stories, rhymes and traditional tales. - Identify and discuss the main events in stories. - Identify and discuss the main characters in stories. - Recall key information in texts. - Recognise and predict predictable phrases. - Make personal choices based on interests and previous reading. 	<ul style="list-style-type: none"> - Increasingly familiar with a wide range of key stories, myths and legends, poems and traditional tales and retelling these orally. - Identify, discuss and compare the main events in stories. - Identify, discuss and compare the main characters in stories. - Identify themes and conventions in a range of books. - Make personal choices and provide suggestions on reading based on 	<ul style="list-style-type: none"> - Increasingly familiar with a wide range of key stories, myths and legends, poems and traditional tales and retelling these orally. - Identify, discuss and compare the main events in stories. - Identify, discuss and compare the main characters in stories. - Identify themes and conventions in a range of books. - Make personal choices and provide suggestions on reading based on 	<ul style="list-style-type: none"> - Increasingly familiar with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literacy heritage and books from other traditions. - Identifying and discussing themes in and across a wide range of writing. - Make informed choices on reading based on previous reading. 	<ul style="list-style-type: none"> - Increasingly familiar with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literacy heritage and books from other traditions. - Identifying and discussing themes in and across a wide range of writing. - Make informed choices on reading based on previous reading.

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	fiction and non-fiction.	- Understand recurring language in stories, non-fiction and poetry.	interests and previous reading. - Recognise recurring language in stories, non-fiction and poetry.	interests and previous reading. - Recognise recurring language in stories, non-fiction and poetry.		
Poetry and performance	- Learn to appreciate rhymes and poems, reciting some by heart.	- Continuing to build a repertoire of poems learnt by heart, using intonation.	- Listen to, read and discuss different forms of poetry. - Prepare poems and play scripts to read aloud and perform, showing intonation, tone, volume and action.	- Listen to, read and discuss different forms of poetry. - Prepare poems and play scripts to read aloud, showing intonation, tone, volume and action.	- Learning a wider variety of poetry off by heart. - Prepare poems and play scripts to read aloud and perform, showing intonation, tone, volume and action.	- Identifying appropriate intonation, tone, volume and action in other people's performance. - Perform poems with confidence to a range of audiences. - Learning a range of poetry off by heart.
Word meanings	- Discussing word meanings and linking new meanings to those already known.	- Discussing and clarifying the meanings of new words, linking new meanings to known vocabulary. - Discussing their favourite words and phrases.	- Using dictionaries to check the meanings of words that they have read. - To use thesauruses to find synonyms and antonyms of words they have read.	- Using dictionaries to check the meanings of words that they have read. - To use thesauruses to find synonyms and antonyms of words they have read.	- Using dictionaries to check the meanings of words that they have read. - To use thesauruses to find synonyms and antonyms of words they have read.	- Using dictionaries to check the meanings of words that they have read. - To use thesauruses to find synonyms and antonyms of words they have read.
Understanding	- Drawing on what they already know or on background information and vocabulary provided by the teacher. - Checking that the text makes sense to them as they read	- Discussing the sequence of events in books and how items of information are related. - Checking that the text makes sense to them as they read and correcting inaccurate reading.	- To retell key events in sequence. - Discussing their understanding and explaining the meaning of words in context. - Asking questions to improve their	- To retell key events in sequence. - Discussing their understanding and explaining the meaning of words in context. - Asking questions to improve their	- To retell key events in sequence. - Discussing their understanding and explaining the meaning of words in context. - Asking questions to improve their	- To retell key events in sequence. - Discussing their understanding and explaining the meaning of words in context. - Asking questions to improve their

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	and correcting inaccurate reading.	- Ask questions to improve their understanding of a text.	understanding of a text. - Identifying main ideas drawn from more than one paragraph and summarising these. - To highlight key words or phrases. - Begin to skim and scan a text to efficiently and quickly locate required information	understanding of a text. - Identifying main ideas drawn from more than one paragraph and summarising these. - To highlight key words or phrases. - Continue to skim and scan a text to efficiently and quickly locate required information	understanding of a text. - Identifying main ideas drawn from more than one paragraph and summarising these, identifying key details to support main ideas. - Skim and scan a text to efficiently and quickly locate required information	understanding of a text. - Identifying main ideas drawn from more than one paragraph and summarising these, identifying key details to support main ideas. - Skim and scan a text to efficiently and quickly locate required information.
Inference	- Discuss the significance of the title, front cover, blurb and key events. - Make inferences on the basis of what is being said and done.	- Make inferences on the basis of what is being said and done. - Ask and answer questions about characters, setting and plot.	- Make inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. - Use prior knowledge and clues to make inferences. - Answer inferential questions by stating a point, backing it up with evidence from the text and explaining thinking.	- Make inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. - Use prior knowledge and clues to make inferences. - Answer inferential questions by stating a point, backing it up with evidence from the text and explaining thinking.	- Make inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. - Infer writers' perspective from what is written and from what is implied. - Answer inferential questions by stating a point, backing it up with evidence from the text and explaining thinking.	- Make inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. - Infer writers' perspective from what is written and from what is implied. - Answer inferential questions by stating a point, backing it up with evidence from the text and explaining thinking.
Prediction	- Make predictions on what might happen	- Make predictions on what might happen	- Make and justify predictions based on	- Make and justify predictions based on	- Make and justify predictions regularly	- Make and justify predictions regularly

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	on the basis of what has been read so far.	on the basis of what has been read so far.	what might happen from details stated and implied.	what might happen from details stated and implied.	based on what might happen from details stated and implied.	based on what might happen from details stated and implied.
Authorial intent	- Discuss words and phrases that capture readers' imagination.	- Discuss words and phrases that capture readers' imagination. - Make comments about language.	- Discuss words and phrases that capture the readers' interest and imagination. - Identifying how language, structure, and presentation contribute to meaning.	- Discuss words and phrases that capture the readers' interest and imagination. - Identifying how language, structure, and presentation contribute to meaning.	- Identifying how language, structure, and presentation contribute to meaning. - Discuss and evaluate how authors use language, including figurative language, and the impact this may have on the reader.	- Identifying how language, structure, and presentation contribute to meaning. - Discuss and evaluate how authors use language, including figurative language, and the impact this may have on the reader.
Non-Fiction	- Being introduced to non-fiction books that are structured in different ways.	- Being introduced to non-fiction books that are structured in different ways.	- Retrieve and record information from non-fiction.	- Retrieve and record information from non-fiction.	- Retrieve, record and present information from nonfiction. - Distinguish between statements of fact and opinion.	- Retrieve, record and present information from nonfiction. - Distinguish between statements of fact and opinion.
Discussing Reading	- 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 and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say. - Explain and discuss their understanding of books, poems and other material, both	- 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 challenging views courteously. - Explain and discuss their understanding of what they have	- 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 challenging views courteously. - Explain and discuss their understanding of what they have

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		those that they listen to and those that they read for themselves			read, including through formal presentations and debates. - Provide reasoned justifications for their views.	read, including through formal presentations and debates. - Provide reasoned justifications for their views.
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