

Progression of Reading Skills

Chadsmead Primary Academy Reading Progression - Early Years

3 and 4 year olds (Pre-reception) **In Reception** **Early Learning Goals (ELG)**

Vocabulary	Phonics	Decoding	Fluency	Reading Skills	Poetry & Performance	Comprehension Inference & Prediction	Words in context and authorial choice
Engage in extended conversations about stories, learning new vocabulary. Names of different parts of a book. Understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	**Read write Inc** **Set 1 speed sounds -** *m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, r, j, v, y, w, z, x, ch, ng, nk, qu, sh, th* **Set 2 speed sounds** - *ay, ee, igh, ow, oo, ar, or, air, ir, ou, oy* speed sounds 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. Say a sound for each letter in the alphabet and at least 10 digraphs.	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. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read words consistent with their phonic knowledge by sound-blending.	Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	Vocabulary Inference Prediction Explain Retrieval Sequence Understand the concept that we read English text from left to right and from top to bottom Page sequencing	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	Understand the concept that print has meaning. Understand the concept that print can have different purposes To suggest how a story might end. To begin to understand 'why' and 'how' questions. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	To build up vocabulary that reflects the breadth of their experiences. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Chadsmead Primary Academy Reading Progression - Year 1

Vocabulary	Phonics	Decoding	Fluency	Reading Skills	Poetry & Performance	Comprehension Inference & Prediction	Words in context and authorial choice
author, non-fiction, fiction, rhyme, letter, capital letter, word, singular, plural, punctuation, full stop, question mark, exclamation mark	**Read write Inc** **Set 2 speed sounds** *ay, ee, igh, ow, oo, ar, or, air, ir, ou, oy* speed sounds **set 3 speed sounds** *a-e, ea, i-e, o-e, u-e, oi ai oa, aw, ur, er, ire, ear, ure, ew, are, ow* speed sounds. Read books consistent with phonic knowledge. Re-read books to build fluency.	Apply phonic knowledge to decode words Read at speed 40+ phonemes Read accurately by blending taught GPCs Read common exception words Read common suffixes – *s, es, ing, ed,* Read multisyllabic words containing taught GPCs Read contracted words e.g. *I'm, I'll, we'll*	Re-read familiar books to build fluency.	Vocabulary Inference Prediction Explain Retrieval Sequence	To recite simple poems by heart.	To begin to make simple inferences. To predict what might happen on the basis of what has been read so far.	To discuss word meaning and link new meanings to those already known.

Chadsmead Primary Academy Reading Progression - Year 2

Vocabulary	Phonics	Decoding	Fluency	Reading Skills	Poetry & Performance	Comprehension Inference & Prediction	Words in context and authorial choice
setting, plot, alliteration, character, rhythm, beats, simile, narrator, chapter, pattern noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb tense (past present) apostrophe, comma, illustrator	Read aloud books closely matched to improving phonic knowledge, sounding out unfamiliar words. Re-read books to build fluency and confidence.	Continue to apply phonic knowledge to decode words Read accurately by blending taught GPCs, especially alternative sounds Read accurately words of 2 or more syllables Read further common exception words Read most words quickly without overtly sounding	Re-read familiar books to build fluency and confidence. Read stories and passages at a pace of 90 words per minute.	Reading VIPERS Vocabulary Inference Prediction Explain Retrieval Sequence	To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.	To make inferences on the basis of what is being said and done. To predict what might happen on the basis of what has been read so far in a text.	To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To discuss their favourite words and phrases.

Chadsmead Primary Academy Reading Progression - Year 3

Vocabulary	Phonics	Decoding	Fluency	Reading Skills	Poetry & Performance	Comprehension Inference & Prediction	Words in context and authorial choice
myth, legend, fable, script, scene, act, narrative, hook, dialogue, hero, villain, first person preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant vowel, vowel, inverted commas	Recap and build upon phonic knowledge previously taught.	Use phonic knowledge to decode quickly and accurately. Apply a growing knowledge of root words and prefixes including; *in, im, il, ir, dis, mis, un, re, sub, inter, super, anti, auto* to read aloud. Apply a growing knowledge of root words and suffixes including; *ly, ous, ture, sure, sion, tion, ssion, cian*, to read aloud.	Continue to accurately read at a pace of 90+ words per minute	Reading VIPERS Vocabulary Inference Prediction Explain Retrieval Sequence	To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. To begin to use appropriate intonation and volume when reading aloud. Recognise different forms of poetry e.g. free verse, narrative poetry	To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. To justify predictions using evidence from the text.	To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. To discuss authors' choice of words and phrases for effect.

Chadsmead Primary Academy Reading Progression - Year 4

Vocabulary	Decoding	Fluency	Reading Skills	Poetry & Performance	Comprehension Inference & Prediction	Words in context and authorial choice
metaphor, onomatopoeia, genre, point of view, resolution, novel, haiku, cinquain, kennings determiner pronoun, possessive pronoun, adverbial	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. Apply a growing knowledge of root words and prefixes and suffixes to read aloud fluently.	Continue to accurately read at a pace of 90+ words per minute	Reading VIPERS Vocabulary Inference Prediction Explain Retrieval Sequence	To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.	To draw inferences from characters' feelings, thoughts and motives that justify their actions, supporting their views with evidence from the text. To justify predictions from details stated and implied.	Discuss vocabulary used to capture readers' interest and imagination.

Chadsmead Primary Academy Reading Progression - Year 5

Vocabulary	Decoding	Fluency	Reading Skills	Poetry & Performance	Comprehension Inference & Prediction	Words in context and authorial choice
classic, figurative language, imagery, climax, theme, personification, humorous, free, verse, rap, couplets modal verb, relative pronoun, relative clause, parenthesis, bracket, dash cohesion, ambiguity	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill recognising their meaning through contextual cues. Apply a growing knowledge of root words and prefixes and suffixes including; *sion, tion, cial, tial, ant, ance, ancy, ent, ence, ency, able, ably, ible, ibly* to read aloud fluently	Continue to accurately read at a pace of 90+ words per minute	Reading VIPERS Vocabulary Inference Prediction Explain Retrieval Sequence	To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.	To draw inferences from characters' feelings, thoughts and motives. To make predictions based on details stated and implied, justifying them in detail with evidence from the text.	To discuss vocabulary used by the author to create effect including figurative language. To evaluate the use of authors' language and explain how it has created an impact on the reader.

Chadsmead Primary Academy Reading Progression - Year 6

Vocabulary	Decoding	Fluency	Reading Skills	Poetry & Performance	Comprehension Inference & Prediction	Words in context and authorial choice
flash back, epilogue, prologue, protagonist, antagonist, convention, mood, twist, style, parody, cliché, biography, autobiography, tragedy, comical subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi colon, bullet points	To read fluently with full knowledge of Y5/6 common exception words, root words, prefixes, suffixes and to decode any unfamiliar words with increasing speed and skill recognising their meaning through contextual cues.	Continue to accurately read at a pace of 90+ words per minute	Reading VIPERS Vocabulary Inference Prediction Explain Retrieval Sequence	To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.	To consider different accounts of the same event and to 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.	To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.