



SKILLS PROGRESSION MAP FOR: READING

Key area	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding text	<p>GPC knowledge and word reading Know that graphemes represent a phoneme and the more connections the reader makes, the more independent they can be.</p> <p>Know that words are read by blending phonemes.</p>	<p>Know that graphemes can represent more than one phoneme and the context helps the reader to decide the correct pronunciation.</p> <p>Know that words can be read at a glance and by noticing different parts (e.g. graphemes, syllables, suffixes)</p>	<p>Know that the more a reader quickly recognises parts of a word, e.g. syllables, prefixes, the more independent and fluent they can be as a reader.</p>	<p>Know that the reader can use what is known about familiar words to read unfamiliar words more fluently.</p>	<p>Know that the reader can use morphology and etymology to read unfamiliar words more fluently.</p> <p>Independently read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>		
	<p>Fluency Know that written text can be read to sound like spoken language.</p>	<p>Know that reading words at a glance and using punctuation to read in phrases, leads to fluent reading.</p>	<p>Know that recognising a wider range of punctuation and reading with appropriate pace, intonation and expression supports understanding.</p>	<p>Know that expression and intonation can be altered to suit the audience or purpose for reading.</p>	<p>Know that by controlling tone, pitch, pace and volume the reader can create an atmosphere.</p>	<p>Continue to show awareness of the audience when reading aloud</p>	<p>Confidently perform texts using a wide range of decives to engage the audience and for effect</p>

Comprehending text	<p>Rereading Know that listening to a text several times increases enjoyment and understanding.</p>	Know that re-reading parts of text that required some slow decoding can increase fluency and understanding.	Know that accurate decoding does not always result in understanding and it is sometimes important to re-read parts of text.	Know that re-reading to clarify words or phrases increases understanding of text.	Know that re-reading to improve pace, expression and intonation increases understanding of text.	Know that re-reading to explore literary language increases understanding of text.	Know that rereading helps the reader find evidence to support their views and opinions.
	<p>Background knowledge Know that characters in stories sometimes do and feel the same things as the reader.</p>	Know that the reader's experiences help them to understand events and characters in text.	Know that comparing similar characters and events in a range of different texts increases understanding.	Know that drawing on a range of familiar texts and experiences helps the reader identify themes, such as the triumph of good over evil.	Know that stories can include a range of themes and that the reader will relate to some of these because of what they have experienced or read in other books.	Know that building knowledge of a topic/theme helps the reader understand text that is outside of their experience.	Know that reading widely develops the reader's general knowledge and supports deeper understanding of text.
	<p>Asking questions Know that reading or listening to stories raises questions in the reader's mind.</p>	Know that wondering and asking questions about a text increases understanding and enjoyment.	Know that wondering and asking questions can help the reader develop a deeper understanding of characters and events.	Know that wondering and asking questions about information that is inferred, can help the reader understand themes.	Know that asking questions about text helps the reader explore different perspectives of characters, authors, and readers.	Know that asking questions helps the reader understand how the author is presenting a view of the world including how they depict values, age, gender and cultural groups.	Know that asking questions about a text can help the reader explore their developing opinions, values and view of the world.
	<p>Predicting Know that the reader can use what they already know to suggest what might happen next.</p>	Know that prior knowledge as well as information in the text can help the reader make sensible predictions about what might happen.	Know that some of the things the reader knows about characters or events even though they are not written down can help them predict what might happen.	Know that predicting requires the reader to link salient points as they read to confirm or reject ideas. Justify predictions using evidence from the text	Know that predicting is an ongoing process that helps the reader monitor and adjust their understanding of text.		

	<p>Vocabulary Know that text contains words that the reader does not understand.</p>	Know that some words or phrases will need clarifying if they are not understood in text that is heard or read.	Know that words and phrases can have more than one meaning but one will make sense in the context of the text.	Know that the context of the text can be used to infer the meaning of unfamiliar words and phrases.	Know that morphology and etymology help the reader understand unfamiliar words and phrases. Know how to check the meaning of words in a dictionary	Know that reading more widely develops the reader's ability to use a range of strategies to clarify unfamiliar words and understand text.	Know that building a wide vocabulary and deep understanding of literary language helps the reader understand and enjoy a wide range of challenging text.
	<p>Inference Know that readers can know things about a text even though it is not written down.</p>	Know that the reader can understand why things happen, and why a character feels or behaves in a certain way even though it is not written down.	Know that the reader can use ideas from the text and their own experience to explain why things happen and why a character might behave or feel a certain way, even though it is not written down.	Know that the reader can use ideas from the text that are inferred to understand concepts and themes.	Know that there is more than one reason why events happen or why a character might feel or behave in a certain way and using parts of the text can help the reader justify what they have inferred.	Know that inference supports the reader to understand literary language and explore vocabulary more deeply.	Know that inference supports the reader to explore how authors provide information, values, and ideas to present the world in different ways.
	<p>Summarising Know that text has key points.</p>	Know that remembering key points from what has been read helps the reader understand a text.	Know that linking the key points across text helps the reader to understand.	Know that making regular, brief summaries of what has been read increases understanding.	Know that identifying details that support the key points increases understanding.	Know that the key points of a summary may change as the reader reads on.	Know that effective summarising helps the reader identify the most pertinent points to use in discussion and presentation.
Responding to text	<p>Preference - choice Know that some texts are more interesting or enjoyable than others.</p>	Know that readers can say why they do or do not like a text.	Know that readers have favourite authors and genres.	Know that sharing recommendations helps readers to	Know that reading widely helps readers to expand their preferences.	Know that reading books beyond the reader's preferences helps to develop their	Know that reading books beyond the reader's preferences helps them to explore

				expand their preferences.		understanding of other people's experiences and views of the world.	their developing opinions, values, and view of the world.
	Book talk/ discussion Know that readers talk about text.	Know that to discuss a text the reader needs to listen to others and share their own opinions.	Know that discussing texts that are read or heard increases understanding and enjoyment.	Know that considering the comments others make about a text may change the reader's opinion.	Know that evidence from the text can be used in discussion to help the reader build and challenge their own and others' ideas.	Know that discussing text helps the reader to develop their understanding of other people's experiences and views of the world.	Know that discussing text helps the reader to explore their developing opinions, values, and view of the world.
	Drama/interaction Know that ideas and characters from text can be used in play.	Know that role play helps the reader retell the events of a text in order.	Know that drama helps the reader develop a deeper understanding of characters and events.	Know that drama helps the reader explore and understand themes in text.	Know that drama helps the reader develop empathy and to see events from different perspectives.	Know that drama helps the reader to extend their vocabulary by using literary language in context.	Know that drama helps the reader to look beyond the text and explore their developing opinions, values, and view of the world.
	Retrieval Know that readers can answer questions and have opinions about text.	Know that readers can show what they have understood about a text by answering questions.	Know that readers need to identify what the question is asking for and retrieve evidence from the text when answering literal and inferential questions.	Know that readers use organisational features (e.g. title, headings, index, captions) in text to locate pertinent information.	Know that readers skim and scan text to retrieve pertinent information.	Know that readers can use information they have retrieved in a variety of ways (e.g. to participate in debates and create formal presentations).	Know that readers need to evaluate the credibility of the information retrieved from a variety of texts/sources.

Analysing text	Know that text contains interesting words and phrases.	Know that language in text differs from spoken language.	Know that language in text can have an emotional impact on the reader.	Know that the author makes deliberate choices about language and presentation to have an impact on the reader.	Know that the author's choice of language and presentation directs how the reader perceives characters, settings, topics and themes as well as capturing interest and imagination.	<p>Know that the author's use of language and presentation can be interpreted in different ways and that the reader needs to be able to justify their interpretation.</p> <p>Evaluate the use of authors' language and explain how it has created an impact on the reader.</p>	<p>Know that the author's choice of language and presentation can create bias and the reader needs to consider how this influences their developing opinions, values, and view of the world.</p> <p>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.</p>
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	<p>Comparing and contrasting</p> <p>Join in with discussions about a text, taking turns and listening to what others say.</p> <p>Retell familiar stories.</p>	<p>Listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.</p> <p>Link what they have read or have read to them to their own experiences.</p> <p>Retell familiar stories in increasing detail.</p> <p>Discuss the significance of titles and events.</p>	<p>Participate in discussion about a wide range of texts, explaining their understanding and expressing their views.</p> <p>Become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p> <p>Discuss the sequence of events in books and how items of information are related.</p> <p>Recognise simple recurring literary language in stories and poetry.</p> <p>Make links between the text they are reading and other texts they have read (in texts that they can read independently).</p>	<p>Recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Use appropriate terminology when discussing texts (plot, character, setting).</p>	<p>Discuss and compare texts from a wide variety of genres and writers.</p> <p>Read for a range of purposes.</p> <p>Identify themes and conventions in a wide range of books.</p> <p>Refer to authorial style, overall themes.</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Identify main ideas drawn from more than one paragraph and summarise these.</p>	<p>Read a wide range of genres, identifying the characteristics of text types.</p> <p>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</p> <p>Identify main ideas drawn from more than one paragraph and to summarise these.</p> <p>Recommend texts to peers based on personal choice.</p>	<p>Read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres.</p> <p>Recognise more complex themes in what they read (such as loss or heroism).</p> <p>Compare characters, settings and themes within a text and across more than one text.</p>
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