

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-------------------|--|--|----------------------------------|----------------------|----------------------|----------------------|
| | Apply phonic | Continue to apply | Apply their growing | Apply their growing | Apply their growing | Apply their growing |
| Word | knowledge and skills | phonic knowledge | knowledge of root | knowledge of root | knowledge of root | knowledge of root |
| Reading | as the route to | and skills as the route | words, prefixes and | words, prefixes and | words, prefixes and | words, prefixes and |
| | decode words | to decode words until | suffixes (etymology | suffixes (etymology | suffixes (morphology | suffixes (morphology |
| | Respond speedily | automatic decoding | and morphology) | and morphology) | and etymology), as | and etymology), as |
| W J C O R D B M S | with the correct | has become | both to read aloud | both to read aloud | listed in English | listed in English |
| Decode IT | sound to graphemes | embedded and | and to understand | and to understand | Appendix 1, both to | Appendix 1, both to |
| | (letters or groups of | reading is fluent | the meaning of new | the meaning of new | read aloud and to | read aloud and to |
| A~Z | letters) for all 40+ | Read accurately by | words they meet | words they meet | understand the | understand the |
| | phonemes, including, | blending the sounds | Read further | Read further | meaning of new | meaning of new |
| Define IT | where applicable, | in words that contain | exception words, | exception words, | words that they meet | words that they meet |
| | alternative sounds for | the graphemes | noting the unusual | noting the unusual | | |
| | graphemes | taught so far, | correspondences | correspondences | | |
| | Read accurately by | especially recognising | between spelling and | between spelling and | | |
| | blending sounds in | alternative sounds for | sound, and where | sound, and where | | |
| | unfamiliar words | graphemes | these occur in the | these occur in the | | |
| | containing GPCs* that | Read accurately | word | word | | |
| | have been taught | words of two or more | | | | |
| | Read common | syllables that contain | | | | |
| | exception words, | the same graphemes | | | | |
| | noting unusual | as above | | | | |
| | correspondences | Read words | | | | |
| | between spelling and | containing common | | | | |
| | sound and where | suffixes | | | | |
| | these occur in the | Read further common | | | | |
| | word | exception words, | | | | |
| | • Read words | noting unusual | | | | |
| | containing taught | correspondence | | | | |
| | GPCs and -s, -es, | between spelling and | | | | |
| | -ing, -ed, -er and -est | sound and where these occur in the | | | | |
| | endings • Read other words of | word | | | | |
| | more than one | Read most words | | | | |
| | more than one | | | | | |
| | | quickly and | | | | |



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|---------------|---|--------------------------------------|--------------------------|-----------------------------|----------------------|----------------------|
| | syllable that contain | accurately, without | | | | |
| | taught GPCs | overt sounding and | | | | |
| | Read words with | blending, when they | | | | |
| | contractions: e.g. I'm, | have been frequently | | | | |
| | I'll, we'll, and | encountered | | | | |
| | understand that the | Read aloud books | | | | |
| | apostrophe | closely matched to | | | | |
| | represents the | their improving | | | | |
| | omitted letter(s) | phonic knowledge, | | | | |
| | Read aloud accurately | sounding out | | | | |
| | books that are | unfamiliar words | | | | |
| | consistent with their | accurately, | | | | |
| | developing phonic | automatically and | | | | |
| | knowledge and that | without undue | | | | |
| | do not require them | hesitation | | | | |
| | to use other | Re-read these books | | | | |
| | strategies to work out | to build up their | | | | |
| | words | fluency and | | | | |
| | Re-read these books | confidence in word | | | | |
| | to build up their | reading | | | | |
| | fluency and | | | | | |
| | confidence in word | | | | | |
| | reading | | | | | |
| | Develop pleasure in | Develop pleasure in | Develop positive | Develop positive | Maintain positive | Maintain positive |
| | reading, motivation to | reading, motivation to | attitudes to reading | attitudes to reading | attitudes to reading | attitudes to reading |
| | read, vocabulary and | read, vocabulary and | and understanding of | and understanding of | and understanding of | and understanding of |
| Range | understanding by: | understanding by: | what they read by: | what they read by: | what they read by: | what they read by: |
| of reading | listening to and | listening to, | listening to and | listening to and | continuing to read | continuing to read |
| | discussing a wide | discussing and | discussing a wide | discussing a wide | and discuss an | and discuss an |
| • | range of poems, | expressing views | range of fiction, | range of fiction, | increasingly wide | increasingly wide |
| Friew IT | stories and | about a wide range of | poetry, plays, | poetry, plays, | range of fiction, | range of fiction, |
| Enjoy IT | non-fiction at a level | contemporary and | non-fiction and | non-fiction and | poetry, plays, | poetry, plays, |
| | beyond that at which | classic poetry, stories | reference books or | reference books or | non-fiction and | non-fiction and |
| | they can read | and non-fiction at a | textbooks | textbooks | reference books or | reference books or |
| | independently | level beyond that at | | | textbooks | textbooks |



| | Develop pleasure in reading, motivation to read, vocabulary and understanding by: being encouraged to link what they read or hear read to their own experiences | which they can read independently | Develop positive attitudes to reading and understanding of what they read by: reading books that are structured in different ways and reading for a range of purposes | Develop positive attitudes to reading and understanding of what they read by: reading books that are structured in different ways and reading for a range of purposes | Maintain positive attitudes to reading and understanding of what they read by: reading books that are structured in different ways and reading for a range of purposes Maintain positive | Maintain positive attitudes to reading and understanding of what they read by: reading books that are structured in different ways and reading for a range of purposes Maintain positive |
|-----------------------------------|--|---|--|---|--|--|
| | | | | | attitudes to reading and understanding of what they read by: making comparisons within and across books | attitudes to reading and understanding of what they read by: making comparisons within and across books |
| Familiarity with texts Retell IT | Develop pleasure in reading, motivation to read, vocabulary and understanding by: becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics Develop pleasure in reading, motivation to read, vocabulary and understanding by: recognising and joining in with predictable phrases | Develop pleasure in reading, motivation to read, vocabulary and understanding by: becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales Develop pleasure in reading, motivation to read, vocabulary and understanding by: recognising simple recurring literary language in stories and poetry | Develop positive attitudes to reading and understanding of what they read by: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally Develop positive attitudes to reading and understanding of what they read by: identifying and discussing themes | Develop positive attitudes to reading and understanding of what they read by: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally Develop positive attitudes to reading and understanding of what they read by: identifying and discussing themes and conventions in | Maintain positive attitudes to reading and understanding of what they read by: increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions Maintain positive attitudes to reading and understanding of what they read by: | Maintain positive attitudes to reading and understanding of what they read by: increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions Maintain positive attitudes to reading and understanding of what they read by: |



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|-------------|--|------------------------|-----------------------|-----------------------|------------------------|------------------------|--|--|
| | | | and conventions in a | *and across* a wide | identifying and | identifying and | | |
| | | | wide range of writing | range of writing | discussing themes | discussing themes | | |
| | | | | | and conventions in | and conventions in | | |
| | | | | | and across a wide | and across a wide | | |
| | | | | | range of writing | range of writing | | |
| | | | | | | | | |
| | Develop pleasure in | Develop pleasure in | Develop positive | Develop positive | Maintain positive | Maintain positive | | |
| | reading, motivation to | reading, motivation to | attitudes to reading | attitudes to reading | attitudes to reading | attitudes to reading | | |
| | read, vocabulary and | read, vocabulary and | and understanding of | and understanding of | and understanding of | and understanding of | | |
| | understanding by: | understanding by: | what they read by: | what they read by: | what they read by: | what they read by: | | |
| | learning to appreciate | continuing to build up | preparing poems and | preparing poems and | learning a wider | learning a wider | | |
| | rhymes and poems, | a repertoire of poems | play scripts to read | play scripts to read | range of poetry by | range of poetry by | | |
| | and to recite some by | learnt by heart, | aloud and to perform, | aloud and to perform, | heart | heart | | |
| Poetry | heart | appreciating these | showing | showing | Maintain positive | Maintain positive | | |
| | | and reciting some, | understanding | understanding | attitudes to reading | attitudes to reading | | |
| | | with appropriate | through intonation, | through intonation, | and understanding of | and understanding of | | |
| Enjoy IT | | intonation to make | tone, volume and | tone, volume and | what they read by: | what they read by: | | |
| • | | the meaning clear | action | action | preparing poems and | preparing poems and | | |
| 8 | | 3 | Develop positive | | plays to read aloud | plays to read aloud | | |
| Perform IT | | | attitudes to reading | | and to perform, | and to perform, | | |
| | | | and understanding of | | showing | showing | | |
| | | | what they read by: | | understanding | understanding | | |
| | | | recognising some | | through intonation, | through intonation, | | |
| | | | different forms of | | tone and volume so | tone and volume so | | |
| | | | poetry, | | that the meaning is | that the meaning is | | |
| | | | poet y | | clear to an audience | clear to an audience | | |
| | | | | | cical to all addictice | cical to all addictice | | |
| Word | Develop pleasure in | Develop pleasure in | Develop positive | Develop positive | Apply their growing | Apply their growing | | |
| Meanings | reading, motivation to | reading, motivation to | attitudes to reading | attitudes to reading | knowledge of root | knowledge of root | | |
| (A-7) | read, vocabulary and | read, vocabulary and | and understanding of | and understanding of | words, prefixes and | words, prefixes and | | |
| A-Z | understanding by: | understanding by: | what they read by: | what they read by: | suffixes (morphology | suffixes (morphology | | |
| Define IT | discussing word | discussing and | using dictionaries to | using dictionaries to | and etymology), as | and etymology), as | | |
| | meanings, linking | clarifying the | check the meaning of | check the meaning of | listed in English | listed in English | | |
| | new meanings to | meanings of words, | words that they have | words that they have | Appendix 1, both to | Appendix 1, both to | | |
| T | those already known | | read | read | read aloud and to | read aloud and to | | |
| Retrieve IT | | | | | understand the | understand the | | |



| | | linking new meanings to known vocabulary | initiary School Reading 11 | | meaning of new words that they meet | meaning of new words that they meet |
|---|--|---|--|--|---|---|
| Underst anding Interpret IT Visualise IT | Understand both the books they can already read accurately and fluently and those they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher Understand both the books they can already read accurately and fluently and those they listen to by: checking that the text makes sense to them as they read and correcting inaccurate reading | Develop pleasure in reading, motivation to read, vocabulary and understanding by: discussing the sequence of events in books and how items of information are related Understand both the books that they can already read accurately and fluently and those that they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher Understand both the books that they can already read accurately and fluently and those that they listen to by: checking that the text makes sense to them as they read and correcting inaccurate reading | Understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context Understand what they read, in books they can read independently, by: asking questions to improve their understanding of a text Understand what they read, in books they can read independently, by: identifying main ideas drawn from more than one paragraph and summarising these | Understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context Understand what they read, in books they can read independently, by: asking questions to improve their understanding of a text Understand what they read, in books they can read independently, by: identifying main ideas drawn from more than one paragraph and summarising these | Understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Understand what they read by: asking questions to improve their understanding Understand what they read by: summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas | Understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Understand what they read by: asking questions to improve their understanding Understand what they read by: summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas |



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|---------------------|---|--|------------------------------------|------------------------------------|--|-----------------------------------|--|--|
| | Understand both the | Understand both the | Understand what | Understand what | Understand what | Understand what | | |
| | books they can | books that they can | they read, in books | they read, in books | they read by: drawing | they read by: drawing | | |
| | already read | already read | they can read | they can read | inferences such as | inferences such as | | |
| | accurately and | accurately and | independently, by: | independently, by: | inferring characters' | inferring characters' | | |
| | fluently and those | fluently and those | drawing inferences | drawing inferences | feelings, thoughts | feelings, thoughts | | |
| | they listen to by: | that they listen to by: | such as inferring | such as inferring | and motives from | and motives from | | |
| | discussing the | making inferences on | characters' feelings, | characters' feelings, | their actions and | their actions and | | |
| Inference | significance of the | the basis of what is | thoughts and motives | thoughts and motives | justifying inferences | justifying inferences | | |
| | title and events | being said and done | from their actions, | from their actions, | with evidence | with evidence | | |
| | Understand both the | Understand both the | and justifying | and justifying | | | | |
| Interpret IT | books they can | books that they can | inferences with | inferences with | | | | |
| | already read | already read | evidence | evidence | | | | |
| | accurately and | accurately and | | | | | | |
| | fluently and those | fluently and those | | | | | | |
| | they listen to by: | that they listen to by: | | | | | | |
| | making inferences on | answering and asking | | | | | | |
| | the basis of what is | questions | | | | | | |
| | being said and done | | | | | | | |
| | Understand both the | Understand both the | Understand what | Understand what | Understand what | Understand what | | |
| | books they can | books that they can | they read, in books | they read, in books | they read by: | they read by: | | |
| Prediction | already read | already read | they can read | they can read | predicting what might | predicting what might | | |
| | accurately and | accurately and | independently, by: | independently, by: | happen from details | happen from details | | |
| © | fluently and those | fluently and those | predicting what might | predicting what might | stated and implied | stated and implied | | |
| Predict IT | they listen to by: | that they listen to by: | happen from details | happen from details | | | | |
| 20 | predicting what might | predicting what might | stated and implied | stated and implied | | | | |
| | happen on the basis | happen on the basis | | 500000 u.i.u iii.pii.cu | | | | |
| Analyse IT | of what has been | of what has been | | | | | | |
| | read so far | read so far | | | | | | |
| | | | | | | | | |
| Authorial Intent | Consider particular | Develop pleasure in | Develop positive | Develop positive | Discuss and evaluate | Discuss and evaluate | | |
| | characteristics of key | reading, motivation to | attitudes to reading | attitudes to reading | how authors use | how authors use | | |
| | stories, fairy stories | read; vocabulary and | and understanding of | and understanding of | language, including | language, including | | |
| * | and traditional tales | understanding by: | what they read by: | what they read by: | figurative language, | figurative language, | | |
| 1 | | discussing their | discussing words and | discussing words and | considering the | considering the | | |
| Analyse IT | | | phrases that capture | phrases that capture | impact on the reader | impact on the reader | | |
| | | | | | | | | |



| | | favourite words and | the reader's interest | the reader's interest | Understand what | Understand what |
|-----------------|---|------------------------------------|------------------------|------------------------|------------------------|--|
| 1 | | phrases | and imagination | and imagination | they read by: | they read by: |
| Visualise IT | | prilases | Understand what | Understand what | identifying how | identifying how |
| | | | they read, in books | they read, in books | language, structure | language, structure |
| | | | they can read | they can read | and presentation | and presentation |
| | | | • | • | • | • |
| | | | independently, by: | independently, by: | contribute to meaning | contribute to meaning |
| | | | identifying how | identifying how | | |
| | | | language, structure, | language, structure, | | |
| | | | and presentation | and presentation | | |
| | | | contribute to meaning | contribute to meaning | | |
| Nen | Listening and | Develop pleasure in | Retrieve and record | Retrieve and record | Distinguish between | Distinguish between |
| Non- fiction | discussing a wide | reading, motivation to | information from | information from | statements of fact | statements of fact |
| 11001011 | range of non-fiction | read, vocabulary and | non-fiction | non-fiction | and opinion | and opinion |
| | at a level beyond | understanding by: | | | Retrieve, record and | Retrieve, record and |
| | that at which they | being introduced to | | | present information | present information |
| Enjoy IT | can read | non-fiction books that | | | from non-fiction | from non-fiction |
| A6 3 | independently | are structured in | | | | |
| Retrieve IT | , | different ways | | | | |
| Retrieve II | | | | | | |
| | Participate in | Participate in | Participate in | Participate in | Maintain positive | Participate in |
| | discussion about | discussion about | discussion about both | discussion about both | attitudes to reading | discussions about |
| | what is read to them, | books, poems and | books that are read | books that are read | and understanding of | books that are read |
| | taking turns and | other works that are | to them and those | to them and those | what they read by: | to them and those |
| Discussing | listening to what | read to them and | they can read for | they can read for | recommending books | they can read for |
| reading | others say | those that they can | themselves, taking | themselves, taking | that they have read | themselves, building |
| Review IT | Explain clearly their | read for themselves, | turns and listening to | turns and listening to | to their peers, giving | on their own and |
| Review IT | understanding of | taking turns and | what others say | what others say | reasons for their | others' ideas and |
| م | what is read to them | listening to what | | | choices | challenging views |
| - € | | others say | | | Participate in | courteously |
| Connect IT | | • Explain and discuss | | | discussions about | Explain and discuss |
| | | their understanding | | | books that are read | their understanding |
| Compare IT | | of books, poems and | | | to them and those | of what they have |
| | | other material, both | | | they can read for | read, including |
| | | those that they listen | | | themselves, building | through formal |
| | | to and those that | | | on their own and | presentations and |
| | | | | | others' ideas and | debates, maintaining |



| | | iniary School Redaing i | regression or simile zezz | | |
|--|---------------|-------------------------|---------------------------|---|------------------------------------|
| | they read for | | | challenging views | a focus on the topic |
| | themselves | | | courteously | and using notes |
| | | | | Explain and discuss | where necessary |
| | | | | their understanding | Provide reasoned |
| | | | | of what they have | justifications for their |
| | | | | read, including | views |
| | | | | through formal | |
| | | | | presentations and | |
| | | | | debates, maintaining | |
| | | | | a focus on the topic | |
| | | | | and using notes | |
| | | | | where necessary | |
| | | | | Provide reasoned | |
| | | | | justifications for their | |
| | | | | views | |
| | | | | | |