



Chaddesley Corbett Endowed Primary School  
Reading progression of skills

# EYFS

## Communication & Language

### Nursery

- To turn towards familiar sounds.
- To gaze at faces, copying facial expressions and movements like sticking out their tongue.
- To make eye contact for longer periods and watch someone's face as they talk.
- To copy what adults, do, taking 'turns' in conversations (through babbling) and activities.
- To try to copy adult speech and lip movements.
- To enjoy singing, music and toys that make sounds.
- To listen and respond to a simple instruction.
- To make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling).
- To use gestures like waving and pointing to communicate.
- To constantly babble and use single words during play.
- To use intonation, pitch and changing volume when 'talking'.
- To understand single words in context – 'cup', 'milk', 'daddy'.
- To understand frequently used words such as 'all gone', 'no' and 'bye-bye'.
- To recognise and point to objects if asked about them.
- To generally focus on an activity of their own choice and find it difficult to be directed by an adult.
- To listen to other people's talk with interest, but can easily be distracted by other things.
- To make themselves understood, and can become frustrated when they cannot.
- To start to say how they are feeling, using words as well as actions.
- To start to develop conversation, often jumping from topic to topic.
- To develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.
- To use the speech sounds p, b, m, w.
- To pronounce: - l/r/w/y - s/sh/ch/dz/j - f/th - multi-syllabic words such as 'banana' and 'computer'
- To listen to simple stories and understand what is happening, with the help of the pictures.
- To identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple'.
- To understand and act on longer sentences like 'make teddy jump' or 'find your coat'.
- To understand simple questions about 'who', 'what' and 'where' (but generally not 'why').

<p>Pre-School</p>	<ul style="list-style-type: none"> <li>• To enjoy listening to longer stories and can remember much of what happens.</li> <li>• To pay attention to more than one thing at a time, which can be difficult.</li> <li>• To use a wider range of vocabulary.</li> <li>• To understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.</li> <li>• To understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</li> <li>• To sing a large repertoire of songs.</li> <li>• To know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> <li>• To develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.</li> <li>• To develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’</li> <li>• To use longer sentences of four to six words.</li> <li>• To be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</li> <li>• To start a conversation with an adult or a friend and continue it for many turns.</li> <li>• To use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.</li> </ul>
<p>Reception</p>	<ul style="list-style-type: none"> <li>• To understand how to listen carefully and why listening is important.</li> <li>• To learn new vocabulary and use new vocabulary through the day. Additionally, to use new vocabulary in different contexts and during discussions about non-fiction, rhymes and poems; to use new vocabulary during role play activities.</li> <li>• To ask questions to find out more and to check they understand what has been said to them.</li> <li>• To articulate their ideas and thoughts in well-formed sentences and to engage in extended conversations about stories, learning new vocabulary.</li> <li>• To take part in simple pretend play, using an object to represent something else even though they are not similar and to begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</li> <li>• To connect one idea or action to another using a range of connectives.</li> <li>• To describe events in some detail.</li> <li>• To use talk to help, work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>• To develop social phrases.</li> <li>• To listen to and talk about stories to build familiarity and understanding.</li> <li>• To retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>• To listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>• To learn rhymes, poems and songs and to sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>• To create their own songs, or improvise a song around one they know.</li> <li>• To perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</li> <li>• To engage in non-fiction books and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</li> <li>• To listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</li> </ul>

## Literacy (Reading)

<b>Nursery</b>	<ul style="list-style-type: none"> <li>• Enjoy songs and rhymes, tuning in and paying attention.</li> <li>• Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</li> <li>• Say some of the words in songs and rhymes.</li> <li>• Copy finger movements and other gestures.</li> <li>• Sing songs and say rhymes independently, for example, singing whilst playing.</li> <li>• Enjoy sharing books with an adult.</li> <li>• Pay attention and respond to the pictures or the words.</li> <li>• Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</li> <li>• Repeat words and phrases from familiar stories.</li> <li>• Ask questions about the book. Makes comments and shares their own ideas.</li> <li>• Develop play around favourite stories using props.</li> <li>• Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</li> </ul>
<b>Pre-School</b>	<ul style="list-style-type: none"> <li>• Understand the five key concepts about print: print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book and page sequencing</li> <li>• Develop their phonological awareness, so that they can:             <ul style="list-style-type: none"> <li>- spot and suggest rhymes</li> <li>- count or clap syllables in a word</li> <li>- recognise words with the same initial sound, such as money and mother</li> </ul> </li> <li>• Engage in extended conversations about stories, learning new vocabulary.</li> </ul>
<b>Reception</b>	<ul style="list-style-type: none"> <li>• To read individual letters by saying the sounds for them.</li> <li>• recognise words with the same initial sound, such as money and mother</li> <li>• To develop their phonological awareness, so that they can: spot and suggest rhymes count or clap syllables in words</li> <li>• To blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>• To read some letter groups that each represent one sound and say sounds for them.</li> <li>• To read a few common exception words matched to the school's phonic programme.</li> <li>• To read some common irregular words.</li> <li>• To read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>• To re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>• To be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.</li> <li>• To compare and contrast characters from stories, including figures from the past.</li> <li>• To anticipate (where appropriate) key events in stories.</li> <li>• To offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> </ul>

# KS1 and KS2

## ***Word Reading***

### Phonics and Decoding

<b>Year 1</b>	<ul style="list-style-type: none"> <li>• To apply phonic knowledge and skills as the route to decode words.</li> <li>• To blend sounds in unfamiliar words using the GPCs that they have been taught.</li> <li>• To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</li> <li>• To read words containing taught GPCs.</li> <li>• To read multi-syllable words containing taught GPCs</li> <li>• To read words containing -s, -es, -ing,</li> <li>• -ed and -est endings.</li> <li>• To read words with contractions, e.g. I'm, I'll and we'll.</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</li> <li>• To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</li> <li>• To accurately read most words of two or more syllables.</li> <li>• To read most words containing common suffixes.</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</li> <li>• To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud</li> <li>• To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</li> <li>• To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>• To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</li> <li>• To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>• To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</li> </ul>

## Word Reading Common Exception Words

<b>Year 1</b>	<ul style="list-style-type: none"> <li>To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>To begin to read Y3/Y4 exception words.</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>To read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and these occur in the word.</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>To begin to read Y5/Y6 exception words.</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</li> </ul>

## Word Reading Fluency

<b>Year 1</b>	<ul style="list-style-type: none"> <li>To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</li> <li>To reread texts to build up fluency and confidence in word reading.</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</li> <li>To reread these books to build up fluency and confidence in word reading.</li> <li>To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>To develop fluency by choral reading in whole class reading circles and echo/repeated reading in small groups where needed.</li> <li>To read age-appropriate texts accurately and at a speed that is sufficient to allow a focus on understanding rather than decoding individual words (roughly 110+ words in a minute).</li> <li>To use appropriate expression when reading dialogue: Appropriate pause between reporting clause and the speech; use the reporting clause (if it comes before the speech) to inform how the speech is read (e.g. Jo whispered, "What's that noise?")</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>To continue to develop fluency by choral reading in whole class reading circles and echo/repeated reading in small groups where needed.</li> <li>To read silently and aloud, reading fluently enough to gain the meaning from the text, re-reading where necessary.</li> <li>To read age-appropriate texts accurately and at a speed that is sufficient to allow a focus on understanding rather than decoding individual words (roughly 115+ words in a minute).</li> <li>To use appropriate expression when reading sentences with fronted adverbials i.e. a slight pause indicated by the comma after the fronted adverbial.</li> </ul>

<b>Year 5</b>	<ul style="list-style-type: none"> <li>• To embed fluency by choral reading in whole class reading circles and echo/repeated reading in small groups where needed.</li> <li>• To read silently and recognise words automatically and group words quickly to help them gain meaning from what they read.</li> <li>• To read age appropriate texts accurately and at a reasonable speaking pace (roughly 120+ words in a minute)..</li> <li>• To prepare readings, with appropriate intonation to show their understanding</li> <li>• To use appropriate expression when reading sentences with: relative clauses i.e. slight pauses indicated by the commas around the relative clause and brackets or dashes i.e. slight pauses indicated by the brackets or dashes</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>• To master fluency by choral reading in whole class reading circles and echo/repeated reading in small groups where needed.</li> <li>• To be sufficiently fluent so that reading of texts across the curriculum is effortless (roughly 125+ words in a minute).</li> <li>• To prepare readings, with appropriate intonation.</li> <li>• To use appropriate expression when reading ironic or sarcastic sentences (nb. this may be indicated by italic or bold fonts, or scare quotes).</li> </ul>

## Comprehension

### Understanding and correcting inaccuracies

<b>Year 1</b>	<ul style="list-style-type: none"> <li>• To check that a text makes sense to them as they read and to self- correct</li> <li>• To link what they read or hear to their own experiences</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</li> <li>• To check that the text makes sense to them as they read and to correct inaccurate reading.</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>• To ask questions to improve their understanding of a text</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>• To ask questions to improve their understanding of a text</li> <li>• To identify main ideas drawn from more than one paragraph and summarising these</li> <li>• To identify themes and conventions in a wide range of books</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>• To read books that are structured in different ways and read for a range of purposes</li> <li>• To check that the book makes sense to them, discussing their understanding and exploring the meaning of words and asking questions to improve their understanding</li> <li>• To identify main ideas drawn from more than one paragraph and to summarise these.</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>• To read books that are structured in different ways and read for a range of purposes</li> <li>• To check that the book makes sense to them, discussing their understanding and exploring the meaning of words and asking questions to improve their understanding</li> <li>• To draw out key information and to summarise the main ideas in a text.</li> </ul>

## Comprehension

### Comparing, contrasting and commenting

<b>Year 1</b>	<ul style="list-style-type: none"> <li>• To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.</li> <li>• To retell familiar stories in increasing detail.</li> <li>• To join in with discussions about a text, taking turns and listening to what others say.</li> <li>• To discuss the significance of titles and events.</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.</li> <li>• To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</li> <li>• To discuss the sequence of events in books and how items of information are related.</li> <li>• To recognise simple recurring literary language in stories and poetry.</li> <li>• To ask and answer questions about a text.</li> <li>• To make links between the text they are reading and other texts they have read (in texts that they can read independently).</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>• To use appropriate terminology when discussing texts (plot, character, setting).</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• To discuss and compare texts from a wide variety of genres and writers.</li> <li>• To read for a range of purposes.</li> <li>• To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).</li> <li>• To identify how language, structure and presentation contribute to meaning.</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>• To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.</li> <li>• To 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.</li> <li>• To recommend texts to peers based on personal choice.</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>• To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</li> <li>• To recognise more complex themes in what they read (such as loss or heroism).</li> <li>• To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</li> <li>• To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.</li> <li>• To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.</li> <li>• To compare characters, settings and themes within a text and across more than one text.</li> </ul>



## Comprehension

### Words in context and authorial choice

<b>Year 1</b>	<ul style="list-style-type: none"><li>• To discuss word meaning and link new meanings to those already known.</li></ul>
<b>Year 2</b>	<ul style="list-style-type: none"><li>• To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</li><li>• To discuss their favourite words and phrases</li></ul>
<b>Year 3</b>	<ul style="list-style-type: none"><li>• To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</li><li>• To discuss authors' choice of words and phrases for effect.</li></ul>
<b>Year 4</b>	<ul style="list-style-type: none"><li>• Discuss vocabulary used to capture readers' interest and imagination</li></ul>
<b>Year 5</b>	<ul style="list-style-type: none"><li>• To discuss vocabulary used by the author to create effect including figurative language.</li><li>• To evaluate the use of authors' language and explain how it has created an impact on the reader.</li></ul>
<b>Year 6</b>	<ul style="list-style-type: none"><li>• 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.</li></ul>

## Comprehension

### Inference and Prediction

<b>Year 1</b>	<ul style="list-style-type: none"><li>• To begin to make simple inferences.</li><li>• To predict what might happen on the basis of what has been read so far.</li></ul>
<b>Year 2</b>	<ul style="list-style-type: none"><li>• To make inferences on the basis of what is being said and done.</li><li>• To predict what might happen in a text from exploring the front cover and title, also predict on the basis of what has been read so far a</li></ul>
<b>Year 3</b>	<ul style="list-style-type: none"><li>• To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</li><li>• To justify predictions using evidence from the text.</li></ul>
<b>Year 4</b>	<ul style="list-style-type: none"><li>• To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.</li><li>• To justify predictions from details stated and implied.</li></ul>
<b>Year 5</b>	<ul style="list-style-type: none"><li>• To draw inferences from characters' feelings, thoughts and motives.</li><li>• To make predictions based on details stated and implied, justifying them in detail with evidence from the text.</li></ul>
<b>Year 6</b>	<ul style="list-style-type: none"><li>• To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).</li><li>• To discuss how characters change and develop through texts by drawing inferences based on indirect clues.</li><li>• To predict what might happen from details stated and implied.</li></ul>

## Comprehension Poetry and Performance

<b>Year 1</b>	<ul style="list-style-type: none"> <li>To recite simple poems by heart</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>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.</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</li> <li>To begin to use appropriate intonation and volume when reading aloud.</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).</li> <li>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.</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.</li> </ul>

## Comprehension Non-Fiction

<b>Year 1</b>	<ul style="list-style-type: none"> <li>To explore a range of non-fiction texts to develop a deep familiarity with new knowledge and vocabulary</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>To recognise that non-fiction books are often structured in different ways</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>To retrieve and record information from non-fiction texts.</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.</li> <li>To use dictionaries to check the meaning of words that they have read.</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>To retrieve, record and present information from non-fiction texts.</li> <li>To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. Reading information leaflets before a gallery or museum visit or reading a theatre programme or review).</li> </ul>

