



Reading strands - Phonics and Decoding

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To enjoy rhyming and rhythmic activities.</p> <p>To show an awareness of rhyme and alliteration.</p> <p>To recognise rhythm in spoken words.</p> <p>To continue a rhyming string.</p> <p>To hear and say the initial sound in words.</p> <p>To segment the sounds in simple words and blend them together and know which letter represents some of them.</p> <p>To link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>To use phonic knowledge to decode regular words and read them aloud accurately.</p>	<p>To respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p> <p>Re-read these books to build up their fluency and confidence.</p>	<p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>Read accurately words of two or more syllables that contain the same graphemes as above.</p> <p>Read words containing common suffixes.</p> <p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur.</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</p> <p>Read aloud books closely matched to their improving phonic knowledge,</p>	<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer, unknown words).</p> <p>Decoding: Apply their growing knowledge of root words, prefixes and suffixes.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their growing knowledge of root words, prefixes and suffixes.</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>To apply their growing knowledge of root words, prefixes and suffixes.</p>	<p>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.</p>



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		sounding out unfamiliar words accurately, automatically and without undue hesitation. Re-read these books to build up their fluency and confidence in word reading.				
Common Exception words:	Vocabulary: To read some common irregular words.	Vocabulary: To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.	Vocabulary: To read most Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	Vocabulary: To begin to read Y3/Y4 exception words, discussing the unusual correspondences between spelling and these occur in the word.	Vocabulary: To read all Y5/Y6 exception words, the unusual correspondences between spelling and sound and where these occur in the word.	Vocabulary:

Reading Strands - Fluency

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To show interest in illustrations and print in books and print in the environment. To recognise familiar words and signs such as own name and advertising logos. To look and handle books independently (holds books the correct way up and turns pages). To ascribe meanings to marks that they	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. To reread texts to build up fluency and confidence in word reading.	To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. To reread these books to build up fluency and confidence in word reading.	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.



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see in different places. To begin to break the flow of speech into words. To begin to read words and simple sentences. To read and understand simple sentences.		To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.				
Vocabulary: Read some common irregular words. (EXC: Read phonically regular words of more than one syllable as well as many irregular but high frequency words.)	Vocabulary: Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings. Read other words of more than one syllable that contain taught GPCs. Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).	Vocabulary:	Vocabulary: Prefixes, suffixes (including in-, il-, im-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti-, and auto-), both to read aloud and to understand the meaning of new words they meet.	Vocabulary: Read word endings (including -tion, -sion, -ssion, cian, -ous, ture, and -sure).	Vocabulary: Read word endings (including -ate, -ise, -en, -ify, cial/ tial, ible/-able, ibly/-ably, ant/-ent and ancy/ -ency)	Vocabulary: Infer, deduce, justify, explain

Reading Strands - Understanding and correcting inaccuracies

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To know that print carries meaning and, in English, is read from left to right and top to bottom. To understand humour, e.g. nonsense rhymes, jokes.	To check that a text makes sense to them as they read and to self-correct.	To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.				



		To check that the text makes sense to them as they read and to correct inaccurate reading.				
Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:

Reading Strands - Reading for Pleasure

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To listen to stories with increasing attention and recall.</p> <p>To anticipate key events and phrases in rhymes and stories.</p> <p>To begin to be aware of the way stories are structured.</p> <p>To describe main story settings, events and principal characters.</p> <p>To enjoy an increasing range of books.</p> <p>To follow a story without pictures or props.</p> <p>To listen to stories, accurately anticipating key events and respond to what they hear with relevant</p>	<p>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.</p> <p>To link what they have read or have read to them to their own experiences.</p> <p>To retell familiar stories in increasing detail. To join in with discussions about a text, taking turns and listening to what others say.</p> <p>To discuss the significance of titles and events.</p> <p>To recognise simple recurring literary language in stories and poetry.</p> <p>To ask and answer questions about a text.</p>	<p>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.</p> <p>To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p> <p>To discuss the sequence of events in books and how items of information are related.</p>	<p>To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>To use appropriate terminology when discussing texts (plot, character, setting).</p>	<p>To discuss and compare texts from a wide variety of genres and writers.</p> <p>To read for a range of purposes.</p> <p>To identify themes and conventions in a wide range of books.</p> <p>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).</p> <p>To identify how language, structure and presentation contribute to meaning.</p> <p>To identify main ideas drawn from</p>	<p>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.</p> <p>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.</p> <p>To identify main ideas drawn from more than one paragraph and to summarise these.</p> <p>To recommend texts</p>	<p>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.</p> <p>To recognise more complex themes in what they read (such as loss or heroism).</p> <p>To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and</p>



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comments, questions or actions.	To make links between the text they are reading and other texts they have read(in texts that they can read independently).			more than one paragraph and summarise these.	to peers based on personal choice.	using notes where necessary. To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions. To draw out key information and to summarise the main ideas in a text. To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views. To compare characters, settings and themes within a text and across more than one text.
Vocabulary: Read some common irregular words. (EXC: Read phonically regular words of more than one syllable as well as many irregular but high frequency words.)	Vocabulary: Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings. Read other words of more than one syllable that contain taught GPCs. Read words with contractions [for example, I'm, I'll, we'll], and understand that the	Vocabulary:	Vocabulary: Prefixes, suffixes (including in-, il-, im-, ir, dis-, mis-, un-, re-, sub-, inter-, super-, anti-, and auto-), both to read aloud and to understand the meaning of new words they meet.	Vocabulary: Read word endings (including -tion, -sion, -ssion, cian, -ous, ture, and -sure).	Vocabulary: Read word endings (including -ate, -ise, -en, -ify, cial/ tial, ible/-able, ibly/-ably, ant/-ent and ancy/ -ency)	Vocabulary: Infer, deduce, justify, explain



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	apostrophe represents the omitted letter(s).					
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Reading Strands – Developing vocabulary

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To build up vocabulary that reflects the breadth of their experiences. To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.	To discuss word meaning and link new meanings to those already known.	To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To discuss their favourite words and phrases.	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. To identify vocabulary that captures the reader's interest.	Discuss vocabulary used to capture readers' interest and imagination.	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.	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. • To identify and evaluate the effectiveness of an author's choice and use of language, explaining the impact on the reader.
Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:

Reading Strands – Inference and prediction

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To suggest how a story might end. To begin to understand 'why' and 'how' questions. To answer 'how' and 'why' questions about their	To begin to make simple inferences. To predict what might happen on the basis of what has been read so far.	To ask and answer questions appropriately, including some simple inference questions based on characters' feelings,	To ask and answer questions appropriately, including some simple inference questions based on characters' feelings,	To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.	To draw inferences from characters' feelings, thoughts and motives with supporting evidence. To make predictions based on details stated and implied,	To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).



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experiences and in response to stories or events.		thoughts and motives. To justify predictions using evidence from the text.	thoughts and motives. To justify predictions using evidence from the text.	To justify predictions from details stated and implied.	justifying them in detail with evidence from the text.	To discuss how characters change and develop through texts by drawing inferences based on indirect clues.
Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:

Reading Strands – Poetry and performance

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To listen to and join in with stories and poems, one-to one and also in small groups.</p> <p>To join in with repeated refrains in rhymes and stories.</p> <p>To use intonation, rhythm and phrasing to make the meaning clear to others.</p> <p>To develop preference for forms of expression.</p> <p>To play cooperatively as part of a group to develop and act out a narrative.</p> <p>To express themselves effectively, showing awareness of listeners' needs</p>	To recite simple poems by heart.	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.	<p>To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</p> <p>To begin to use appropriate intonation and volume when reading aloud.</p> <p>To begin to recognise different forms of poetry (e.g. free verse or narrative poetry).</p>	<p>To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).</p> <p>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.</p>	<p>To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.</p> <p>To learn a wider range of poetry by heart.</p>	To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.

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