

Grange View C of E First School
Reading Skills Progression

	EYFS	Year 1	Year 2	Year 3	Year 4
Decoding/fluency	<p>Join in with well-known or repeated phrases in stories which are read to them. Know set 1 and 2 sounds within RWI programme to decode and blend CVC and then CCVC words.</p> <p>To know age appropriate common exception words to increase fluency.</p>	<p>Children read confidently by decoding using set 1, 2 and 3 sounds. They have a growing number of speedy green words that they can read automatically.</p> <p>To know age appropriate common exception words to increase fluency.</p>	<p>Children can read at a speed of 90 words per minute. Children begin to use expression when reading aloud, particularly where characters are speaking in a story.</p> <p>To know age appropriate common exception words to increase fluency.</p>	<p>Fluency is developed by guided reading in small ability set groups. Children continue to develop expression when reading aloud considering characters and punctuation for effect.</p> <p>To know age appropriate common exception words to increase fluency.</p>	<p>Children can read silently and aloud, reading fluently enough to gain the meaning from the text, re-reading where necessary. Children can use expression confidently when reading aloud.</p> <p>To know age appropriate common exception words to increase fluency.</p>
Retrieval	<p>Children can answer simple recall questions about key stories without pictures or prompts.</p>	<p>Children can answer questions about what has just happened in a story.</p>	<p>Children can explain their understanding of independent reading by answering simple questions about what they have just read.</p>	<p>Children begin to learn the skill of 'skim and scan' to retrieve details. Children begin to annotate texts to prove or find evidence.</p>	<p>Children confidently skim and scan texts to record details, confidently annotating texts to support answers to questions.</p>
Prediction	<p>Makes suggestions about what might happen next or how a story might end based on events so far.</p>	<p>Children make simple predictions based on the story and on their own life experience.</p>	<p>Children make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them.</p>	<p>Children use relevant prior knowledge to make predictions and justify them. They are taught the skill of using details from the text to form further predictions.</p>	<p>Children use relevant prior knowledge as well as details from the text to form predictions and to justify them. They compare them with the text as they read on.</p>
Inference	<p>Children can infer meaning about characters' feelings using pictures and verbally link these to their own experience.</p>	<p>Children make inferences about characters' feelings using what they say and do to infer basic points with direct reference to the pictures and words in the text.</p>	<p>Children make inferences about characters' feelings using what they say and to infer basic points and begin, with support to pick up on more subtle references.</p>	<p>Children can infer characters' feelings, thoughts and motives from their stated actions. They begin to justify them by referencing evidence in the text.</p>	<p>Children can infer characters' feelings, thoughts and motives from their actions. They will consolidate the skill of justifying them using specific evidence in the text.</p>

Questioning	Children are given opportunities to ask questions about a text.	With support, children can generate simple questions using who, when, what, how and why.	Children can generate simple questions using who, when, what, how and why.	Children can generate a variety of questions using who, when, what, how and why.	Children generate a variety of questions about the deeper meaning of a text to help them understand the text further.
Summarising	Children can create a class story map using the key events in a text.	Children retell and order events from the text in a range of ways.	Children retell and order events from the text in a range of ways. They begin to discuss how events are linked.	Children begin to distinguish between the important and less important information in a text. They are able to give a brief verbal summary of the text.	Children use skills developed in year 3 and are able give summary of main points, identifying and using important information.
Clarifying	Guided by an adult children discuss new word meanings and link them to words they already know.	Children discuss new word meanings and link them to words they already know.	Children begin to find the meaning of new words using the context of the sentence. They use pictures to help support this skill.	Children begin to find the meaning of new words using the context of a sentence, substitution within a sentence and dictionary skills.	Children begin to find the meaning of new words using the context of a sentence, substitution within a sentence and dictionary skills. They also link new words to other words they already know.
Reading books	When children start RWI they take home lilac word books. When children can blend they take home books (pink-yellow) with sounds they already know. Children also take home RWI book at the end of each cycle to share with key adult at home.	Children take home books (blue- turquoise) with sounds they already know. Children also take home RWI book at the end of each cycle to share with key adult at home.	Children take home books (purple- white) to share with a key adult at home.	Children take home books (Lime+) to share with a key adult at home.	Children take home books (Lime+) to share with a key adult at home. When the children have successfully read up to burgundy they are free readers.
			Children have a guided reading book at their groups ability level. They read this in school and discuss as a group.	Children take home a guided reading book at their groups ability level. They read this at home, in school and discuss as a group.	Children take home a guided reading book at their groups ability level. They read this at home, in school and discuss as a group.