



St Barnabas
CoE Primary School

Skills Progression

Subject area: Reading

Subject Intent:

At St Barnabas, we ensure that our children become lifelong learners who love to read, are proficient and creative writers and can discuss and present their ideas with confidence. Reading is at the heart of our curriculum and developing early reading skills through the teaching of phonics goes hand in hand with developing a passion for books and stories.

At St. Barnabas, we know that reading is every child's passport to success for learning and their future. We have an inspirational programme of author visits, which broaden horizons, motivates our readers and raises aspirations.

Our English curriculum is embedded across all learning and develops the whole child ready for their next steps.

EYFS Development Matters

Characteristics of effective teaching and learning

Playing and exploring – children investigate and experience things, and 'have a go'

Active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements

Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Early Learning Goals: Reading

Word Reading: Children at the expected level of development will:

Say a sound for each letter in the alphabet and at least 10 digraphs;

Read words consistent with their phonic knowledge by sound-blending;

Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

Anticipate (where appropriate) key events in stories.

Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Communication and Language: Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Speaking: Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding	<p>3-4 year olds: Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> spot and suggest rhymes count or clap syllables in a word recognise words with the same initial sound, such as money and mother <p>Reception: Read individual letters by saying the sounds for them.</p>	<ul style="list-style-type: none"> apply phonic knowledge to decode words speedily read all 40+ letters/groups for 40+ phonemes read accurately by blending taught GPC read common exception words read common suffixes (-s, -es, -ing, -ed, etc.) read multi-syllable words containing taught GPCs read contractions and understanding use of apostrophe read aloud phonically-decodable texts. 	<ul style="list-style-type: none"> secure phonic decoding until reading is fluent read accurately by blending, including alternative sounds for graphemes read multi-syllable words containing these graphemes read common suffixes read exception words, noting unusual correspondences read most words quickly & accurately without overt sounding and blending 	<ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet 	<ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet

	Blend sounds into words, so that they can read short words made up of known letter–sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.						
Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Developing a range of reading	3-4 year olds: Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Reception: Engage in extended conversations about stories, learning new vocabulary	*listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently *being encouraged to link what they read or hear read to their own experiences *being introduced to non-fiction books that are structured in different ways	*listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently *retrieve and record information from non-fiction	*listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *reading books that are structured in different ways and reading for a range of purposes *retrieve and record information from non-fiction	*listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *reading books that are structured in different ways and reading for a range of purposes *distinguish between statements of fact and opinion *retrieve, record and present information from nonfiction	*continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *reading books that are structured in different ways and reading for a range of purposes *making comparisons within and across books *distinguish between statements of fact and opinion *retrieve, record and present information from nonfiction	*continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *reading books that are structured in different ways and reading for a range of purposes *making comparisons within and across books *distinguish between statements of fact and opinion *retrieve, record and present information from nonfiction
Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Becoming familiar with a range of texts	3-4 year olds: Learn rhymes, poems and songs. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Reception: Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	*becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics *recognising and joining in with predictable phrases *learning to appreciate rhymes and poems, and to recite some by heart	*becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales *recognising simple recurring literary language in stories and poetry *continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	*increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally *identifying themes and conventions in a wide range of books *preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action *recognising some different forms of poetry	*increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally *identifying themes and conventions in a wide range of books *preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action *recognising some different forms of poetry	*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 *identifying and discussing themes and conventions in and across a wide range of writing *learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	*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 *identifying and discussing themes and conventions in and across a wide range of writing *learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
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Understanding of word meaning	<p>3-4 year olds: Use a wider range of vocabulary. Reception: Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	*discussing word meanings, linking new meanings to those already known	*discussing and clarifying the meanings of words, linking new meanings to known vocabulary *discussing their favourite words and phrases	*using dictionaries to check the meaning of words that they have read	*using dictionaries to check the meaning of words that they have read		
Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Developing understanding	<p>3-4 year olds: 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 • page sequencing Reception: Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Compare and contrast characters from stories, including figures from the past.</p>	*drawing on what they already know or on background information and vocabulary provided by the teacher *checking that the text makes sense to them as they read and correcting inaccurate reading	*discussing the sequence of events in books and how items of information are related *drawing on what they already know or on background information and vocabulary provided by the teacher *checking that the text makes sense to them as they read and correcting inaccurate reading	*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context *asking questions to improve their understanding of a text *identifying main ideas drawn from more than one paragraph and summarising these	*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context *asking questions to improve their understanding of a text *identifying main ideas drawn from more than one paragraph and summarising these	* checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context *asking questions to improve their understanding *summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas	* checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context *asking questions to improve their understanding *summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas
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Developing inference, prediction and authorial intent	<p>3-4 year olds: Enjoy listening to longer stories and can remember much of what happens. • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • Reception: Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	*discussing the significance of the title and events *making inferences on the basis of what is being said and done *predicting what might happen on the basis of what has been read so far	*making inferences on the basis of what is being said and done *answering and asking questions *predicting what might happen on the basis of what has been read so far	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence *predicting what might happen from details stated and implied *discussing words and phrases that capture the reader's interest and imagination *identifying how language, structure, and presentation contribute to meaning	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence *predicting what might happen from details stated and implied *discussing words and phrases that capture the reader's interest and imagination *identifying how language, structure, and presentation contribute to meaning	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence *predicting what might happen from details stated and implied *identifying how language, structure and presentation contribute to meaning *discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence *predicting what might happen from details stated and implied *identifying how language, structure and presentation contribute to meaning *discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

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<p>Discussing own reading</p>	<p>3-4 year olds: 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. Reception: Engage in story times. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Learn rhymes, poems and songs</p>	<p>*participate in discussion about what is read to them, taking turns and listening to what others say *explain clearly their understanding of what is read to them</p>	<p>*participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say *explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>	<p>*participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</p>	<p>*participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</p>	<p>*recommending books that they have read to their peers, giving reasons for their choices *participate in discussions about books, building on their own and others' ideas and challenging views courteously *explain and discuss their understanding of what they have read, including through formal presentations and debates, *provide reasoned justifications for their views</p>	<p>*recommending books that they have read to their peers, giving reasons for their choices *participate in discussions about books, building on their own and others' ideas and challenging views courteously *explain and discuss their understanding of what they have read, including through formal presentations and debates, *provide reasoned justifications for their views</p>