



# Christ the King Catholic Voluntary Academy

## Progression of Reading Skills

	EYFS (30-50mths – ELGs)	KS1		KS2			
	30 – 50 months 40 – 60 months	Y1	Y2	Y3	Y4	Y5	Y6
	Early Learning Goals	PM benchmark 16-18	PM benchmark 21-24	PM benchmark 24-28	PM benchmark 26-30	PM benchmark 29-30	PM benchmark 30+
Word Reading and Fluency	<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>Use phonic knowledge to decode books accurately (for all 40+ phonemes)</p> <p>Read common exception words</p> <p>Read words with 1+ syllable</p> <p>Read words with apostrophes</p>	<p>Read accurately by blending sounds</p> <p>Read common exception words</p> <p>Read most words with 2+ syllables</p> <p>Read most words containing common suffixes</p> <p><b>Sound out words quickly in my head</b></p>	<p>Use <b>developing understanding about root words, prefixes and suffixes</b> to read aloud with increasing fluency and understanding</p> <p>Read a <b>wider range</b> of common exception/ tricky words</p> <p><i>Break words into syllables to decode unknown words speedily</i></p>	<p>Use knowledge of root words, prefixes and suffixes to read aloud with increasing fluency, understanding and <b>expression</b>.</p> <p>Read a wider range of common exception/ tricky words and can see <b>what makes them tricky</b>.</p> <p><i>Break words into different sized chunks, including syllables, to decode unknown words</i></p>	<p><b>Often applies</b> their knowledge of root words, prefixes and suffixes to read fluently and understand the meaning of new words</p> <p>Breaks long <b>polysyllabic</b> words with speed and reads across entire word</p>	<p>Applies their knowledge of root words, prefixes and suffixes to read fluently and understand the meaning of new words</p> <p><i>Break long polysyllabic words into syllables with speed and read across the entire word</i></p>



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Wider decoding skills	<p>To know that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p>To understand humour, e.g. nonsense rhymes, jokes.</p>	<p>Re-read sentences and books to build up fluency and confidence in word reading</p> <p>Repeat words or phrases to check/confirm or problem solve</p> <p>Show an awareness of a range of punctuation marks</p> <p>Locate some pages/sections of interest</p>	<p>(In GPC matched books and age appropriate books)</p> <p>Read aloud <b>many</b> words quickly and accurately</p> <p>Sound out unfamiliar words accurately</p> <p>Check a familiar book makes sense, correcting any inaccuracies</p> <p>Reread with fluency, <b>expression and intonation</b></p> <p>Developing reading silently or quietly to myself</p> <p>Use punctuation to help with expression</p> <p><b>EOY2 Reading stamina: 90 words per minute</b></p>	<p>Notices mistakes they make in their reading using meaning, language structures and visual information and make corrections</p> <p>Uses <b>a range of</b> punctuation accurately (at the end of the sentence and commas within)</p> <p><i>Re-read sentences from the beginning if I stopped to decode a difficult word to maintain the sense and my understanding</i></p> <p><i>Read silently most of the time and develop better pace in reading</i></p> <p>EOY3 Reading stamina: 100 words per minute</p> <p><i>Sustain interest in longer texts, returning to them easily after a break</i></p>	<p>Notices mistakes they make in their reading and corrects them <b>because the text does not make sense</b></p> <p><i>Use the range of punctuation accurately at the end and within sentences to help expression, pace, fluency and understanding</i></p> <p><i>Developing skills to skim read text and scan to find information and ideas</i></p> <p><i>Re-read sentences from the beginning if I stopped to decode a difficult word to maintain the sense and my understanding</i></p> <p>EOY4 Reading stamina: 110 words per minute</p>	<p>Reads fluently with <b>intonation, expression, appropriate pace</b> and use of <b>pauses</b> to entertain and maintain interest</p> <p>Tries to notice mistakes in <b>higher level texts and sometimes</b> corrects them because the text does not make sense</p> <p>Scan text to kind <b>key words and phrases</b></p> <p>Skim read a text to get the <b>general idea</b></p> <p>Knows they may need to reread text carefully to fully understand</p> <p>Read <b>longer texts</b> with increasing pace and stamina.</p> <p>EOY Reading stamina: 130 words per minute</p>	<p>Reads fluently with <b>intonation and expression, pauses, pace and emphasis to interest and entertain</b></p> <p>Notices mistakes in higher level texts and sometimes corrects them because the text does not make sense</p> <p><b>Read longer complex sentences using commas, brackets, semi-colons, colons and dashes to accurately help them and others to understand</b></p> <p>Scan text to kind key words and phrases and skim read a text to get the general idea of a passage</p> <p>Knows they may need to reread text carefully to fully understand</p> <p><b>EOY6 Reading stamina: 150 words per minute</b></p>



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Comprehension strategies	<p>To suggest how a story might end.</p> <p>To begin to understand 'why' and 'how' questions.</p> <p>To answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>To build up vocabulary that reflects the breadth of their experiences.</p> <p>To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p>	<p>Talk about word meanings and link new meanings to these</p> <p><b>Check the texts makes sense and self-correct mistakes</b></p> <p><b>Understand what they read and retell it in sequence</b></p> <p><b>Make inferences on the basis of what is being done</b></p> <p>Begin to link what they read or hear to their own experiences</p>	<p>Talk about and clarify new words</p> <p><b>(In a familiar book)</b></p> <p><b>Answers questions</b></p> <p><b>Explain what has happened so far</b></p> <p><b>Makes simple inference</b></p> <p>Make inferences after independent reading</p> <p>Make predictions after independent reading</p> <p>Recall <b>specific information by looking back at the text</b></p>	<p>Use developing understanding about root words, prefixes and suffixes to understand meaning of new vocabulary</p> <p>Ask about meaning of words they do not understand</p> <p>Explain the meaning of words <b>in context</b></p> <p>Checks the text makes sense</p> <p><i>Make simple connections within a text</i></p> <p><b>Retell</b> some stories in their own words</p> <p>Identify main idea from a paragraph and summarise these</p> <p>Make inferences (character's feelings and thoughts) from their actions or speech</p> <p>Find evidence from the text to show their understanding</p> <p>Make predictions <b>from details stated and implied</b></p> <p>Asks questions and wonders to improve understanding</p>	<p>Use <b>knowledge</b> of root words, prefixes and suffixes to help them understand meaning of new vocabulary</p> <p><i>Asks about the meanings of words I don't understand and uses <b>dictionaries</b> to check</i></p> <p>Explain meaning of words in context</p> <p><b>Identify words and phrases that make the reader interested</b></p> <p>Checks the text makes sense</p> <p>Identify main ideas from <b>more than one paragraph</b> and summarise these in their <b>own words</b></p> <p>Make inferences (character's feelings, thoughts and <b>motives</b>) from their actions</p> <p>Find evidence from the text to <b>support inferences</b></p> <p><i>Make <b>sensible</b> predictions from details stated and implied and <b>can justify these by referring to the story</b></i></p> <p><b>Identify how language, structure and presentation contribute to meaning</b></p> <p>Asks questions and wonders to improve understanding</p> <p><i>Make connections between different pieces of information I read within a text</i></p>	<p>Explore meaning of words in context and asks about meaning of words they do not understand</p> <p>Check books make sense and talk about their understanding of sig. ideas, events and characters</p> <p><b>Summarises key points of a paragraph and main ideas across more than one paragraph</b></p> <p>Give the gist of what they have read in their own words</p> <p><b>Recognise that ideas and visualised images can and do change</b></p> <p><b>Make inferences (character's feelings, thoughts and motives) from their actions, sometimes with supporting evidence</b></p> <p>Predict what might happen from details stated and implied</p> <p>Asks questions and wonders to improve understanding</p> <p><b>Understands</b> how language, structure and presentation contribute to meaning</p> <p><b>Connects information that they read within paragraphs, across texts and to other books</b></p>	<p>Explore meaning of words in context and asks about meaning of words they do not understand</p> <p>Monitors their reading for sense</p> <p>Can talk in detail about their understanding including the gist</p> <p><b>Summarises succinctly the key point of a paragraph</b></p> <p><b>Summarises the main ideas across paragraphs identifying key ideas to support main ideas</b></p> <p>Recognise that ideas and visualised images can and do change</p> <p><b>Make inferences (character's feelings, thoughts and motives) from their actions, justify these with evidence</b></p> <p><b>Predict what might happen from details stated and implied</b></p> <p>Asks questions and wonders to improve understanding, <b>actively looking for answers to these</b></p> <p>Understands how language, structure and presentation contribute to meaning</p> <p><b>Relate what they have read to personal and literary experience and wider background knowledge</b></p>



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<b>Responses to text</b>	<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> <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 comments, questions or actions.</p> <p>To demonstrate understanding when talking with others about what they have read.</p>	<p>Become familiar with key stories, fairy and traditional tales and can retell them</p> <p>Listens to and discusses a wide range of poems, stories and non-fiction</p> <p><b>Explains clearly what they understand when they are read to</b></p> <p>Recites some poems and rhymes off by heart</p> <p>Identify simple features of key stories</p>	<p><b>Make links</b> between books they have read.</p> <p><b>Explain</b> and discuss their understanding of books, poems and other writing.</p> <p>Know and recite poems</p> <p>Talk about non-fiction structure</p>	<p><b>Understand what they have read in books and can discuss this</b></p> <p>Find and records information from non-fiction</p> <p><b>Identify themes in a range of books</b></p> <p>Listen to and can discuss a wide range of fiction, poetry, non-fiction and plays</p> <p>Read aloud and perform poems and play scripts (intonation, volume and actions)</p> <p>Recognise some different forms of poetry, stories and non-fiction texts</p> <p>Talk about some organisational features of texts</p>	<p><b>Understand what they have read in books and can discuss this</b></p> <p><b>Find and record information from non-fiction texts</b></p> <p><b>Identify themes, structures and some purposes in a wide range of books</b></p> <p>Listen to and can discuss a wide range of fiction, poetry, non-fiction and plays</p> <p>Read aloud and perform poems and play scripts (intonation, tone, volume and actions)</p> <p>Recognise some different forms of poetry, stories and non-fiction texts.</p> <p>Talk about organisational features of texts</p> <p>Recommend books they have read to friends</p>	<p><b>Sometimes give reasoned justifications for their views based on evidence</b></p> <p>Begin to understand the difference between fact and opinion</p> <p>Find, record and present information from non-fiction texts</p> <p>Identify and discuss themes and conventions in a range of writing</p> <p>Comment on how and why a writer has used certain word choices</p> <p>Read poems and plays aloud and perform using intonation, tone, volume so the meaning is clear to an audience</p> <p>Know a wider range of poetry by heart</p> <p>Recommend books they have read to friends, giving reasons for their choice</p> <p>Read and understand texts structured in different ways and read for a range of purposes and can explain the main purpose of these</p> <p>Read and discuss an increasingly wide range of fiction, poetry, non-fiction, plays and reference books building on their own and others' ideas</p> <p>Make comparisons within and across books</p>	<p><b>Give</b> reasoned justifications for their views based on evidence</p> <p>Draws on detail to give persuasive answers</p> <p>Knows the difference between fact and opinion and can identify these</p> <p>Find, record and present information from non-fiction texts</p> <p>Identify and discuss themes and conventions in and across a wide range of writing</p> <p>Comment on how and why a writer has used certain language including figurative language</p> <p>Read poems and plays aloud and perform showing understanding through intonation, tone, volume so the meaning is clear to an audience</p> <p>Know a wider range of poetry by heart</p> <p>Recommend books they have read to friends, giving reasons for their choice</p> <p>Read and understand texts structured in different ways and read a range of purposes and explain</p> <p>Explain and discuss their understanding of what they have read (through presentations and debates)</p> <p><b>Make comparisons within and across books</b></p>

**Bold text shows NC statements;** statements from CMAT statements; statements from Parks; Blue text shows CTK notes.