



Barrowcliff School
Skills Progression Grid
English – Reading

	EYFS - Beginning reader		
	30 - 50 months	40 - 60 months	Early Learning Goals
Phonics and decoding	<ul style="list-style-type: none"> • Enjoy rhyming and rhythmic activities • Show an awareness of rhyme and alliteration • Recognise rhythm in spoken words • 	<ul style="list-style-type: none"> • Continue a rhyming string • Hear and say the initial sound in words • Segment the sounds in simple words and blend them together and know which letter represents some of them • Link sounds to letters, naming and sounding the letters of the alphabet 	<ul style="list-style-type: none"> • Use phonic knowledge to decode regular words and read them aloud accurately
Common exception words			<ul style="list-style-type: none"> • Read some common irregular words
Fluency	<ul style="list-style-type: none"> • Show interest in illustrations and print in books and print in the environment • Recognise familiar words and signs such as own name and advertising logos • Look and handle books independently (holds books the correct way up and turns pages) 	<ul style="list-style-type: none"> • Ascribes meaning to marks that they see in different places • Begin to break the flow of speech into words • Begin to read words and simple sentences 	<ul style="list-style-type: none"> • Read and understand simple sentences
Understanding and correcting inaccuracies	<ul style="list-style-type: none"> • Know that print carries meaning and, in English, is read from left to right and top to bottom 	<ul style="list-style-type: none"> • Understand humour, eg nonsense rhymes, jokes 	
Comparing, contrasting and commenting	<ul style="list-style-type: none"> • Listen to stories with increasing attention and recall • Anticipate key events and phrases in rhymes and stories • Begin to be aware of the way stories are structured 	<ul style="list-style-type: none"> • Enjoy an increasing range of books • Follow a story without pictures or props 	<ul style="list-style-type: none"> • Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions • Demonstrate understanding when talking with others about what they have read

	<ul style="list-style-type: none"> Describe main story settings, events and principal characters 		
Words in context	<ul style="list-style-type: none"> Build up vocabulary that reflects the breadth of their experiences 	<ul style="list-style-type: none"> Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words Use vocabulary and forms of speech that are increasingly influenced by their experiences of books 	
Inference and prediction	<ul style="list-style-type: none"> Suggest how a story might end Begin to understand 'why' and 'how' questions 	<ul style="list-style-type: none"> Answer 'how' and 'why' questions about their experiences and in response to stories or events 	
Poetry and performance	<ul style="list-style-type: none"> Listen to and join in with stories and poems, one-to-one and also in small groups Join in with repeated refrains in rhymes and stories Use intonation, rhythm and phrasing to make the meaning clear to others Develop preference for forms of expression 	<ul style="list-style-type: none"> Play cooperatively as part of a group to develop and act out a narrative 	<ul style="list-style-type: none"> Express themselves effectively, showing awareness of the listeners' needs
Non-fiction	<ul style="list-style-type: none"> Know that information can be relayed in the form of print 	<ul style="list-style-type: none"> Know that information can be retrieved from books and computers 	<ul style="list-style-type: none"> Know that information can be retrieved from books and computers
Key Stage One	Year 1		Year 2
	Early reader		Moderately fluent reader
Phonics and decoding	<ul style="list-style-type: none"> Apply phonic knowledge and skills to decode words Respond to 40+ phonemes Read endings -s, -es, -ing, -ed, and -est Read words with contractions 	<ul style="list-style-type: none"> Apply phonic knowledge. Read 1 and 2 syllable words. Read words containing suffixes. Read words containing further common exception words. Read most words quickly and accurately 	
Common exception words	<ul style="list-style-type: none"> Read Y1 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word 	<ul style="list-style-type: none"> Read most Y1 and Y2 common exception words*, noting unusual correspondence between spelling and sound and where these occur in the word 	

Fluency	<ul style="list-style-type: none"> • Read aloud accurately books that are consistent with their developing phonic knowledge • Re-read these books to build up their fluency and confidence in word reading. 	<ul style="list-style-type: none"> • Read books aloud closely matching their phonic ability, sounding out unfamiliar words automatically and without undue hesitation • Reread these books to increase their fluency and confidence in word reading • To read words accurately and fluently without overt sound and blending (90wpm in age-appropriate texts)
Understanding and correcting inaccuracies	<ul style="list-style-type: none"> • Check that the text makes sense to them as they read and correct inaccurate reading 	<ul style="list-style-type: none"> • Draw on what they already know or on background information and vocabulary provided by the teacher • Check that the text makes sense to them as they read and correct inaccurate reading
Comparing, contrasting and commenting	<ul style="list-style-type: none"> • Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • Link reading and stories to their own experiences • Become familiar with key stories, fairy stories and traditional tales, retelling and considering their particular characteristics • Become increasingly familiar with the retelling of a wide range of familiar stories. • Discussing the significance of the title and events 	<ul style="list-style-type: none"> • Participate in discussion about a range of texts and poems read to them and those read independently, taking turns and listening to what others say. • Explain and discuss their understanding of books, both those that they listen to and those that they read for themselves. • Discuss the sequence of events in books • Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Recognise simple recurring language in stories and poetry • Ask and answer questions about a text
Words in context	<ul style="list-style-type: none"> • Discuss word meaning and link new meanings to those already known 	<ul style="list-style-type: none"> • Clarify the meanings of words, linking new meanings • Discuss their favourite words and phrases
Inference and prediction	<ul style="list-style-type: none"> • Begin to make inferences on the basis of what is being said and done • Predict what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> • Make inferences on the basis of what is being said and done • Answer and asking questions • Predict what might happen on the basis of what has been read so far
Poetry and performance	<ul style="list-style-type: none"> • Recognise and join in with predictable phrases • Learn to appreciate rhymes and poems, recite some by heart 	<ul style="list-style-type: none"> • Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
Non-fiction	<ul style="list-style-type: none"> • Listen to and discuss non-fiction texts at a level beyond that they can read independently 	<ul style="list-style-type: none"> • Be introduced to non-fiction books structured in different ways including te

Lower Key Stage Two	Year 3 Moderately fluent reader	Year 4 Fluent reader
Phonics and decoding	<ul style="list-style-type: none"> • Use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words) • 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 • Apply growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian and begin to read aloud. • 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"> • Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill • Apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.
Common exception words	<ul style="list-style-type: none"> • Begin to read Y3/Y4 exception words* 	<ul style="list-style-type: none"> • Read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and where these occur in the word
Comparing, contrasting and commenting	<ul style="list-style-type: none"> • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books and text books • Use appropriate terminology when discussing texts (plot, character, setting) 	<ul style="list-style-type: none"> • Discuss and compare texts from a wide variety of genres and writers • Read for a range of purposes • Identify themes and conventions in a wide range of books • Refer to authorial style, overall themes (triumph of good over evil) and features (greeting in a letter, a diary written in the first person or the use of presentational devices such as numbering and headings) • Identify how language, structure and presentation contribute to meaning • Identify main ideas drawn from more than one paragraph and summarise these
Words in context	<ul style="list-style-type: none"> • Check it makes sense to them, discuss understanding and the meaning of words in context • Discuss authors use of words and phrases for effect 	<ul style="list-style-type: none"> • Discuss words and phrases that capture the reader's interest and imagination

Inference and prediction	<ul style="list-style-type: none"> • Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives • To justify predictions using evidence from the text 	<ul style="list-style-type: none"> • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence taken from the text • Predicting what might happen from details stated and implied
Poetry and performance	<ul style="list-style-type: none"> • Prepare and perform poems and play scripts that show some awareness of the audience when reading aloud • Begin to use appropriate intonation and volume when reading aloud 	<ul style="list-style-type: none"> • Recognise and discuss some different forms of poetry [for example, free verse, narrative poetry] • Prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud
Non-fiction	<ul style="list-style-type: none"> • Retrieve and record information from non-fiction texts 	<ul style="list-style-type: none"> • Use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information • Use dictionaries to check the meaning of words that they have read
Upper Key Stage Two	Year 5	Year 6
	Experienced reader	Independent reader
Phonics and decoding	<ul style="list-style-type: none"> • Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual clues • 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 and to understand the meaning of new words 	<ul style="list-style-type: none"> • 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 clues
Common exception words	<ul style="list-style-type: none"> • Read most Y5/Y6 exception words*, discussing the unusual correspondences between spelling and sound where these occur in the word. 	<ul style="list-style-type: none"> • Read all Y5/Y6 exception words*, discussing the unusual correspondences between spelling and sound where these occur in the word.
Comparing, contrasting and commenting	<ul style="list-style-type: none"> • Continue to read and discuss a wide range of fiction, poetry, plays, non-fiction, reference books/textbooks • 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 • Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas 	<ul style="list-style-type: none"> • 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. • Recognise more complex themes in what they read (such as loss or heroism)

	<ul style="list-style-type: none"> Recommend books to their peers, giving reasons for their choices 	<ul style="list-style-type: none"> 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 Listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions Draw out key information and summarise the ideas in a text Distinguish independently between statements of fact and opinion, providing reasoned justifications for their views Compare characters, settings and themes within a text and across more than one text
Words in context	<ul style="list-style-type: none"> Discuss vocabulary used by the author to create effect including figurative language Evaluate the use of authors' language and explain how it has created an impact on the reader 	<ul style="list-style-type: none"> 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
Inference and prediction	<ul style="list-style-type: none"> Draw inferences from characters' feelings, thoughts and motives Make predictions based on details stated and implied, justifying them in detail with evidence from the text 	<ul style="list-style-type: none"> Consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters) Discuss how characters change and develop through texts by drawing inferences based on indirect clues
Poetry and performance	<ul style="list-style-type: none"> Continually show an awareness of audience when reading aloud using intonation, tone, volume and action 	<ul style="list-style-type: none"> Confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect

*These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Pupils should be able to read and spell these words.