Sky Primary and Eden Project Nursery Reading Skills Progression
EYFS-Year 6

Autumn	Foundation	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Phonics & Decoding	Read individual letters by saying the sounds for them. Set 1 single sounds and Set 1 'special friends.' Begin to orally blend sounds into words, so that they can read short words made up of known letter–sound correspondences.	Hear and recognise all of the 40+ phonemes. Match all 40+ graphemes to their phonemes in Set 3. Know which parts of words can be decoded using phonics.	Know that phonemes may be represented by different graphemes. Know that the same grapheme may be read in different ways. Recognise alternatives and consider which will make meaning. Know that some words have unusual correspondence between phoneme and grapheme and recognise these when reading. Understand that some words cannot be decoded with phonic strategies.	Know that phonics is one strategy to read unfamiliar words. Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. Know that some words may have a similar pronunciation but may be written differently.	Know that phonics is one strategy to read unfamiliar words. Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. Know that many words may have a similar pronunciation but may be written differently.	Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.	Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.

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Fluency & Accuracy		Identify all 40+ graphemes in reading. Know when to use phonic knowledge to decode words. Blend sounds in unfamiliar words based on known GPCs. Read phonically decodable texts confidently.	Understand the importance of decoding words automatically. Use the graphemes taught to blend sounds. Apply phonic knowledge so that reading is fluent	Know when phonic strategies will help to read a word and when they will not. Use analogy drawing on the pronunciation of similar known words to read others.	Know when phonic strategies will help to read a word and when they will not. Use analogy drawing on the pronunciation of similar known words to read others.	Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.	Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

Know that familiar words do not need to be sounded out and blended.

Read familiar words automatically and accurately without overt sounding or blending.

Use other strategies to support fluent decoding.

Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.

Re-read books closely matched to their phonic knowledge to build fluency and confidence.

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Exception Words							
		Read common exception words, noting unusual correspondence between spelling and the sound and where these occur in the word. Know that words can have omitted letters and that an	Read further common exception words, noting unusual correspondence between spelling and the sound and where these occur in the word. Understand that some words cannot be	Read further common exception words, noting unusual correspondence between spelling and the sound and where these occur in the word. Use knowledge of unusual phoneme/grapheme	Read further common exception words, noting unusual correspondence between spelling and the sound and where these occur in the word. Use knowledge of unusual phoneme/grapheme	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
		apostrophe represents the omitted letters. Find contractions in reading. Read words with contractions.	decoded with phonic strategies.	correspondences to read unfamiliar words.	correspondences to read unfamiliar words.		

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| Root Words, Prefixes & Suffixes | | Read words with familiar endings - s, es, ing, ed, er, est.

Read words of more than one syllable that contain taught GPCs. | Recognise syllables in words.

Know that breaking words into syllables helps fluent decoding.

Read words of two or more syllables accurately. | Know what a root word is.

Understand how to use a root word to help read unfamiliar words.

Use root words to help understand the meaning of unfamiliar words.

Know what prefixes and suffixes are.

Understand how prefixes and suffixes can change the meaning of a word.

Use prefixes and suffixes to read unfamiliar words.

Use prefixes and suffixes to understand the meaning of unfamiliar words

Know that unfamiliar words can be read by using knowledge of known similar words (analogy). | Use root words to help understand the meaning of unfamiliar words.

Use knowledge of learned prefixes and suffixes to read unfamiliar words. Use prefixes and suffixes to understand the meaning of unfamiliar words.

Know that unfamiliar words can be read by using knowledge of known similar words (analogy). | | |

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Reading Widely	Engage in story time (CL)	Know some key stories. Know that stories can have similar patterns of events. Know that stories can have similar characters. Make links to other stories. Make links with characters in other stories.	Know that there are different kinds of stories. Listen to or read a range of different kinds of stories. Make choices about books to read.	Know that there are different kinds of narrative stories. Understand that the organisation and layout may be different according to the purpose of the book.	Know that there is a range of narrative stories. Know that the organisation and layout of books vary according to the purpose of book. Identify words and language that show the setting of a book – historical, cultural or social. Find similarities in books read.	Know that there is a range of narrative genres which includes classic and traditional stories, myths and legends, poems and play scripts. Know that these are structured in different ways. Discuss and explain how and why they have different structures. Know that the context in which it was written can affect a text. For example, a classic text reflects how an audience of that time will react. Compare books with similar themes Make connections between other similar texts, prior knowledge and experience. Compare different versions of texts.	Be familiar with a range of narrative genres which includes classic and traditional stories, myths and legends, poems and play scripts. Know that texts can have elements of more than one text type. Identify the elements included in a text type. Know that the context in which it was written can affect a text. For example, a classic text reflects how an audience of that time will react. Make connections between texts which may not initially seem similar. Explain why there are connections, using evidence. Compare and contrast themes in a range of books. Explain how there are common themes in different books, using evidence from reading.

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Discussing Texts							
	Listen to and talk about stories to build familiarity and understanding. (CL)	Say what they like or dislike about a book. Say if it reminds them of another story or something that they have experienced. Listen to others' ideas about a book.	Explain why books or stories are preferred. Talk about books or poems read. Give an opinion on books or poems read. Find favourite words and phrases. Find and discuss the setting or time in books or stories.	Discuss a range of narrative stories and their similarities and differences. Discuss the meaning of words and language in poems. Give a personal response to a text and explain response.	Discuss the range of narrative stories introduced so far and consider differences and similarities. Compare the writer's intended response to a text with own personal response.	Explain why they enjoyed a book or poem and who might also enjoy it. Give a personal point of view about a text. Listen to others' ideas and opinions about a text.	Explain why they enjoyed a book or poem and who might also enjoy it. Give a personal point of view about a text. Listen to others' ideas and opinions about a text.

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Understanding Text & Vocabulary		Know that there are different kinds of books. Find the title, author and the illustrator of a book. Identify the key events in a story. Identify the characters in a story. Recognise key story language. Recognise repeated or patterned language. Use prior knowledge to understand texts. Identify unfamiliar words and ask about meaning.	Know that books or texts have a purpose. Check that text read makes sense and re read when meaning is lost. Self-correct when meaning is lost. Use the context to understand texts. Ask questions to clarify understanding. Know that stories and poems can have patterned or recurring literary language. Find patterned or recurring literary language in poems and stories.	Understand that a sequence of events in a narrative is called the plot. Know that there will be unfamiliar words in a text. Use the context of unfamiliar words to explain their meaning. Identify any words that are unfamiliar and discuss these. Record words and language from reading to use in own writing. Ask questions to ensure and clarify understanding of a text.	Understand that narratives have different plot patterns. Identify any words that are unfamiliar and discuss these. Use a dictionary to check or find the meaning of new or unfamiliar words. Identify different openings in different books. Understand that a reader needs to interact with a text to understand it fully. Actively seek the meaning of any words or language not understood.	Understand that there will be unfamiliar words in texts read. Use dictionaries to check or find the meaning of unfamiliar words. Use meaning-seeking strategies to explore the meaning of words in context. Understand that a narrative can be told from different points of view – narrator, character. Ask questions to improve understanding. Re-read to check that text is meaningful.	Understand that there will be unfamiliar words in texts read. Use dictionaries to check or find the meaning of unfamiliar words. Use meaning-seeking strategies to explore the meaning of increasingly ambitious words in context. Understand that a narrative can be told from different points of view – narrator, character. Know that points of view can also be implied.

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		Discuss the meaning of unfamiliar words. Record words and language from reading to use in own writing.	Record words and language from reading to use in own writing		Ask questions to ensure understanding of a text. Record words and language from reading to use in own writing.	Record effective words and language from reading to use in own writing. Understand the difference between fact and opinion. Record examples of effective techniques and structures from reading to use in own writing.	Ask questions to improve and deepen understanding. Re-read to check that text is meaningful. Record effective and increasingly ambitious words and language from reading to use in own writing. Know that a text may need to be read slowly or re-read to deepen understanding. Understand the difference between fact and opinion. Record examples of a growing number of literary techniques and structures from reading to use in own writing.
Retrieving and Summarising		Answer retrieval questions about a text or story that they read independently and those read to them.	Find the answers to retrieval questions in narratives and non-fiction texts,	Find the answers to retrieval questions in narratives and non-fiction texts,	Find the answers to retrieval questions in narratives and non-fiction texts,	Use skimming and scanning to find information needed. Make notes on needed information. Summarise the main ideas drawn from a text.	Use point, evidence and explanation to respond to questions about texts. Summarise the main ideas drawn from a text. Find key information from different parts of the text.

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						Find key information from different parts of the text.	Find identified key information in longer and more complex texts.
Inference and Prediction		Use picture clues to support understanding. Recognise a character's feelings.	Know what inference 'reading between the lines' means. Find inference about characters' feelings and thoughts.	Know that characters' actions can tell the reader about their thoughts, feelings and motives. Infer characters' feelings, thoughts and motives from their actions.	Ask questions to deepen understanding of a text. – between and beyond the lines. Understand why a character acted or responded or felt in a certain way. Infer meaning using evidence from events, description, and dialogue.	Understand that inferences can be drawn from different parts of the text. Understand that inferences can be made by reading between and beyond the lines. Make predictions from evidence found and implied information.	Know that texts have different layers of meaning – between the lines and beyond the lines. Make predictions from evidence found and implied information.
Author Style and Intent		Understand that a writer can leave gaps for the reader to fill.	Recognise key ideas in a text. Know that word choice affect meaning.	Identify the main idea in a text. Know that writers choose words and language to create an effect on the reader.	Identify the main idea/s in a text. Identify main idea in paragraphs in a text. Understand that a writer can use patterned language for effect. Explain how the writer has used words and language to show the setting of a book. Know that writers choose words and language to show atmosphere, mood or feelings.	Find the theme in a book. Understand that a writer moves events forward through a balance of dialogue, action and description. Explore how dialogue is used to develop character. Understand that writers use language for precise effect and that this may include precise nouns, precisely chosen adjectives, well developed noun phrases, similes,	Identify themes in books which have different cultural, social or historical contexts. Explain how the choices a writer has made about the structure of a text support its purpose. Identify the characteristics of a writer's style. Identify the techniques used to create feelings, atmosphere, mood or messages. Know that the word and language choices

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support the writer's purpose.

					Understand that writers open stories in different ways. Understand that a writer wants the reader to respond in a certain way.	metaphors, personification etc. Understand that a writer uses different sentence structures and techniques to create effects. Explore the structures and techniques used. For example, short sentences, rhetorical questions, ellipsis, flashbacks. Understand that the writer may have a viewpoint.	Know that the techniques and structures used support the writer's purpose. Understand that the writer may have a viewpoint.
Poetry, Performance and Reading Aloud	Listen carefully to rhymes and songs, paying attention to how they sound.	Retell key stories orally using narrative language. Recognise poems and rhymes. Recognise rhyming language.	Retell a story with the key events and the characters. Find the answers to retrieval questions in poetry Know the difference between poetry and narrative. Know that there are different types of poetry. Listen to different types of poetry.	Retell some stories by heart. Know that there are different types of poetry. Recognise and name different types of poetry that have been introduced.	Know that there are different types of poetry. Recognise and name different types of poems which have been introduced.	Present an oral overview or summary of a text. Learn a wider range of poetry by heart.	Present an oral overview or summary of a text. Learn a wider range of poetry by heart.

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Non-Fiction	Listen to and talk about selected non-fiction to develop a deep familiarity with new	Know the difference between a story book and an information book.	Find the answers to retrieval questions in non- fiction texts	Know that there are different kinds of nonfiction books.	Choose a specific nonfiction book for a specific purpose.	Know that non-fiction texts are structured to guide the reader to information.	Know that non-fiction texts may include a creative, fictional element.
	knowledge and vocabulary. Engage in non-fiction books. (CL)		Know that non-fiction books are organised differently from fiction texts. Know how to find information in a nonfiction book.	Know that non-fiction books are structured in different ways. Record key words or information found in a non-fiction text.	Know where to find the specific information needed in the book. Know how to use a non-fiction book to find identified information.	Explain how the structure guides the reader to find specific information. Evaluate the usefulness of a non-fiction book to research questions raised.	Evaluate the usefulness of a non-fiction book to research questions raised.

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Spring Term Reading Skills
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Spring	Foundation	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Phonics & Decoding	Read some letter groups that each represent one sound and say sounds for them. Set 1 special friends. Begin to orally blend sounds into words, so that they can read short words made up of known letter–sound correspondences.	Hear and recognise all of the 40+ phonemes. Match all 40+ graphemes to their phonemes in Set 3. Know which parts of words can be decoded using phonics.	Know that phonemes may be represented by different graphemes. Know that the same grapheme may be read in different ways. Recognise alternatives and consider which will make meaning. Know that some words have unusual correspondence between phoneme and grapheme and recognise these when reading. Understand that some words cannot be decoded with phonic strategies.	Know that phonics is one strategy to read unfamiliar words. Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. Know that some words may have a similar pronunciation but may be written differently.	Know that phonics is one strategy to read unfamiliar words. Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. Know that many words may have a similar pronunciation but may be written differently.	Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.	Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.

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Fluency & Accuracy	Read simple phrases and sentences made up of words with known letter–sound correspondences	Identify all 40+ graphemes in reading. Know when to use phonic knowledge to decode words. Blend sounds in unfamiliar words based on known GPCs. Read phonicalls decodable texts confidently.	Understand the importance of decoding words automatically. Use the graphemes taught to blend sounds. Apply phonic knowledge so that reading is fluent	Know when phonic strategies will help to read a word and when they will not. Use analogy drawing on the pronunciation of similar known words to read others.	Know when phonic strategies will help to read a word and when they will not. Use analogy drawing on the pronunciation of similar known words to read others.	Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.	Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

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			Know that familiar words do not need to be sounded out and blended. Read familiar words automatically and accurately without overt sounding or blending. Use other strategies to support fluent decoding. Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. Re-read books closely matched to their phonic knowledge to build fluency and confidence.				

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Exception Words	Read a few common exception words matched to the school's phonic programme, including I, of, my, to, the, no, your, said, you, my, he, are, of.	Read common exception words, noting unusual correspondence between spelling and the sound and where these occur in the word. Know that words can have omitted letters and that an	Read further common exception words, noting unusual correspondence between spelling and the sound and where these occur in the word. Understand that some words cannot be	Read further common exception words, noting unusual correspondence between spelling and the sound and where these occur in the word. Use knowledge of unusual phoneme/grapheme	Read further common exception words, noting unusual correspondence between spelling and the sound and where these occur in the word. Use knowledge of unusual phoneme/grapheme	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
		apostrophe represents the omitted letters. Find contractions in reading. Read words with contractions.	decoded with phonic strategies.	correspondences to read unfamiliar words.	correspondences to read unfamiliar words.		

| Root Words, Prefixes & Suffixes | | | Read words with familiar endings - s, es, ing, ed, er, est.

Read words of more than one syllable that contain taught GPCs. | Recognise syllables in words.

Know that breaking words into syllables helps fluent decoding.

Read words of two or more syllables accurately. | Know what a root word is.

Understand how to use a root word to help read unfamiliar words.

Use root words to help understand the meaning of unfamiliar words.

Know what prefixes and suffixes are.

Understand how prefixes and suffixes can change the meaning of a word.

Use prefixes and suffixes to read unfamiliar words.

Use prefixes and suffixes to understand the meaning of unfamiliar words

Know that unfamiliar words can be read by using knowledge of known similar words (analogy). | Use root words to help understand the meaning of unfamiliar words.

Use knowledge of learned prefixes and suffixes to read unfamiliar words. Use prefixes and suffixes to understand the meaning of unfamiliar words.

Know that unfamiliar words can be read by using knowledge of known similar words (analogy). | | |

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Reading Widely	Engage in story time (CL)	Know some key stories. Know that stories can have similar patterns of events. Know that stories can have similar characters. Make links to other stories. Make links with characters in other stories.	Know that there are different kinds of stories. Listen to or read a range of different kinds of stories. Make choices about books to read. Use prior knowledge and reading experiences to understand text. Know that books and stories are set in different places and times.	Know that different kinds of narratives are written with different language. Recognise the literary language typical of narrative genres read. Identify the organisation and layout in books.	Know that there is a range of narrative stories. Identify words and language that show the setting of a book – historical, cultural or social. Use the organisation and layout of a book to find specific information. Find similarities in books read.	Know that there is a range of narrative genres which includes classic and traditional stories, myths and legends, poems and play scripts. Know that these are structured in different ways. Discuss and explain how and why they have different structures. Know that the context in which it was written can affect a text. For example, a classic text reflects how an audience of that time will react. Compare books with similar themes Make connections between other similar texts, prior knowledge and experience. Compare different versions of texts. Explain the similarities and differences	Be familiar with a range of narrative genres which includes classic and traditional stories, myths and legends, poems and play scripts. Know that texts can have elements of more than one text type. Identify the elements included in a text type. Know that style and vocabulary are linked to the purpose of the text. Know that the context in which it was written can affect a text. For example, a classic text reflects how an audience of that time will react. Make connections between texts which may not initially seem similar. Explain why there are connections, using evidence. Explain the similarities and differences

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						between different versions of texts.	between different versions of texts.

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| Discussing Texts | Listen to and talk about stories to build familiarity and understanding. (CL) | Use information from the story to support opinion.

Say if it reminds them of another story or something that they have experienced.

Listen to others' ideas about a book.

Say whether they agree or disagree with other's ideas. | Explain why books or stories are preferred.

Talk about books or poems read.

Give an opinion on books or poems read.

Talk about favourite words and phrases

Find and discuss the setting or time in books or stories. | Discuss a range of narrative stories and their similarities and differences.

Discuss the meaning of words and language in poems.

Give a personal response to a text and explain response.

Use evidence from the text to support response. | Discuss the range of narrative stories introduced so far and consider differences and similarities.

Compare the writer's intended response to a text with own personal response. | Explain why they enjoyed a book or poem and who might also enjoy it.

Give a personal point of view about a text.

Explain the reasons for a viewpoint, using evidence from the text.

Listen to others' ideas and opinions about a text.

Build on others' ideas and opinions about a text in discussion. | Compare and contrast themes in a range of books.

Explain why they enjoyed a book or poem and who might also enjoy it.

Give a personal point of view about a text.

Explain the reasons for a viewpoint, using evidence from the text.

Listen to others' ideas and opinions about a text.

Build on others' ideas and opinions about a text in discussion. |
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Understanding Text & Vocabulary		Find the title, author and the illustrator of a book.	Identify the purpose of a book or text.	Identify the plot in a narrative.	Understand that narratives have different plot patterns.	Use dictionaries to check or find the meaning of unfamiliar words.	Use dictionaries to check or find the meaning of unfamiliar words.
		Identify the key events in a story.	Check that text read makes sense and re read when meaning is lost.	Know that there will be unfamiliar words in a text.	Know that the plot develops in different ways according to the plot pattern.	Use meaning-seeking strategies to explore the meaning of words in context.	Use meaning-seeking strategies to explore the meaning of increasingly ambitious words in context.
		Identify the characters in a story.	Self-correct when meaning is lost.	Use the context of unfamiliar words to explain their meaning.	Use a dictionary to check or find the meaning of new or unfamiliar words.	Use meaning-seeking strategies to explore the meaning of idiomatic and figurative language.	Use meaning-seeking strategies to explore the meaning of idiomatic and figurative language.
		Find key story language in stories read aloud or read independently.	Use the context to understand texts.	Use dictionaries to check or find the meaning of unfamiliar words.	Identify different openings in different books.	Identify the point of view in a narrative.	Identify the point of view in a narrative.
		Recognise repeated or patterned language.	Ask questions to clarify understanding.	Record words and language from reading to use in own writing.	Compare different story openings.		
		Use prior knowledge to understand texts.	Find patterned or recurring literary				

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		Identify unfamiliar words and ask about meaning. Discuss the meaning of unfamiliar words. Use the context to make informed guesses about the meaning of unfamiliar words. Record words and language from reading to use in own writing.	language in poems and stories. Record words and language from reading to use in own writing	Ask questions to ensure and clarify understanding of a text.	Find similarities in the use of language and openings in books experienced. Identify any words that are unfamiliar and discuss these. Understand that a reader needs to interact with a text to understand it fully. Actively seek the meaning of any words or language not understood. Ask questions to ensure understanding of a text. Record words and language from reading to use in own writing.	Ask questions to improve understanding. Re-read to check that text is meaningful. Record effective words and language from reading to use in own writing. Find examples of fact and opinion in texts. Record examples of effective techniques and structures from reading to use in own writing.	Know that points of view can also be implied. Identify implied points of view. Record effective and increasingly ambitious words and language from reading to use in own writing. Ask questions to improve and deepen understanding. Re-read to check that text is meaningful. Find examples of fact and opinion in texts. Record examples of a growing number of literary techniques and structures from reading to use in own writing.

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Retrieving and Summarising		Answer retrieval questions about a text or story that they read independently and those read to them.	Find the answers to retrieval questions in narratives and nonfiction texts.	Find the answers to retrieval questions in narratives and nonfiction texts.	Know that the main idea of a text can be summarised in a sentence. Summarise the main idea of a text in a sentence.	Use skimming and scanning to find information needed. Make notes on needed information. Organise notes. Summarise the main ideas drawn from a text.	Use point, evidence and explanation to respond to questions about texts. Summarise key information into sentences. Find key information from different parts of the text.
						Find key information from different parts of the text. Summarise key information from different parts of the text.	Find identified key information in longer and more complex texts. Collate key information and evaluate its relevance.

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Inference and Prediction		Recognise a character's feelings. Say why a character has a feeling. Use picture clues to deepen understanding. Answer questions which fill the gaps in a story.	Find inference about characters' feelings and thoughts. Explain inferences about characters' feelings and thoughts. Make predictions about possible events. Make predictions about how characters might behave.	Infer characters' feelings, thoughts and motives from their actions. Explain how characters' actions can tell the reader about their thoughts, feelings and motives. Use clues from the text to predict what might happen next.	Ask questions to deepen understanding of a text. – between and beyond the lines. Understand why a character acted or responded or felt in a certain way. Infer meaning using evidence from events, description and dialogue. Make predictions based on the text and from knowledge from other books.	Understand that inferences can be drawn from different parts of the text. Understand that inferences can be made by reading between and beyond the lines. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions at different points in the text. Make predictions from evidence found and implied information.	Make predictions using knowledge of the conventions of different genres and text types. Find the different layers of meaning in a text. Make predictions from evidence found and implied information.
Author Style and Intent		Understand that a writer can leave gaps for the reader to fill.	Recognise key ideas in a text. Recognise that a writer can have a message for the reader. Explain why a writer has chosen a word to affect meaning.	Identify the main idea in a text. Know that the main idea in a narrative may also have a message for the reader. Explain the message for the reader.	Identify the main idea/s in a text. Identify main idea in paragraphs in a text. Know that many books have themes and discuss possible themes in a book.	Find the theme in a book. Understand that a writer moves events forward through a balance of dialogue, action and description. Explore how dialogue is used to develop character.	Identify themes in books which have different cultural, social or historical contexts. Explain how the choices a writer has made about the structure of a text support its purpose.

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				Explain why a writer makes choices about words and language used.	Find evidence which shows what the theme is in a book. Explain why the evidence shows what the theme is. Find examples of patterned language for effect. Explain how the writer has used words and language to show the setting of a book. Find words and language in reading that writers have used to show atmosphere, mood or feelings. Explain how the words and language used shows atmosphere, mood or feelings. Understand that writers open stories in different ways. Find where the writer has written to make the reader respond in a certain way.	Explore how actions are added to dialogue to move events forward. Understand that writers use language for precise effect and that this may include precise nouns, precisely chosen adjectives, well developed noun phrases, similes, metaphors, personification etc. Find words and language used for effect. Explain how the words and language create a precise effect. Explore the structures and techniques used. For example, short sentences, rhetorical questions, ellipsis, flashbacks. Find examples of structures and techniques used. Identify the writer's viewpoint. For example, how different characters are presented.	Explain the characteristics of a writer's style, using evidence. Explain how the techniques used create feelings, atmosphere, mood or messages. Explain how the word and language choices support the writer's purpose, using evidence. Explain how the techniques and structures used support the writer's purpose, using evidence. Identify the writer's viewpoint. For example, how different characters are presented.

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Poetry, Performance and Reading Aloud	Listen carefully to rhymes and songs, paying attention to how they sound.	Retell key stories orally using narrative language. Recognise poems and rhymes. Recognise patterned language in poems and rhymes.	Retell stories with the key events in the correct sequence. Find the answers to retrieval questions in poetry Listen to different types of poetry. Talk about the meaning of different poems. Recognise that poems tell a story.	Retell some stories by heart. Recognise and name different types of poetry that have been introduced. Know that words and language in poems create effects. Understand that there can be more than one interpretation of a poem.	Recognise and name different types of poems which have been introduced. Explain the effect created by the poet's choice of words and language. Know that poems may have patterned language. Find examples of patterned language in poems read. Explain the effect of patterned language in poems and why a poet might use it.	All Present an oral overview or summary of a text. All Learn a wider range of poetry by heart. Sum Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action so that the meaning is understood by the audience.	All Present an oral overview or summary of a text. All Learn a wider range of poetry by heart. Sum Prepare poems to read aloud and to perform with confidence, showing understanding through intonation, tone, volume and action so that the meaning is understood by the audience.
Non-Fiction	Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Engage in non-fiction books. (CL)	Know the difference between a story book and an information book.	Find the answers to retrieval questions in non- fiction texts	Know how to use a non-fiction book to find identified information. Record key words or information found in a non-fiction text.	Choose a specific nonfiction book for a specific purpose. Know where to find the specific information needed in the book. Know how to use a non-fiction book to find identified information.	now that non-fiction texts are structured to guide the reader to information. Explain how the structure guides the reader to find specific information. Evaluate the usefulness of a non-fiction book to research questions raised.	Know that non-fiction texts may include a creative, fictional element. Understand that nonfiction texts may present the same information with different viewpoints. Evaluate the usefulness of a non-fiction book to research questions raised.

Sky Primary and Eden Project Nursery
Spring Term Reading Skills
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Sky Primary and Eden Project Nursery
Summer Reading Skills Progression
EYFS-Year 6

Summer	Foundation	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Phonics & Decoding	Read some letter groups that each represent one sound and say sounds for them. Set 2 sounds. ELG Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by soundblending.	Hear and recognise all of the 40+ phonemes. Match all 40+ graphemes to their phonemes in Set 3. Know which parts of words can be decoded using phonics.	Know that phonemes may be represented by different graphemes. Know that the same grapheme may be read in different ways. Recognise alternatives and consider which will make meaning. Know that some words have unusual correspondence between phoneme and grapheme and recognise these when reading. Understand that some words cannot be decoded with phonic strategies.	Know that phonics is one strategy to read unfamiliar words. Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. Know that some words may have a similar pronunciation but may be written differently.	*Know that phonics is one strategy to read unfamiliar words.* *Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.* *Know that many words may have a similar pronunciation but may be written differently.*	Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.	Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.

Fluency & Accuracy	Read aloud simple sentences and books that are consistent with their phonic knowledge. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Identify all 40+ graphemes in reading. Know when to use phonic knowledge to decode words. Blend sounds in unfamiliar words based on known GPCs. Read phonically decodable texts confidently.	Understand the importance of decoding words automatically. Use the graphemes taught to blend sounds. Apply phonic knowledge so that reading is fluent	Know when phonic strategies will help to read a word and when they will not. Use analogy drawing on the pronunciation of similar known words to read others.	Know when phonic strategies will help to read a word and when they will not. Use analogy drawing on the pronunciation of similar known words to read others.	Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.	Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

			Know that familiar words do not need to be sounded out and blended. Read familiar words automatically and accurately without overt sounding or blending. Use other strategies to support fluent decoding. Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. Re-read books closely matched to their phonic knowledge to build fluency and confidence.				

Exception Words	ELG Read some common exception words.	Read common exception words, noting unusual correspondence between spelling and the sound and where these occur in the word.\n\nKnow that words can have omitted letters and that an	Read further common exception words, noting unusual correspondence between spelling and the sound and where these occur in the word.\n\nUnderstand that some words cannot be	Read further common exception words, noting unusual correspondence between spelling and the sound and where these occur in the word.\n\nUse knowledge of unusual phoneme/grapheme	Read further common exception words, noting unusual correspondence between spelling and the sound and where these occur in the word.\n\nUse knowledge of unusual phoneme/grapheme	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
		apostrophe represents the omitted letters.\n\nFind contractions in reading.\n\nRead words with contractions.	decoded with phonic strategies.	correspondences to read unfamiliar words.	correspondences to read unfamiliar words.		

| Root Words, Prefixes & Suffixes | | Read words with familiar endings - s, es, ing, ed, er, est.

Read words of more than one syllable that contain taught GPCs. | Recognise syllables in words.

Know that breaking words into syllables helps fluent decoding.

Read words of two or more syllables accurately. | Know what a root word is.

Understand how to use a root word to help read unfamiliar words.

Use root words to help understand the meaning of unfamiliar words.

Know what prefixes and suffixes are.

Understand how prefixes and suffixes can change the meaning of a word.

Use prefixes and suffixes to read unfamiliar words.

Use prefixes and suffixes to understand the meaning of unfamiliar words

Know that unfamiliar words can be read by using knowledge of known similar words (analogy). | Use root words to help understand the meaning of unfamiliar words.

Use knowledge of learned prefixes and suffixes to read unfamiliar words. Use prefixes and suffixes to understand the meaning of unfamiliar words.

Know that unfamiliar words can be read by using knowledge of known similar words (analogy). | | |

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Reading Widely	Engage in story time (CL)	Know some key stories. Know that stories can have similar patterns of events. Know that stories can have similar characters. Make links to other stories. Make links with characters in other stories.	Know that there are different kinds of stories. Listen to or read a range of different kinds of stories. Make choices about books to read. Use prior knowledge and reading experiences to understand text. Know that books and stories are set in different places and times.	Recognise words and language that show the setting of a book – historical, cultural or social. Explain how the organisation and layout helps the reader to understand the book. Recognise that books may have similar themes.	Know that there is a range of narrative stories. Identify words and language that show the setting of a book – historical, cultural or social. Find similarities in books read. Make connections with books with similar themes.	Know that there is a range of narrative genres which includes classic and traditional stories, myths and legends, poems and play scripts. Know that these are structured in different ways. Discuss and explain how and why they have different structures. Explain how the context of a text reflects the reaction of the audience it was written for. Compare books with similar themes Explain how books written in different contexts can have similar themes. Make connections between other similar texts, prior knowledge and experience. Compare different versions of texts.	Be familiar with a range of narrative genres which includes classic and traditional stories, myths and legends, poems and play scripts. Know that texts can have elements of more than one text type. Identify the elements included in a text type. Explain how the style and vocabulary are linked to the purpose of the text, using evidence. Explain how the context of a text reflects the reaction of the audience it was written for. Make connections between texts which may not initially seem similar. Explain why there are connections, using evidence. Explain how there are common themes in different books, using evidence from reading.

Evaluate the effectiveness of

| Discussing Texts | Listen to and talk about stories to build familiarity and understanding. (CL)

ELG
Demonstrate understanding when talking with others about what they have read | Use information from the story to support opinion.

Say if it reminds them of another story or something that they have experienced.

Listen to others' ideas about a book.

Say why they agree or disagree with other's ideas. | Explain why books or stories are preferred.

Talk about books or poems read.

Give an opinion on books or poems read.

Talk about favourite words and phrases

Find and discuss the setting or time in books or stories. | Talk about the different plot structures in genres read.

Make connections between similar books and books by same writer.

Discuss the meaning of words and language in poems.

Discuss how the meaning of poetry is enhanced through performance.

Give a personal response to a text and explain response.

Listen to others' personal response to a text.

Adapt own response in light of others' responses. | Discuss the range of narrative stories introduced so far and consider differences and similarities.

Discuss how the meaning of poetry is enhanced through performance

Compare the writer's intended response to a text with own personal response.

Compare this with others' personal response to a text.

Adapt own response in light of others' responses. | different versions of texts.

Explain why they enjoyed a book or poem and who might also enjoy it.

Give a personal point of view about a text.

Listen to others' ideas and opinions about a text.

Question others' ideas about a text. | Explain why they enjoyed a book or poem and who might also enjoy it.

Give a personal point of view about a text.

Listen to others' ideas and opinions about a text.

Question others' ideas about a text. |
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Understanding Text & Vocabulary	ELG Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary	Find the title, author and the illustrator of a book. Identify the key events in a story. Identify the characters in a story.	Identify the purpose of a book or text. Check that text read makes sense and re read when meaning is lost. Self-correct when meaning is lost.	Understand that narratives can have differently structured plots. Know that there will be unfamiliar words in a text.	Understand that narratives have different plot patterns. Know that the plot develops in different ways according to the plot pattern. Use a dictionary to check or find the	Use dictionaries to check or find the meaning of unfamiliar words. Use meaning-seeking strategies to explore the meaning of words in context.	Use dictionaries to check or find the meaning of unfamiliar words. Use meaning-seeking strategies to explore the meaning of increasingly ambitious words in context.

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		Find key story language in stories read aloud or read independently. Recognise repeated or patterned language. Use prior knowledge to understand texts. Identify unfamiliar words and ask about meaning. Discuss the meaning of unfamiliar words. Use the context to make informed guesses about the meaning of unfamiliar words. Record words and language from reading to use in own writing.	Use the context to understand texts. Ask questions to deepen understanding of a text. Find patterned or recurring literary language in poems and stories. Record words and language from reading to use in own writing	Use the context of unfamiliar words to explain their meaning. Use dictionaries to check or find the meaning of unfamiliar words. Ask questions to ensure and clarify understanding of a text. Record words and language from reading to use in own writing.	meaning of new or unfamiliar words. Identify different openings in different books. Compare different story openings. Find similarities in the use of language and openings in books experienced. Identify any words that are unfamiliar and discuss these. Actively seek the meaning of any words or language not understood. Ask questions to ensure understanding of a text. Record words and language from reading to use in own writing.	Use meaning-seeking strategies to explore the meaning of idiomatic and figurative language. Identify the point of view in a narrative. Explore how events are viewed from another perspective. Ask questions to improve understanding. Re-read to check that text is meaningful. Explain why one example is fact and another is opinion. Record effective words and language from reading to use in own writing. Record examples of effective techniques and structures from reading to use in own writing.	Use meaning-seeking strategies to explore the meaning of idiomatic and figurative language. Identify the point of view in a narrative. Identify implied points of view. Explain implied points of view using evidence. Explore how events are viewed from another perspective. Record effective and increasingly ambitious words and language from reading to use in own writing. Record examples of a growing number of literary techniques and structures from reading to use in own writing. Ask questions to improve and deepen understanding. Re-read to check that text is meaningful.

							Explain why one example is fact and another is opinion

| Retrieving and Summarising | | Answer retrieval questions about a text or story that they read independently and those read to them. | Find the answers to retrieval questions in narratives and nonfiction texts. | Find the answers to retrieval questions in narratives and nonfiction texts. | Skim to find specific information on a page or in a paragraph.

Scan page or paragraph to find key words or information. | Use skimming and scanning to find information needed.

Make notes on needed information.

Present information.

Summarise the main ideas drawn from a text.
Find key information from different parts of the text.

Summarise key information from different parts of the text. | Use point, evidence and explanation to respond to questions about texts.

Find key information from different parts of the text.

Find identified key information in longer and more complex texts.

Collate key information and evaluate its relevance. |

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Summary Reading Skills Progression
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Inference and Prediction	ELG Anticipate (where appropriate) key events in stories.	Recognise a character's feelings. Say why a character has a feeling. Make predictions based on the events in the story. Answer questions which fill the gaps in a story.	Find inference about characters' feelings and thoughts. Explain inferences about characters' feelings and thoughts. Give reasons for characters' actions or behaviour. Make predictions about possible events. Make predictions about how characters might behave.	Infer characters' feelings, thoughts and motives from their actions. Use clues from the text to predict what might happen next. Give reasons for predictions.	Ask questions to deepen understanding of a text. – between and beyond the lines. Understand why a character acted or responded or felt in a certain way. Infer meaning using evidence from events, description and dialogue. Make predictions based on the text and from knowledge from other books.	Understand that inferences can be drawn from different parts of the text. Understand that inferences can be made by reading between and beyond the lines. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions at different points in the text. Justify inferences with evidence from the text.	Make predictions using knowledge of the conventions of different genres and text types. Find the different layers of meaning in a text and explain how they contribute to the reader's understanding of the overall meaning, characters and themes. Make predictions from evidence found and implied information.
						Make predictions from evidence found and implied information.	

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Author Style and Intent		Understand that a writer can leave gaps for the reader to fill.	Recognise key ideas in a text.	Identify the main idea in a text.	Identify the main idea/s in a text.	Find the theme in a book.	Identify themes in books which have different cultural, social or historical contexts.
			Recognise that a writer can have a message for the reader.	Know that the main idea in a narrative may also have a message for the reader.	Find evidence which shows what the theme is in a book.	Understand that a writer moves events forward through a balance of dialogue, action and description.	Explain how the choices a writer has made about the structure of a text support its purpose.
			Explain a writer's message.	Explain the message for the reader.	Explain why the evidence shows what the theme is.	Explore how dialogue is used to develop character.	Explain the characteristics of a writer's style, using evidence.
			Explain why a writer has chosen a word to affect meaning.	Know that the message in a book is called the theme.	Explain the effect of patterned language.	Explore how actions are added to dialogue to move events forward.	Explain how the techniques used create feelings, atmosphere, mood or messages.
				Find effective words and language in reading that writers have used to create effects.	Explain how the writer has used words and language to show the setting of a book.	Explore how a writer uses show and not tell techniques to introduce or develop a character.	Explain how the word and language choices support the writer's purpose, using evidence.
				Explain why a writer has chosen specific words and language.	Explain why a writer has chosen specific words and language to create mood, atmosphere or feelings.	Understand that writers use language for precise effect and that this may include precise nouns, precisely chosen adjectives, well developed noun phrases, similes, metaphors, personification etc.	Explain how the techniques and structures used support the writer's purpose, using evidence.
					Understand that writers open stories in different ways.		Comment on the effectiveness of the writer's use of language structures and techniques.
					Explain how the writer made sure of the reader's response, using evidence from the text.		

| | | | | | | Find words and language used for effect.

Explain how the words and language create a precise effect.
Explore the structures and techniques used. For example, short sentences, rhetorical questions, ellipsis, flashbacks.

Explain the effect of the use of structure or technique.

Identify the writer's viewpoint. For example, how different characters are presented.

Explain the writer's viewpoint with evidence from the text. | Identify the writer's viewpoint. For example, how different characters are presented.

Explain the writer's viewpoint with evidence from the text.

Explain the effect of the writer's viewpoint on the reader. |

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Poetry, Performance and Reading Aloud	Listen carefully to rhymes and songs, paying attention to how they sound. (CL) ELG Use and understand recently introduced vocabulary during discussions about stories, nonfiction, **rhymes and poems** and during role play.	Retell key stories orally using narrative language. Recognise poems and rhymes. Recognise patterned language in poems and rhymes.	Retell stories with the key events in the correct sequence. Find the answers to retrieval questions in poetry Learn a poem by heart.	Retell some stories by heart. Recognise and name different types of poetry that have been introduced. Understand that the meaning of poems can be enhanced through performance.	Recognise and name different types of poems which have been introduced. Explain the effect of patterned language in poems and why a poet might use it. Deepen the understanding that the meaning of poems can	Present an oral overview or summary of a text. Learn a wider range of poetry by heart. Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action so that the	Present an oral overview or summary of a text. Learn a wider range of poetry by heart. Prepare poems to read aloud and to perform with confidence, showing understanding through intonation, tone, volume and
		Sum Know some poems and rhymes by heart.	Recite or perform a poem making the meaning clear.	Watch performances of poems. Identify that intonation, tone, volume and action can be used to enhance meaning. Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.	be enhanced through performance. Watch performances of poems. Identify that intonation, tone, volume and action can be used to enhance meaning. Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.	meaning is understood by the audience.	action so that the meaning is understood by the audience.

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Summer Reading Skills Progression
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Non-Fiction	ELG Use and understand recently introduced vocabulary during discussions about stories, **nonfiction,** rhymes and poems and during role play.	Know the difference between a story book and an information book.	Decide how useful a non-fiction book is to find the information needed.	Choose books for specific purposes. Know how to find key words or information in a non-fiction text. Record key words or information found in a non-fiction text.	Choose a specific nonfiction book for a specific purpose. Know where to find the specific information needed in the book. All Know how to use a non-fiction book to find identified information.	Know that non-fiction texts are structured to guide the reader to information. Explain how the structure guides the reader to find specific information. Evaluate the usefulness of a non-fiction book to research questions raised.	Know that non-fiction texts may include a creative, fictional element. Evaluate the usefulness of different non-fiction texts by comparing how different writer's present the same information. Evaluate the usefulness of a non-fiction book to research questions raised.