

Reading Skills Progression



	EYFS 25 wpm*	Year 1 70 wpm*	Year 2 90 wpm*	Year 3 110 wpm*	Year 4 140 wpm*	Year 5 150 wpm*	Year 6 150-200+ wpm*
Fluency and Phrasing *Reading speeds are approximate guides to average words per minute; pace of reading is only one indicator of fluency.	Children learn to: recognise and read their name automatically; join in with a refrain during group recitation; recite some familiar rhymes and songs by heart; recite rhymes to a given rhythm, perhaps marching or clapping to the beat; sing the alphabet with support; begin to read words and simple sentences, showing understanding by the way they say it; sight-read familiar labels and words in the environment e.g. Class 1, crayons, Toilets; recognise and independently read some common exception words with automaticity.	Children learn to: recite some familiar complete rhymes and songs by heart; use body percussion or instruments to hold the beat; recognise and join in with predictable phrases; read on sight the CE words for Y1; say or sing the alphabet in sequence; sound and blend unfamiliar printed words quickly and accurately using their phonemic knowledge and skills; read aloud, checking that it 'sounds right' and that the text makes sense to them; with support, notice sentence punctuation; re-read favourite books to themselves, to gain confidence with word reading and fluency.	Children learn to: continue to apply phonemic knowledge and skills until automatic decoding has become embedded and reading is fluent (e.g. <i>purple-gold book band</i>); read unfamiliar words containing all common graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to word reading knowledge; recite familiar poems by heart; read many Y2 CE words automatically by sight; read most words quickly and accurately when they have been frequently encountered, without overt sounding and blending; check that the text makes sense to them as they read, and correct inaccurate reading; use expression appropriately to support the meaning of sentences, including those which use subordination.	Children can recite some poems (or songs) by heart, in groups and sometimes alone, building confidence and fluency; read age-appropriate books (e.g. <i>lime book band</i>) accurately and at a speed that is sufficient for them to focus on understanding, rather than on decoding individual words; read new words outside their spoken vocabulary, making a good guess at pronunciation; when reading aloud, speak audibly and with growing fluency; read on sight all Y2 CE words and some further exception words for Y3-4; gradually internalise the reading process to read silently.	Children learn to: read words speedily by working out the pronunciation of unfamiliar printed words (decoding) and recognising familiar words; sight-read a wide range of exception words (Y3-4 list and similar); with support, notice where commas create phrasing within sentences; read with expression, using the punctuation to support meaning, including multi-clause sentences; recite whole poems with growing awareness of the listener; as decoding becomes more secure, become independent, fluent and enthusiastic readers.	Read aloud a wider range of age-appropriate poetry and other texts with accuracy and at a reasonable speaking pace; read most words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity; prepare readings using appropriate intonation to show their understanding; notice more sophisticated punctuation e.g. of parenthesis, and use expression accordingly; read silently and then discuss what they have read; sight-read all Y3-4 exception words and some Y5-6 words (and similar) with automaticity.	Children show that they can: read age-appropriate texts fluently and with confidence; learn and recite a wider range of poetry, sometimes by heart; read aloud and perform poems and plays, showing understanding through intonation, tone and volume so that the meaning is clear to the audience; notice and respond to punctuation and phrasing when reading aloud; gain, maintain and monitor the interest of the listener; automatically read a wide range of exception words, including the Y5-6 list and similar words which occur in texts.

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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Inferential Reading Skills	Children begin to - understand the feelings of characters in texts they listen to e.g. why Little Bear might want his mummy at bedtime, or that the Gingerbread man might be brave – when the text does not explicitly say so; use pictures in texts which give clues; feel the mood of a setting, such as a scary forest or a funny event e.g. The Enormous Turnip; guess what could happen next.	Children learn to - discuss the significance of the title and events; make simple inferences when a book is read to them e.g. how each of the bears feel when they discover Goldilocks, or why Jack is called 'lazy'; why the title 'Upside Down' might be suitable for an information text about bats; why the ugly sisters might feel jealous; predict what might happen next in a sequenced story, based on what has been read so far; begin to explain their understanding of what is read to them, beyond that which is explicitly stated. In support of inference skills, pupils discuss word meanings, linking new meanings to those already known; they draw on what they already know or on background information and vocabulary provided by the teacher.	Children learn to - make some inferences, answering 'how' and 'why' questions which may reach beyond the text; guess feelings of characters and the reasons for these feelings, particularly when based on the child's personal experiences e.g. why Owl might be afraid of the dark; predict what might happen next, on the basis of what has been read so far; explain their understanding of what is read to them, beyond that which is explicitly stated e.g. make a sequence of events, or explain a moral or message; learn about cause and effect e.g. what has prompted a character's behaviour. In support of inference skills, children discuss and clarify the meanings of words, linking new meanings to known vocabulary provided by the teacher.	Children learn to - with support, identify themes across the text e.g. loyalty and treachery in Lion, Witch, Wardrobe; draw inferences such as characters' feelings, thoughts and motives for their actions e.g. why Edmund lied; begin to justify their inferences by locating textual evidence; predict what might happen from implied details or from other stories they know. In support of inference skills, children use dictionaries to check meanings of new vocabulary; with support they talk about what words mean in context.	With growing confidence, gathering experience from texts, children learn to - identify themes across the text; draw inferences such as inferring characters' feelings, thoughts and motives for their actions; justify their inferences with textual evidence, as a familiar exercise; predict what might happen from implied details. In support of inference skills, children use dictionaries with growing independence, to define new vocabulary; they discuss and explain words and phrases to explore meanings in context.	Children learn to - draw inferences independently, often justifying with textual evidence; make predictions from implied details, both before and after events; identify and discuss themes across a wide range of texts, both fiction, non-narrative and poetry; summarise main ideas; make comparisons within and across texts, referring to both reference points; discuss and explore the precise meaning of words and phrases in context.	With confidence, fluency and independence, children - draw hidden inferences, justifying with textual evidence, including quotations which illustrate; make reasoned predictions from implied details; identify and discuss themes across a wide range of texts; summarise main ideas across whole text, note developments e.g. of a character or relationship; make comparisons within and across texts, using evaluative skills; work out the nuanced meanings of words and phrases in context.

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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Literal Understanding and Retrieval	Children recall key facts from a story which has been read to them. They use visual literacy to: find information from a picture; point to information on the page in order to locate the answer which can be found easily in the text e.g. what was Red Riding Hood taking to her grandmother? What was Humpty Dumpty sitting on? Can you find out what Winnie the Pooh likes to eat best? Show me how you know. They can: recognise and read their name; recognise, point to, or find and read aloud words and phrases they have learned linked to their learned phonics phases. Recognise text and make links around them within the environment.	In addition to using visual literacy, children learn to: use their growing phonic knowledge and vocabulary knowledge to recognise words and phrases which locate information found explicitly in the text; They are learning to: talk about the title and how it relates to the events in the text; explain key facts about what is read to them from a variety of texts, including poems, non-fiction and stories e.g. key characters, places and events; retrieve answers to simple literal <i>who, what, where, when, which, who</i> and <i>how</i> questions.	Children begin to scan for key words in the text order to locate answers; begin to analyse the wording of a question in order to choose what to look for e.g. <i>What did the princess do first when she arrived at the castle?</i> Key words: <i>first, princess, castle</i>; sometimes can find answers where the question word does not match the text word; They learn to: navigate different paragraphs of information texts, locating the most suitable paragraph e.g. by reading subheadings or using other visual information, in order to retrieve solutions; recognise simple recurring literary language; locate and discuss favourite words and phrases; read (and recite) a repertoire of poems including classical poetry; draw on vocabulary-knowledge to understand texts and solve problems; check the text makes sense as they read.	Children are becoming more familiar with retrieving facts and information where question words and text language vary (i.e. where the literal answer is somewhat 'hidden' in the vocabulary used); they scan for alternative synonyms or phrases. They can: check the accuracy of what they are retrieving by reading around the words or phrases they find; locate and discuss words and phrases they find interesting; ask questions which improve their own understanding.	Children develop their reading retrieval skills, working across a wider range of text types with growing familiarity; they work with texts of increasing length, to retrieve information across the whole text as well as at a local level; Children can skim a whole text first to select which paragraph or section of text an answer may be located in; they then scan the paragraph or section to retrieve the information they need, using the text to support their answer where necessary.	Children can: discuss their understanding and explore the meaning of words in context; ask questions which develop their understanding; retrieve key details and begin to find quotations from a whole text; They are learning to locate the author or poet's viewpoint, either where it is explicitly stated, or when it can be retrieved through using similar words and phrases; understand some challenging vocabulary and its meaning within context, sometimes supported by using a dictionary or thesaurus.	During text-discussion, children can maintain focus on the subject, using notes when necessary; independently locate information and provide reasoned justifications for their views; routinely find accurate quotations from a whole text; retrieve and summarise details to support opinions and predictions; using skimming, scanning and text-marking to support answers to questions which require analysis e.g. of mood /setting /characters and to support own viewpoint.

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Response to Text	Children show pleasure in stories being read to them; enjoy sharing poems and rhymes together; sometimes look at a book out of choice, rather than something else; begin to have favourite texts which they ask for repeatedly; may pick a favourite character or a favourite story; may be able to say why; sometimes read a familiar text aloud to themselves, remembering the words they have heard; know how the pictures relate to the story; point to parts of the text in answer to questions.	Children learn to – listen to, share and discuss a wide range of high-quality books (poetry / picture books / stories / information texts) which are beyond those they can read by themselves, to develop a love of reading; listen to new words in texts read aloud to them, which <i>broaden their vocabulary</i>; talk about words they know or like; participate in discussion about the text, <i>taking turns and listening to others</i>; draw links between the text and some of their own experiences; are shown some ways to <i>find information in non-fiction texts</i>; can <i>discuss the significance of the title or events</i>; are <i>learning to appreciate</i> poems and rhymes, beginning to express reasons for preferences.	Children learn to – develop their pleasure in reading by listening to, discussing and expressing views about a wide range of texts, including contemporary and classic poetry, stories and non-fiction at a level beyond their independent reading ability; participate in <i>discussion about texts</i> that are read to them and those <i>they read for themselves</i>, taking turns and listening to others; discuss the <i>sequence of events</i> in stories; <i>retell these events orally</i>, once the story has become familiar; talk about how different items of information in non-fiction texts are related; <i>recognise simple recurring literary language</i> e.g. once, long ago; far, far away; we shall have snow; <i>clarify the meaning of words, linking new meanings to known vocabulary</i>; discuss favourite words/phrases.	Children develop positive attitudes to reading and understanding of what they read, by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and <i>reference/text</i> books; participate in discussion about texts, sometimes listening to others; increase their familiarity with texts including fairy stories, <i>myths and legends</i>; retell some of these orally; discuss words and phrases which capture their interest; begin to identify how language, structure and presentation contribute to meaning; may express preferences for text type.	With <i>growing confidence</i>, and <i>gathering experience from a wider range of texts</i>, children build positive attitudes to reading, by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and <i>reference/text</i> books; they listen to others; develop their familiarity with texts including myths and legends; retell some of these orally; <i>with increasing awareness of authorial choice</i>, discuss words and phrases which capture their interest; identify how language, <i>paragraph structure and layout</i> contribute to meaning.	Children extend their familiarity with texts to include <i>modern fiction, fiction from our literary heritage, and books from other cultures</i>; during discussion, build on their own and others' ideas; maintain positive attitudes to reading texts structured in different ways for a range of purposes; during supported discussion, make comparisons within and across texts; with guidance, distinguish between <i>fact and opinion</i>; discuss and evaluate how authors use language, considering the <i>impact on the reader</i>; begin to understand <i>figurative language</i> e.g. <i>metaphor, personification</i>.	With confidence and familiarity, children participate in discussion about books that are read to them and those they read independently, building on their own and others' ideas and <i>challenging others' views courteously</i>; discuss and evaluate how authors use language, <i>talking readily about the effect of words and phrases on the reader</i>; identify and talk about figurative language and its impact; distinguish between fact and opinion; explain and discuss their understanding of what they have read, expressing their point of view; <i>provide reasoned justification for views</i>.

Reading Skills Progression



	EYFS 80 – 120 words	Year 1 300 - 600 words	Year 2 850 - 1500 words	Year 3 1500 - 2000 words	Year 4 >2000 words	Year 5 >2000 words	Year 6 >2000 words
Decoding / Word Reading	Children learn to: hear and say the initial sound in words; segment sounds in simple words and blend them together; know which letters represent some of the sounds; link sounds to letters, naming and sounding the letters of the alphabet; begin to read words and simple sentences read their name read labels in the environment recognise and read some common exception words By the end of Reception children should know all the Phase 2 and 3 sounds, using these to decode and blend simple words.	Children learn to: apply phonic knowledge and skills for all 40+ phonemes; read accurately by blending sounds in unfamiliar words using the GPCs they know; read the common exception words for Y1; read words of more than one syllable that contain the taught GPCs; read contractions and words containing a range of endings e.g. -es, -er, -ing. They also: read aloud accurately books that are consistent with their developing phonic knowledge, and that do not require other strategies to work out words. They re-read books to gain confidence with word reading; page count increases to encourage reading stamina. By the end of year 1 children will have completed Phase 5 and use their phonics to decode and blend unknown words. They should be encouraged to read known words automatically without blending	Children continue to apply phonic knowledge as the route to decode words until automatic decoding has become embedded and reading is accurate and fluent; they focus especially on recognising alternative sounds for graphemes, including words of two or more syllables which contain those graphemes; they read many common exception words in the Y2 POS; read most words without overt sounding and blending, when those words have been frequently encountered. They read aloud books closely matched to their improving phonic knowledge; texts include more sophisticated and challenging vocabulary. By the end of year 2 children read most words automatically, Reading 90 words per minute of an age appropriate text, mostly accurately.	Children 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 (some from Y3-4 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. They should be able to decode most new words outside their spoken vocabulary, making a good approximation of the word's pronunciation. By the end of year 3 children will be able to read accurately at a speed sufficient for them to be able to focus on their understanding. They should be able to decode most new words outside their spoken vocabulary.	As for Y3, children apply their growing knowledge of morphology, both to read aloud and to understand the meaning of new words they meet. They read a wide range of exception words (Y3-4 list and similar). As decoding becomes more secure, children should become independent, fluent and enthusiastic readers. By the end of year 4 children will become more independent, fluent and enthusiastic readers. They will be able to use their existing knowledge of known pronunciations to pronounce new words with increased accuracy.	No direct teaching of word-reading skills is required for most children. They work out any unfamiliar words by applying their growing knowledge of root prefixes and suffixes (morphology and etymology). They read some of the exception words (Y5-6 list and similar). Attention is paid to new vocabulary, both its meaning and correct pronunciation. By the end of year 5 children will be choosing and reading age appropriate interest level text. They will be able to read most words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity. Children become more confident to read aloud to an audience.	As for Y5, children apply their growing knowledge of root prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet. Children read a wide range of exception words, including the Y5-6 list and similar words which occur in the texts they read. By the end of year 6 children will be reading a wide range of text both in school and outside for pleasure and information. Children builds on their confidence to read aloud with increased intonation and fluency to engage the audience.