Progression of Reading Skills

Year 1	
	Expected
Decoding	• See RWI Progression
Retrieval	• Can listen to stories, non-fiction and poems and can discuss to build understanding. • Can read and discuss books and start to build understanding (phonic phase appropriate)
Vocabulary	• Use and understands recently introduced tier 2 vocabulary during discussions about stories, non-fiction, rhymes and poems (with sentence stems and prompts)
Prosody	• Can begin to read with expression (after modelling).
Summarising	• Demonstrates understanding of what they have read themselves by retelling stories using their own words. (Consistent with phonic knowledge).
Predict	• Can make a simple prediction based on what they have heard read to them. • Can make a simple prediction on a book that they are able to decode (consistent with their phonic knowledge).
Inference	• Can use clues from a story within the book to suggest what the story may be about/what the characters may be like and begin to justify own views.
Links	• Can link stories, non-fiction and poems to own experiences. • Can link the connection of the title with the events in the books that they read (consistent with phonic knowledge) and those that are read to them.
Love	• Can name an author they have enjoyed studying this year. • Can recite a poem by heart.

Year 2	
	Expected
Decoding	• Can read a range of short, age-appropriate books accurately. • Can read many familiar and unfamiliar words accurately. • Can read most words containing common suffixes. • Can read some contracted words and can understand the use of an apostrophe.
Retrieval	• Can listen to stories, non-fiction and poems and can discuss in growing detail to build understanding. • Can read and discuss age appropriate books to build understanding to answer many simple retrieval questions.
Vocabulary	• Can suggest tier 2 words to support discussions about characters (unaided) • Can select and justify their own favourite words and phrases in books. • Can clarify the meaning of some words based on my own background knowledge.
Prosody	• Can read with expression 9after modelling). • Can identify basic punctuation when reading and change their voice through adult modelling.
Summarising	• Can explain what has happened so far in what they have read. • Can discuss the sequence of events in books and how items of information are related.
Predict	• Can make a good prediction based on what they have heard read to them. • Can make a good prediction on a book that they are able to decode (consistent with their phonic knowledge). • Begin to justify predictions.
Inference	• Can answer questions about a familiar book with the teacher and make simple inferences. • Can answer questions and make inferences about a book that can be read fluently.
Links	• Can link stories, non-fiction and poems to other people's experiences.
Love	• Can recite 2 poems. • Can describe how to locate information that interests you in a non-fiction book (e.g. glossary, contents etc). • Can interact with stories, non-fiction and poems when they are reading the book themselves (e.g. laughing at humorous points etc) • Can name an author they have enjoyed.

Year 3	
	Expected
Decoding	• Can self-select an appropriate book from a wider choice of age appropriate books (must be checked by an adult). • Can read short chapter books independently and with increasing fluency. • Can read a range of different texts with increasing fluency.
Retrieval	• Can answer retrieval questions through discussion of a wider text/passage just read. • Can answer basic retrieval questions using evidence from the text. • With support can skim and scan a page of text to locate a key word.
Vocabulary	• Can identify specific words that the author has used in the text and can begin to explain the author's intent behind these word choices.
Prosody	• Can read with expression and begin to respond to punctuation to convey the meaning (following modelling).

Summarising	• Can identify the theme of a poem and discuss what is happening in it. • Can order the main events in a story that they have listened to.

	• Can order the main events in a story that they have read.
Predict	• Can make sensible predictions based on clues from a story so far (e.g. a character with sharp teeth etc.) • Can make simple justifications about predictions.
Inference	• Can make inferences about characters' feelings, thoughts and motives from their actions. • Can justify these inferences with evidence.
Links	• Can track and talk about the journey of some of the minor characters through a story. • Can talk about how the books/authors they have studied this year are similar/different from last year.
Love	• Can name at least 2 authors, including some of those studied this year (fiction and non-fiction). • Can review the books read this year and share their own opinion.

Year 4	
	Expected
Decoding	• Can self-select an appropriate book from a wider choice of age appropriate books (must be checked by an adult). • Can read chapter books independently with increasing length and proof of growing stamina.
Retrieval	• Can answer a range of retrieval questions from 2 pages of text read independently. • Can use skimming and scanning skills to locate an answer to a retrieval question at increasing speed.
Vocabulary	• Can start to discuss the meaning of new words using the context of the sentence – may not be correct but logical. • Can apply growing knowledge of prefixes and suffixes to understand vocabulary. • Can independently select a dictionary to check the meanings of words to read. • Can talk about how figurative language is used to create atmosphere (similes, alliteration, repetition).
Prosody	• Can read with expression and respond to punctuation to convey the meaning (following modelling).
Summarising	• Can appropriately summarise a chapter of a book that they have read themselves. • Can skim read a text and talk briefly about the main plot/idea. • Can select an appropriate title/sub-heading for a passage of text (from a selection of given titles/sub-headings)
Predict	• Can make sensible predictions about a character and the plot. • Can make justifications about predictions.
Inference	• Can make inferences about the author based on what has been read and word choice of the author.
Links	• Can discuss how relationships between characters change/develop over time. • Can talk about how the books/authors they have studied this year are similar/different from last year.
Love	• Can start to describe which authors and text types they like to read for pleasure and can share opinions with peers. • Can name at least 3 authors, including some of those studied this year or previous year (fiction and non-fiction). • Name a poet and be able to discuss what their work is about (either this year of previous years).

Year 5	
	Expected
Decoding	• Can read chapter books independently with increasing length and stamina.
Retrieval	• Can use skimming and scanning skills to locate an answer to a retrieval question at speed.
Vocabulary	• Can apply my growing knowledge of root words, prefixes and suffixes (listed in appendix 2) to read unknown words. • Can discuss the meaning of new words using the context of the sentence.
Prosody	• Can read with expression and respond to punctuation to convey the meaning with independence.
Summarising	• Can summarise a book that they have read themselves. • Can select an appropriate title/sub-heading for a passage of text and can explain why others are not as appropriate (with support). • Can select a suitable summary for a traditional, formal poem from a multiple-choice selection.
Predict	• Can make increasingly detailed predictions based on what has happened and information inferred and can justify these. • Can modify predictions when reading and justify change of prediction with evidence from the text.
Inference	• Can make inferences about the author's feelings/thoughts based on what has been read and word choice of the author. • Can answer a range of inference questions about fiction and non-fiction. • Can answer a range of inference questions about a poem.
Links	• Can discuss and compare different genres comparing characters, themes, events and settings. • Can begin to make links between settings and genres (e.g. forests/adventure)
Love	• Can demonstrate a motivation for reading for pleasure. • Can talk about a repertoire of books that they have read at home. • Can begin to actively participate in a debate about favourite books, characters, themes or plots. • Can name at least 4 authors, including some of those studied this year or previous years (fiction and non-fiction). • Can confidently discuss a range of poets that they have studied.

Year 6	
	Expected
Decoding	• Can read chapter books independently with increasing challenge, length and stamina.
Retrieval	• Can confidently distinguish between fact and opinion within a text and explain answers.
Vocabulary	• Can work out the meaning of unknown words using the context of the whole plot/setting etc - mostly accurately. • Can evaluate how an author has used vocabulary to impact on the reader.
Prosody	• Can confidently read texts using a range of tone and expression according to the text. • Can confidently read to an audience that is not their class. • Can alter the pace and volume of reading depending on plot/events.
Summarising	• Can identify ideas from 2 short texts and can compare/contrast based on summaries.
Predict	• Can challenge other people's predictions, justifying their viewpoint.
Inference	• Can answer inference and evaluative questions with multi-point answers providing evidence (written recorded)
Links	• Can track time throughout a book and discuss impact on the reader (e.g. flashbacks etc)
Love	• Can name at least 5 authors, including some of those studies this year studied this year (fiction and non-fiction). • Can confidently discuss a range of poets that they have studied and compare/contrast their work. • Can demonstrate a motivation for reading for pleasure. • Can talk about a repertoire of books that they have read at home. • Can begin to actively participate in a debate about favourite books, characters, themes or plots.