

# Colne Engine Church of England School Progression in Reading



Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Oak	Willow		Rowan		Sycamore	
<b>Decoding</b>	<p><b>Phase 1 Aspects:</b></p> <ul style="list-style-type: none"> <li>• 1-3 General sound discrimination</li> <li>• -environmental sounds</li> <li>• -instrumental sounds</li> <li>• -body percussion</li> <li>• 4 Rhythm and rhyme</li> <li>• 5 Alliteration</li> <li>• 6: Voice sounds</li> <li>• 7: Oral blending and segmenting</li> </ul> <p><b>Phase 2</b></p> <ul style="list-style-type: none"> <li>• Recognise 22 phonemes</li> <li>• Move from decoding orally to using graphemes</li> <li>• Read vc and cvc words</li> <li>• Read tricky word: I, to, go, no, the</li> </ul> <p><b>Phase 3</b></p> <ul style="list-style-type: none"> <li>• Recognise 25 new phonemes</li> <li>• Read cvc words</li> <li>• Reading 2 syllable words</li> <li>• Reading captions</li> <li>• Read tricky words: he, she, we, me, be, was, my, you, they, her, all, are</li> <li>• Learn letter names</li> </ul> <p><b>Phase 4</b></p> <ul style="list-style-type: none"> <li>• Read words containing adjacent consonants and polysyllabic words</li> </ul>	<ul style="list-style-type: none"> <li>• apply phonic knowledge to decode words</li> <li>• speedily read all 40+ letters/groups for 40+ phonemes</li> <li>• read accurately by blending taught GPC</li> <li>• read common exception words</li> <li>• read common suffixes (-s, -es, -ing, -ed, etc.)</li> <li>• read multisyllable words containing taught GPCs</li> <li>• read contractions and understanding use of apostrophe</li> <li>• read aloud phonically-decodable texts</li> </ul>	<ul style="list-style-type: none"> <li>• secure phonic decoding until reading is fluent</li> <li>• read accurately by blending, including alternative sounds for graphemes</li> <li>• read multisyllable words containing these graphemes</li> <li>• read common suffixes</li> <li>• read exception words, noting unusual correspondences.</li> <li>• *read most words quickly &amp; accurately without overt sounding and blending</li> </ul>	<ul style="list-style-type: none"> <li>• apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</li> <li>• read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>	<ul style="list-style-type: none"> <li>• apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</li> <li>• read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>	<ul style="list-style-type: none"> <li>• apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</li> </ul>	<ul style="list-style-type: none"> <li>• apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</li> </ul>
<b>Range of Reading</b>	<ul style="list-style-type: none"> <li>• Listens to and joins in with stories and poems, one-to-one and also in small groups.</li> <li>• Listens to stories with increasing attention and recall.</li> <li>• Shows interest in illustrations and print in books and print in the environment</li> </ul>	<ul style="list-style-type: none"> <li>• listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>• being encouraged to link what they read or hear read to their own experiences</li> </ul>	<ul style="list-style-type: none"> <li>• listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li> </ul>	<ul style="list-style-type: none"> <li>• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• reading books that are structured in different ways and reading for a range of purposes</li> </ul>	<ul style="list-style-type: none"> <li>• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• reading books that are structured in different ways and reading for a range of purposes</li> </ul>	<ul style="list-style-type: none"> <li>• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• reading books that are structured in different ways and reading for a range of purposes</li> <li>• making comparisons within and across books</li> </ul>	<ul style="list-style-type: none"> <li>• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• reading books that are structured in different ways and reading for a range of purposes</li> <li>• making comparisons within and across books</li> </ul>

	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Familiarity with texts	<ul style="list-style-type: none"> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>• Beginning to be aware of the way stories are structured.</li> <li>• Suggests how the story might end.</li> <li>• Describes main story settings, events and principal characters</li> </ul>	<ul style="list-style-type: none"> <li>• becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>• recognizing and joining in with predictable phrases</li> </ul>	<ul style="list-style-type: none"> <li>• becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>• recognizing simple recurring literary language in stories and poetry</li> </ul>	<ul style="list-style-type: none"> <li>• increasing their familiarity</li> <li>• with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>• identifying themes and conventions in a wide range of books</li> </ul>	<ul style="list-style-type: none"> <li>• increasing their familiarity</li> <li>• with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>• identifying themes and conventions in a wide range of books</li> </ul>	<ul style="list-style-type: none"> <li>• increasing their familiarity</li> <li>• with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>• identifying and discussing themes and conventions in and across a wide range of writing</li> </ul>	<ul style="list-style-type: none"> <li>• increasing their familiarity</li> <li>• with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>• identifying and discussing themes and conventions in and across a wide range of writing</li> </ul>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Discussing reading	<ul style="list-style-type: none"> <li>listens to stories and</li> <li>participate in discussion about what is read to them, taking turns and listening to what others say</li> </ul>	<ul style="list-style-type: none"> <li>participate in discussion</li> <li>about what is read to them, taking turns and listening to what others say</li> <li>explain clearly their understanding of what is read to them</li> </ul>	<ul style="list-style-type: none"> <li>participate in discussion</li> <li>about books, poems &amp; other works that are read to them &amp; those that they can read for themselves, taking turns and listening to what others say</li> <li>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li> </ul>	<ul style="list-style-type: none"> <li>participate in discussion</li> <li>about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</li> </ul>	<ul style="list-style-type: none"> <li>participate in discussion</li> <li>about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</li> </ul>	<ul style="list-style-type: none"> <li>recommending books that they have read to their peers, giving reasons for their choices</li> <li>participate in discussions about books, building on their own and others' ideas and challenging views courteously</li> <li>explain and discuss their understanding of what they have read, including through formal presentations and</li> <li>debates,</li> <li>provide reasoned justifications for their views</li> </ul>	<ul style="list-style-type: none"> <li>recommending books that they have read to their peers, giving reasons for their choices</li> <li>participate in discussions about books, building on their own and others' ideas and challenging views courteously</li> <li>explain and discuss their understanding of what they have read, including through formal presentations and</li> <li>debates,</li> <li>provide reasoned justifications for their views</li> </ul>
Word Meanings/vocabulary	<ul style="list-style-type: none"> <li>Uses vocabulary and forms of speech that are increasingly influenced by their experiences</li> <li>of books.</li> <li>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</li> </ul>	<ul style="list-style-type: none"> <li>discussing word meanings,</li> <li>linking new meanings to those already known</li> </ul>	<ul style="list-style-type: none"> <li>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>discussing their favourite words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>using dictionaries to check the meaning of words that they have read</li> </ul>	<ul style="list-style-type: none"> <li>using dictionaries to check the meaning of words that they have read</li> </ul>	<ul style="list-style-type: none"> <li>using dictionaries to check the meaning of words that they have read</li> <li>use thesauri for finding synonyms and antonyms</li> </ul>	<ul style="list-style-type: none"> <li>using dictionaries to check the meaning of words that they have read</li> <li>use thesauri for finding synonyms and antonyms</li> </ul>
Understanding	<ul style="list-style-type: none"> <li>Beginning to be aware of the way stories are structured</li> <li>They demonstrate an understanding when talking with others about what they have read.</li> </ul>	<ul style="list-style-type: none"> <li>drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>* checking that the text makes sense to them as they read and correcting inaccurate reading</li> </ul>	<ul style="list-style-type: none"> <li>discussing the sequence of events in books and how items of information are related</li> <li>drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>checking that the text makes sense to them as they read and correcting</li> <li>inaccurate reading</li> </ul>	<ul style="list-style-type: none"> <li>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>asking questions to improve their understanding of a text</li> <li>identifying main ideas drawn from more than one paragraph and summarizing these</li> </ul>	<ul style="list-style-type: none"> <li>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>asking questions to improve their understanding of a text</li> <li>identifying main ideas drawn from more than one paragraph and summarizing these</li> </ul>	<ul style="list-style-type: none"> <li>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>asking questions to improve their understanding</li> <li>summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</li> </ul>	<ul style="list-style-type: none"> <li>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>asking questions to improve their understanding</li> <li>summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</li> </ul>
Inference	<ul style="list-style-type: none"> <li>Suggests how the story might end.</li> <li>Describes main story settings, events and principal characters</li> </ul>	<ul style="list-style-type: none"> <li>discussing the significance of the title and events</li> <li>*making inferences on the basis of what is being said and done</li> </ul>	<ul style="list-style-type: none"> <li>making inferences on the basis of what is being said and done</li> <li>answering and asking questions</li> </ul>	<ul style="list-style-type: none"> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>	<ul style="list-style-type: none"> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>	<ul style="list-style-type: none"> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>	<ul style="list-style-type: none"> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>

	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Prediction</b>	<ul style="list-style-type: none"> <li>Predict what the text could be about using the title page.</li> </ul>	<ul style="list-style-type: none"> <li>predicting what might happen on the basis of what has been read so far</li> </ul>	<ul style="list-style-type: none"> <li>predicting what might happen on the basis of what has been read so far</li> </ul>	<ul style="list-style-type: none"> <li>predicting what might happen from details stated and implied</li> </ul>	<ul style="list-style-type: none"> <li>predicting what might happen from details stated and implied</li> </ul>	<ul style="list-style-type: none"> <li>predicting what might happen from details stated and implied</li> </ul>	<ul style="list-style-type: none"> <li>predicting what might happen from details stated and implied</li> </ul>
<b>Authorial Intent</b>	<ul style="list-style-type: none"> <li>Identify how repetitive patterns, words, and phrases aid their enjoyment of the text</li> </ul>	<ul style="list-style-type: none"> <li>Identify how repetitive patterns, words, and phrases aid their enjoyment of the text</li> </ul>	<ul style="list-style-type: none"> <li>Identify how vocabulary choice (by the author) affects meaning</li> </ul>	<ul style="list-style-type: none"> <li>discussing words and phrases that capture the reader's interest and imagination</li> <li>identifying how language, structure, and presentation contribute to meaning</li> </ul>	<ul style="list-style-type: none"> <li>discussing words and phrases that capture the reader's interest and imagination</li> <li>identifying how language, structure, and presentation contribute to meaning</li> </ul>	<ul style="list-style-type: none"> <li>identifying how language, structure and presentation contribute to meaning</li> <li>discuss and evaluate how authors use language, including figurative</li> <li>language, considering the impact on the reader</li> </ul>	<ul style="list-style-type: none"> <li>identifying how language, structure and presentation contribute to meaning</li> <li>discuss and evaluate how authors use language, including figurative</li> <li>language, considering the impact on the reader</li> </ul>
<b>Non-fiction</b>	<ul style="list-style-type: none"> <li>Knows information can be relayed in the form of print.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that non-fiction is based on real life events or people</li> </ul>	<ul style="list-style-type: none"> <li>being introduced to non-fiction books that are structured in different ways</li> </ul>	<ul style="list-style-type: none"> <li>retrieve and record information from non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>retrieve and record information from non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>distinguish between statements of fact and opinion</li> <li>retrieve, record and present information from non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>distinguish between statements of fact and opinion</li> <li>retrieve, record and present information from non-fiction</li> </ul>
<b>Poetry &amp; Performance</b>	<ul style="list-style-type: none"> <li>Enjoys rhyming and rhythmic activities.</li> <li>Shows awareness of rhyme and alliteration.</li> <li>Recognizes rhythm in spoken words.</li> <li>Listens to and joins in with poems, one-to-one and also in small groups.</li> <li>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>Continues a rhyming string</li> </ul>	<ul style="list-style-type: none"> <li>Learning to appreciate rhymes and poems, and to recite some by heart</li> </ul>	<ul style="list-style-type: none"> <li>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul>	<ul style="list-style-type: none"> <li>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>recognising some different forms of poetry</li> </ul>	<ul style="list-style-type: none"> <li>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>recognising some different forms of poetry</li> </ul>	<ul style="list-style-type: none"> <li>learning a wider range of poetry by heart</li> <li>preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> </ul>	<ul style="list-style-type: none"> <li>learning a wider range of poetry by heart</li> <li>preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> </ul>