

Bushmead Primary School Reading Skills and Knowledge Progression organised by content area

*Teachers should refer to the spelling appendix to the national curriculum (English Appendix 1) to exemplify the words that pupils should be able to read as well as spell.

¹For Y1, teachers should compare the books that their pupils read with the target items within the Year 1 Phonics Screening Check (PSC) developed by the Standards and Testing Agency. For Y2, teachers should compare the books that their pupils read with those provided for the KS1 English reading test developed by the Standards and Testing Agency.

²Approximately 90 words per minute is a good indicator of when children start to read with sufficient fluency to focus on their understanding, but some pupils read more slowly than this while still being able to understand what they are reading.

EY FS	Ye ar 1	Ye ar 2	Ye ar 3	Ye ar 4	Ye ar 5	Y e ar 6
	The pupil can:				In order to meet the expectations for Years 5 and 6, pupils will need to apply word reading skills built up to Year 4 accurately.	
Say a sound for each letter in the alphabet and at least 10 digraphs;	read accurately many words of two or more syllables containing graphemes taught so far ¹ for all of the 40+ phonemes	read accurately most words of two or more syllables	read accurately many polysyllabic and multi-morphemic words and further exception words	read accurately most polysyllabic and multi-morphemic words and further exception words		
Read words consistent with their phonic knowledge by sound-blending;	read most words containing common Year 1 suffixes*	read most words containing common suffixes*				
Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	read most Year 1 common exception words*	read most common exception words*				
	In age-appropriate ¹ books, the pupil can:				The pupil can:	
	read most words accurately without frequent overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words	read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words ²	read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words	read aloud fluently with intonation that shows understanding	read age-appropriate ¹ books with confidence and fluency (including whole novels)	read age-appropriate ¹ books with confidence and fluency (including whole novels)
					read aloud with intonation that shows understanding	read aloud with intonation that shows understanding
	sound out most unfamiliar words accurately	sound out most unfamiliar words accurately, without undue hesitation	read many words outside their spoken vocabulary, making a good approximation to the word's pronunciation.	read many words outside their spoken vocabulary, making a good approximation to the word's pronunciation.		

EY FS	Ye ar 1	Y e ar 2	Y e ar 3	Y e ar 4	Y e ar 5	Y e ar 6
	In a book they can already read fluently, the pupil can:		In age-appropriate ¹ books the pupil can:		The pupil can:	
Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;	check that it makes sense to them, correcting any inaccurate reading	check that it makes sense to them, correcting any inaccurate reading	check that the text makes sense to them, correcting any inaccurate reading at the point of difficulty	check that the text makes sense, correcting when meaning is lost	work out the meaning of words from context, checking that the text makes sense	work out the meaning of words from context, checking that the text makes sense
Anticipate – where appropriate – key events in stories;	answer questions and make some inferences	answer questions and make some inferences	draw inferences and begin to justify their opinions through discussions	draw inferences and justify their opinions through discussions	explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence	explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence
Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	join in discussions about what has happened so far in what they have read	explain what has happened so far in what they have read				
			make a plausible prediction about what might happen on the basis of what has been read so far	make a plausible prediction about what might happen on the basis of what has been read so far	predict what might happen from details stated and implied	predict what might happen from details stated and implied
			summarise main ideas providing key details	summarise main ideas providing key details	summarise main ideas providing key details	summarise main ideas, identifying key details and using quotations for illustration
			retrieve information from non-fiction	retrieve information from non-fiction	retrieve information from non-fiction	retrieve information from non-fiction
				make links between the book they are reading and other books they have read	make links between the book they are reading and other books they have read	make comparisons within and across books

		evaluate how authors use language, beginning to consider the impact on the reader	evaluate how authors use language, beginning to consider the impact on the reader
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