Reading Skills Progression Document

		Fluency The ability to read with accuracy, automaticity and prosody (correct decoding at an appropriate speed that allows for reading to sound like natural speech).	**Vocabulary** Children must know the meaning of words to understand what they are reading. They will need to increase their vocabulary and have strategies to work out the meaning of unfamiliar words. They will need to understand the effect of vocabulary choices.	**Retrieval** Recording and identifying specific information from a fiction or non-fiction text. Being able to answer these types of questions allows the reader to demonstrate how well they have absorbed the key information from within the text.	**Inference** The use of present information alongside reasoning to work out something that is not otherwise clearly stated through the use of local cohesion (text-connecting) inferences and global coherence (gap-filling).	**Predicting** The use of evidence from a text to say what may happen next, what events may unfold or how a character may behave.	**Sequencing** The ability to place information in the correct order that it happened or a logical, structured order.	**Text Structure** Knowing that written text conforms to specific structures to support meaning.
F2	**Autumn**	Orally blend simple words demonstrating knowledge of sounds (with support)	Use recently introduced vocabulary when talking about stories.	Point to title of book on front cover.	Talk about books that are read to them.	Suggest what might happen next in a familiar story.	Join in with repeated refrains and phrases in rhymes and stories.	Know that a book has a beginning and end, and can turn accurately to the beginning or end when prompted.
	Spring	Read simple captions and phases made up of words with known letter–sound correspondences and, where necessary, a few exception words.	Use recently introduced vocabulary to discuss stories, non-fiction and poems and during role play.	Retrieve information from pictures in a book that has been read to them, in response to a simple question. e.g. When prompted, child can say what key characters are doing, using the pictures	Make inferences to answer a question about a character's emotions in a familiar picture book read aloud to them, using the pictures to support them. e.g. Why were the bears angry with Goldilocks?	Suggest what they think might happen next in an unfamiliar story that is being read to them	Sequence events from a familiar story, using puppets, pictures from the book or role-play.	Know that a book has a beginning and end and turns most of the pages between them accurately.
	Summer	Read aloud simple sentences and books that are consistent with phonics knowledge, including some common exception words.	With prompting, shows an understanding of many common words and some unfamiliar words in a story that is read aloud to them.	Verbally answers simple questions about a story that has been read to them. e.g. Who the characters are/where the story is set.	Make inferences to answer a simple question related directly to characters' emotions in a book read to them. e.g .How did Cinderella feel when she couldn't go to the ball?	Anticipate where appropriate key events in stories.	Retell familiar stories and narratives using own words.	Know that stories have a beginning, middle and an end.

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Year 1	Autumn	Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.	Use newly learnt vocabulary from stories they have listened to or read.	With support, discuss characters' appearance, behaviour and the events that happen to them, using details from the text.	Infer a character's feelings using the text.	Make a prediction based on the front cover.	Retell a familiar story using key story language.	Know narratives have characters, settings and events. Recognise and join in with predictable phrases, exploring the effects of patterns of language and repeated words and phrases Demonstrate a structure or pattern when retelling a story to a teacher or peer using familiar phrases. E.g Child can retell a story using a refrain or phrase from the story.
	Spring	Read other words of more than one syllable that contain taught GPCs Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words	Discuss favourite words and phrases from texts they have heard or read.	Understand the difference between fiction and non-fiction (eg contents page, headings, glossary).	Discuss the significance of the title and events. E.g. Why is the book called the aliens?	Make a prediction based on the front cover and blurb.	Sequence events of a story they are familiar with.	Know (oral or written) the beginning, middle and end in narratives. Know patterns of literary language eg "once upon a time, first, next, last
	Summer	Re-read books to build up their fluency and confidence in word reading ('Choose to Use' range linked to SSPF scheme)	Discuss word meanings, linking new meanings to those already known	Use key words from the text to answer simple questions about a text.	Demonstrate simple inferences from the text based on what is said and done E.g. Why is the alien surprised to see the sheep? NC- To make inferences on the basis of what is being said and done	Make a prediction based on what they have read so far in the text with support.	Begin to discuss how events are linked. To sequence pictorial representations of main events from a story. NC	Discuss different ways pages from an information book can be laid out and how this is different from story books. Talk about the significance of the title and how it relates to events in a book. E.g. When asked why a book is called 'Jack's Journey,' child says: 'Jack is the main character and the book is about what happened to him on his way to the seaside.'
Year 2	Autumn	Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes Read accurately words of two or more syllables that contain the same graphemes as above	Find a word in a sentence that has the same meaning as a given word or phrase.	Use key words and phrases to answer questions about a text.	Make inferences on what characters say and do based on their actions/behaviour.	Make a prediction based on what they have read so far in the text.	Retell familiar stories orally using a range of story language.	Know narratives often follow the structure of 'Opening- something happens- events that solve the problem- ending'

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	Spring	Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation	Find a verb that means the same as another. E.g. going means travelling.	Locate information using title, contents, index, page numbers, illustrations, headings, sub headings etc	Make inferences based on cause and effect e.g. What did the fox do that was clever? It was clever of the fox to ask the crow to sing because he knew the crow would open his mouth and drop the cheese.	Make predictions using the text and their own knowledge.	Orally sequence the events of a familiar story and non-fiction text, with minimal prompting. e.g. not referring to the pictures.	Know what some common non-fiction features are called.
	Summer	Re-read books to build up fluency and confidence in word reading. (books containing Year 2 spelling rules linked to SSPF scheme)	Find a word and suggest an alternative word to be used.	Independently answer questions about a text they have just read. NC- To answer a question about information read To answer a question about what has happened.	Discuss why some events in a text are important and make simple links between items of information e.g. Why do you think we don't grow rice in our country? Because our climate isn't ideal for growing rice.	With support make a sensible prediction of what might happen and when prompted justify the prediction based on what has happened so far. e.g. in the boy who cried wolf. Do you think the villagers will believe him the third time? No because he's not told the truth before.	Orally sequence a wider range of stories and traditional tales. To sequence pictorial representations of main events from a story and suitable information texts (eg instructions).	Identify some of the features of non-fiction texts, including layout, contents, use of pictures, illustrations and diagrams. With support, can comment on the appropriateness of the author's choice of title for a poem or story.