

Skills Progression: Literacy Reading

Skills	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic	Fantastic Me! Muck, Mess and Mixtures Going Wild with our Imaginations Our Colourful World The Great Outdoors Reach for the Stars	What makes me marvellous? What's in the toy box? What makes our school grounds special? Where do I live? What is the weather like today? Why does Falmouth have a castle?	How do I survive on a desert island? What makes the Great Fire of London great? Why are Florence Nightingale and Rosa Parks remembered today? What makes Constantine special? Why are rainforests unique? What was it like to be a tin miner?	How did the ancient Greeks change the world? What is it like to live in Greece? What was life like in the Stone Age? Why is fair trade important? Why are our coasts changing? How have holidays in Cornwall changed over time?	What have the Romans ever done for us? What makes our Earth angry? What happened to the ancient Kingdom of Benin? Where in the world is Africa? Why was Henry VIII famous? How does the river get to the sea?	Why is the planet melting? What was it like to be a Victorian? Who won the Space Race? Why is London an important city? How do forces work? Why did the world go to war?	What did the Egyptians teach us? Are rainforests important? Were all Vikings vicious? What powers Earth? What legacy did the Celts leave in Cornwall? Can you find your way home?
Decoding children should:	Say a sound for each letter in the alphabet and at least 10 digraphs. (LIT ELG) Read words consistent with their phonic knowledge by sound-blending, such as CVC, CVCC and CCVC words. (LIT ELG) Read aloud simple sentences and books made up of words that are consistent with their phonic knowledge, including some common exception and high frequency words. (LIT ELG)	Apply phonic knowledge and skills as the route to decode words. Speedily read all 40+ letters /groups for 40+ phonemes including alternative sounds for graphemes. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Read Year 1 common exception words noting unusual correspondences between spelling and sound (identifying where they appear). Read words containing taught GPCs and suffixes –s, –es, –ing, –ed, –er and –est. Read other words of more than one syllable that contain taught GPCs. Read contractions and understand that the apostrophe represents the omitted letter(s). 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. Re-read books to build fluency and confidence. Read simple sentences and understand the meaning including what a pronoun is (extra). Develop some fluency and expression, pausing at full stops (extra).	Apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. 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. Read common suffixes (-ed, -ing,-er, -est, -y, -er, -ment, -ful, -ness, -less, -ly). Read Year 2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Read most words quickly & accurately without overt sounding and blending, when they have been frequently encountered. Read aloud books closely matched to their improving phonic knowledge by sounding out unfamiliar words accurately, automatically and without undue hesitation. Re-read books to build up fluency and confidence in word reading. Note punctuation to read with appropriate expression (extra).	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 they meet. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	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 they meet. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	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.	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.

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<p>Range of reading children should:</p>	<p>Read aloud simple sentences and books made up of words that are consistent with their phonic knowledge, including some common exception and high frequency words. (LIT ELG)</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems. (LIT ELG)</p> <p>Learn new vocabulary and use it throughout the day, in different contexts. (C&L)</p> <p>To use non-fiction books to develop new knowledge and vocabulary. (C&L)</p>	<p>Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p>	<p>Listen to, discuss and express 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.</p>	<p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Read books that are structured in different ways and reading for a range of purposes.</p>	<p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Read books that are structured in different ways and reading for a range of purposes.</p>	<p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Read books that are structured in different ways and read for a range of purposes.</p> <p>Make comparisons within and across books.</p>	<p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Read books that are structured in different ways and read for a range of purposes.</p> <p>Make comparisons within and across books.</p>
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<p>Familiarity with texts children should:</p>	<p>Talk about and respond to stories, rhymes and poetry, recalling, sequencing and anticipating key events some as exact repetition and some in their own words. (LIT)</p> <p>To begin to interpret stories, rhymes and poetry, making suggestions for actions and events (images and text). (LIT)</p> <p>To talk about and respond with questions to non-fiction books, recalling some facts with increasing explanation and vocabulary in response to questions. (LIT)</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. (C&L)</p> <p>Listen to and talk about stories to build familiarity and understanding. (C&L)</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. (LIT)</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. (C&L)</p>	<p>Recognise and join in with predictable phrases.</p> <p>Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p>	<p>Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.</p> <p>Recognise simple recurring literary language in stories and poetry.</p>	<p>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.</p> <p>Identify themes and conventions in a wide range of books.</p>	<p>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.</p> <p>Identify themes and conventions in a wide range of books.</p>	<p>Increase their familiarity 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.</p> <p>Identify and discuss themes and conventions in and across a wide range of writing.</p>	<p>Increase their familiarity 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.</p> <p>Identify and discuss themes and conventions in and across a wide range of writing.</p>
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<p>Poetry and performance children should:</p>	<p>Listen and sing nursery rhymes, poems and songs, paying attention to how they sound. Learn and recall whole songs and rhymes, singing some independently and performing in groups / independently for others. (C&L)</p>	<p>Learn to appreciate rhymes and poems, and to recite some by heart.</p>	<p>Continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear.</p>	<p>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Recognise some different forms of poetry (for example, free verse, narrative poetry).</p>	<p>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Recognise some different forms of poetry (for example, free verse, narrative poetry).</p>	<p>Learn a wider range of poetry by heart.</p> <p>Prepare 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.</p>	<p>Learn a wider range of poetry by heart.</p> <p>Prepare 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.</p>
<p>Word meanings children should:</p>	<p>Learn new vocabulary and use it throughout the day, in different contexts. (C&L)</p>	<p>Discuss word meanings and link new meanings to words already known.</p>	<p>Discuss and clarify the meanings of words and link new meanings to known vocabulary.</p> <p>Discuss their favourite words and phrases.</p>	<p>Use dictionaries to check the meaning of words that they have read.</p>	<p>Use dictionaries to check the meaning of words that they have read.</p>	<p>Use dictionaries to check the meaning of words that they have read.</p>	<p>Use dictionaries to check the meaning of words that they have read.</p>
<p>Understanding children should:</p>	<p>Participate in discussions, offering their own ideas and using recently introduced vocabulary. (C&L ELG)</p> <p>Listen to, talk about and respond to what they hear (stories, rhymes, poems and songs) with relevant questions, comments and actions when being read to. (C&L ELG)</p> <p>Make comments about what they have heard and ask questions to clarify their understanding. (C&L ELG)</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems. (C&L ELG)</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. (LIT ELG)</p> <p>Understand how to listen carefully and engage in storytimes. (C&L)</p> <p>Listen to and talk about stories to build familiarity and understanding. (C&L)</p> <p>Ask questions to find out more and to check they understand what has been said to them. (C&L)</p> <p>Talk about elements of a topic using newly introduced vocabulary and extending sentences using a range of conjunctions to offer extra explanation and detail. (LIT)</p>	<p>Draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Be encouraged to link what they read or hear read to their own experiences.</p> <p>Check that the text makes sense to them as they read and correct inaccurate reading.</p> <p>Answer simple retrieval questions about a text and find evidence to support answers (extra).</p>	<p>Discuss the sequence of events in books and how items of information are related.</p> <p>Draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Make links between a current book and those already read.</p> <p>Check that the text makes sense to them as they read and correct inaccurate reading.</p>	<p>Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context.</p> <p>Ask questions to improve their understanding of a text.</p> <p>Identify main ideas drawn from more than one paragraph and summarise these.</p> <p>Identify morals and messages in a story.</p>	<p>Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context.</p> <p>Ask questions to improve their understanding of a text.</p> <p>Identify main ideas drawn from more than one paragraph and summarise these.</p> <p>Identify morals and messages in a story.</p>	<p>Check that the book makes sense to them, discuss their understanding and explore the meaning of words in context.</p> <p>Ask questions to improve their understanding.</p> <p>Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.</p>	<p>Check that the book makes sense to them, discuss their understanding and explore the meaning of words in context.</p> <p>Ask questions to improve their understanding.</p> <p>Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.</p>
<p>Inference children should:</p>	<p>To begin to interpret stories, rhymes and poetry, making suggestions for actions and events (images and text). (LIT)</p>	<p>Discuss the significance of the title and events.</p> <p>Make inferences on the basis of what is being said and done.</p>	<p>Make inferences on the basis of what is being said and done.</p> <p>Answer and ask questions.</p>	<p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions.</p> <p>Justify inferences with evidence.</p>	<p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions.</p> <p>Justify inferences with evidence.</p>	<p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.</p>	<p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.</p>

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Prediction children should:	To talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events , some as exact repetition and some in their own words. (C&L and LIT ELG)	Predict what might happen on the basis of what has been read so far.	Predict 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.	Predict what might happen from details stated and implied.	Predict what might happen from details stated and implied.
Authorial intent children should:				Discuss words and phrases that capture the reader's interest and imagination. Identify how language, structure, and presentation contribute to meaning.	Discuss words and phrases that capture the reader's interest and imagination. Identify how language, structure, and presentation contribute to meaning.	Identify how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language and consider the impact on the reader.	Identify how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language and consider the impact on the reader.
Non-fiction children should:	Talk about and respond with questions to non-fiction books, recalling some facts with increasing explanation and vocabulary in response to questions. (C&L) Engage in non-fiction books. (C&L) Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. (C&L) Know and explain some differences between fiction and non-fiction books. (LIT)	Listen to and discuss a wide range of non-fiction at a level beyond that at which they can read independently.	Be introduced to non-fiction books that are structured in different ways.	Retrieve and record information from non-fiction texts.	Retrieve and record information from non-fiction texts.	Distinguish between statements of fact and opinion. Retrieve, record and present information from non-fiction texts.	Distinguish between statements of fact and opinion. Retrieve, record and present information from non-fiction texts.
Discussing reading children should:	Talk about and respond to a variety of books (fiction, non-fiction, rhymes, poetry and songs) with relevant questions, comments, actions when being read to. Talk about and respond to a variety of books (fiction, non-fiction, rhymes, poetry and songs), recalling, sequencing and anticipating key events, some as exact repetition and some in their own words. To begin to interpret stories, rhymes and poetry, making suggestions for actions and events (images and text). Talk about and respond with questions to non-fiction books, recalling some facts with increasing explanation and vocabulary in response to questions. Participate in discussions, offering their own ideas and using recently introduced vocabulary.	Participate in discussion about what is read to them by taking turns and listening to what others say. Explain clearly their understanding of what is read to them.	Participate in discussion about books, poems & other works that are read to them & those that they can read for themselves by taking turns and listening to what others say. Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	Participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say.	Participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say.	Recommend books that they have read to their peers and giving reasons for their choices. Participate in discussions about books, building on their own and others' ideas and challenging views courteously. Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. Provide reasoned justifications for their views.	Recommend books that they have read to their peers and giving reasons for their choices. Participate in discussions about books, building on their own and others' ideas and challenging views courteously. Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. Provide reasoned justifications for their views.

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	<p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems.</p> <p>Begin to interpret stories, rhymes and poetry, making suggestions for actions and events.</p> <p>Know and explain some differences between fiction and non-fiction books.</p>						
<p>Spoken language children should:</p>	<p>Years 1 - 6</p> <p>Listen and respond appropriately to adults and their peers.</p> <p>Ask relevant questions to extend their understanding and knowledge.</p> <p>Use relevant strategies to build their vocabulary.</p> <p>Articulate and justify answers, arguments and opinions.</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>Speak audibly and fluently with an increasing command of Standard English.</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates.</p> <p>Gain, maintain and monitor the interest of the listener(s).</p> <p>Consider and evaluate different viewpoints, attending to and building on contributions of others.</p> <p>Select and use appropriate registers for effective communication.</p>						