



Halton Community Combined School

Skills Progression Map

Curriculum Area: Reading

Early Years

Pre-School

Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.

Repeat words and phrases from familiar stories.

Ask questions about the book. Makes comments and shares their own ideas.

Develop play around favourite stories using props

Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom

Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother

Engage in extended conversations about stories, learning new vocabulary.

Reception

Read individual letters by saying the sounds for them.

Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.

Read some letter groups that each represent one sound and say sounds for them.

Read a few common exception words matched to the school's phonic programme.

Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.

Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment

End of Reception – ELG

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

Anticipate (where appropriate) key events in stories.

Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play

Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Skills Focus	Year One	Year Two	Year 3	Year 4	Year 5	Year 6
	Word Reading					
Phonics and Decoding	To apply phonic knowledge and skills as the route to decode words. To blend sounds in unfamiliar words using the GPCs that they have been taught. To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes. To read words containing taught GPCs. To read words containing -s, -es, -ing, -ed and -est endings. To read words with contractions, e.g. I'm, I'll and we'll.	To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. To accurately read most words of two or more syllables. To read most words containing common suffixes.*	To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.* To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.*	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.*	To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.

Common Exception Words	To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.	To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.	To begin to read Y3/Y4 exception words.*	To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.	To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	To read all Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.
Fluency	To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. To reread texts to build up fluency and confidence in word reading.	To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. To reread these books to build up fluency and confidence in word reading. To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.	To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. To reread texts to build up fluency and confidence in word reading.	To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. To reread these books to build up fluency and confidence in word reading. To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.
	Comprehension					

Understanding and correcting inaccuracies	To check that a text makes sense to them as they read and to self-correct.	To show understanding by drawing on what they already know or on background information				
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Comprehension - Comparing, Contrasting, Commenting	identifies the beginning, middle and end of stories and pattern in poetry	self-corrects spontaneously and at the point of error	analyses and compares plot structure	recognises the introduction, build-up, climax or conflict and resolution in narrative	analyses paragraph structures in similar texts noting and commenting on similarities and differences	identifies how authors use a range of narrative structures e.g. <i>stories within stories</i> , <i>flashbacks</i> and can demonstrate understanding by re-telling/writing the narrative using a different structure
	identifies how non-fiction texts are sequenced	identifies the sequence of events e.g. <i>answers questions such as 'Which event happened first? What happened before he fell over?'</i>	suggests reasons for actions and events	identifies how specific words and phrases link sections, paragraphs and chapters	notes how cohesion is achieved in different ways	
	identifies the meaning of vocabulary in context	identifies words and phrases that link events	identifies and understands meanings of a wide range of conjunctions used to link events together	identifies events that are presented in more detail and those that are skimmed over	analyses the structure of more complex non-linear narratives (print and electronic texts that require choices to be made by the reader, creating multiple plots) e.g. experimenting with the different paths that the reader can take through the text	notices where the author uses a wider range of cohesive language to create more sophisticated links between and within paragraphs e.g. <i>where the author has avoided over-use of obvious adverbials/conjunctions such as 'on the other hand'</i>
	identifies typical phrases e.g. story openings and endings predicts events and endings	begins to understand that written language (standard English) has conventions that don't apply in spoken language	recognises different narrative genres comments on the effect of scene changes e.g. <i>moving from a safe to a dangerous place to build tension</i>	summarises the way that the setting affects characters' appearance, actions and relationships e.g. <i>'The children in The Lion, The Witch and The Wardrobe are family and speak and act differently to the classmates in The Angel of Nitshill Road'</i>		
	uses different voices for characters when reading dialogue aloud	identifies evidence of change as a result of events, for example in character behaviour	predicts what might happen from details stated and can indicate the strength/likelihood of their prediction being correct extracts information from tables and charts	understands how a setting is created using small details and longer descriptions	identifies how the author signals change in the narration, time and place and notes the effect that this has on them as the reader recognises the style of different authors and recognises their intended audience	retrieves information, referring to more than one place in the text, and where there is competing (distracting) information analyses dialogue at certain points in a story and summarises its purpose e.g. <i>to explain plot, show character and relationships, convey mood or create humour</i>
	uses different voice pitch to indicate whether they are reading an exclamation or question	explains how the way a character speaks reflects their personality		retrieves information from text where there is competing (distracting) information	retrieves information, referring to more than one place in the text, and where there is	
	observes the punctuation and uses this to aid understanding	predicts some key events of a story based on the settings described in the story opening	identifies new vocabulary and sentence structure and discusses to develop understanding uses dictionaries independently to check meaning of new vocabulary			
	reads age-appropriate texts fluently, pauses appropriately, reading in phrases, and using	explains differences between fiction and non-fiction				

punctuation with around 90% accuracy connects what they read or hear to their own experiences retrieves key information from a text identifies complete sentences understands that there is a range of non-fiction texts <i>e.g. different layouts for instructions, non-fiction books etc</i> explains their understanding of texts that are pitched beyond the level they can read independently asks questions to clarify knows the voice telling the story is called the narrator	understands that books can be used to find things out, and is beginning to do so retrieves information stated within in text (may not be obvious) uses evidence from a text – may look through the book to help them remember or use information shows awareness of use of features of organisation <i>e.g. index, bold headings</i> recognises the difference between description in fiction and non-fiction <i>e.g. in non-fiction description is generally used for precision rather than to create an emotional response</i> sustains interest in longer narratives <i>e.g. a short chapter book</i> sustains silent reading most of the time	asks increasingly informed questions to improve understanding of a text <i>e.g. 'I wonder if this is like because (linking to other texts)', 'Perhaps he did that because (linking own experiences/that of other characters)'</i> retrieves information from text where there is competing (distracting) information uses contents pages and indexes to locate, retrieve and record information from non-fiction texts summarises main ideas from a text recognises the move from general to specific detail notices the difference between 1st and 3rd person accounts	summarises the main ideas of a non-fiction text analyses how the structure of non-fiction relates to its purpose <i>e.g. how the points in a persuasive speech lead you to the author's viewpoint'. distinguishes between fact and opinion</i> analyses how poetry is structured and its effect on the reader explains the decisions that the author has made in setting up problems for the characters and choosing how to resolve them explains and justifies an opinion on the resolution of an issue/whole narrative explores alternative outcomes to an issue listens to the opinions of others and adjusts own thinking/understanding where appropriate	competing (distracting) information identifies balanced or biased viewpoints and discuss texts which explore more than one perspective on an issue checks whether viewpoint changes in the story identifies how an author varies pace by using direct or reported speech at different points in a story comments on how a character is built and presented, referring to dialogue, action and description refines questions to deepen understanding of a text <i>e.g. can generate a further question based on an initial question that takes the group's thinking further</i> analyses information from tables and charts and can incorporate this information into a	analyses why and how scene changes are made and how they affect characters and events recognises how the author of non-fiction texts expresses, sequences and links points distinguishes between implicit and explicit points of view summarises competing views draws reasoned conclusions from non-fiction texts which present differences of opinion explains the intent of the author <i>e.g. explains how the author has tried to manipulate the emotions/bias of the reader</i> expresses and justifies personal preferences regarding significant authors/poets explains how poets create shades of
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		recognises that information is grouped according to subject begins to use dictionaries, glossaries and indexes to locate meanings and information		exemplifies the move between generalisations and specific information identifies a wide range of poetic forms, <i>e.g. cinquain, haiku, calligram, kenning</i> expresses personal preferences regarding the work of significant authors/poets.	summary of the whole text retrieves, records and presents ideas from non-fiction in a different format <i>e.g.</i> retrieves information from a report to inform a persuasive text summarises main ideas from more than one text to support note taking summarises ideas across paragraphs, identifying key details that support the main ideas	meaning, justifying own views with reference to the text and to other sources of evidence <i>e.g.</i> wider reading generates open questions to explore a range of possibilities and justifies responses in relation to the text discusses main ideas from a text within a group and summarises the discussion
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Inference and Prediction	To begin to make simple inferences. To predict what might happen on the basis of what has been read so far identifies goals/motives of the main character on the basis of what they have said and done <i>e.g. 'I think she wants her daddy to help her build a sandcastle'</i> comments on things that interest them expresses preferences linked to own experiences <i>e.g. 'I like going to the beach too'</i> with support, justifies their views about texts they have had read to them e.g. uses the word 'because'	To make inferences on the basis of what is being said and done. To predict what might happen on the basis of what has been read so far in a text. predicts with increasing accuracy during reading and then adapts prediction in the light of new information demonstrates empathy with characters looking at descriptions and actions makes statements about characters on the basis of what is said and done, making note of how verbs and adverbs support their judgements' <i>e.g. 'I think she is selfish/kind/angry because it says she...'</i> evaluates simple persuasive devices <i>e.g. says which posters in a shop or TV adverts would make them want to buy something, and why</i>	To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. To justify predictions using evidence from the text. infers characters' feelings, motives, behaviour and relationships based on descriptions and their actions in the story identifies evidence of relationship between characters based on dialogue and behaviour identifies with characters and makes links with own experiences when making judgements about the characters' actions refers back to the text for evidence when explaining	To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text. To justify predictions from details stated and implied. identifies techniques used by the author to persuade the reader to feel sympathy or dislike justifies opinions of particular characters comments on differences between what characters say and what they do explains similarities and differences with own experiences predicts on the basis of mood or atmosphere how a character will behave in a particular setting comments on the way key characters respond to a problem makes deductions about the motives and feelings	To draw inferences from characters' feelings, thoughts and motives. To make predictions based on details stated and implied, justifying them in detail with evidence from the text identifies examples of dialogue that show different degrees of formality and considers what this implies about the relationships and context provides evidence of characters changing during a story and discusses possible reasons where reasons are not obviously stated in the text identifies whether changes in characters met or challenged the reader's expectations recognises that characters may have different perspectives in the story	To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). To discuss how characters change and develop through texts by drawing inferences based on indirect clues. identifies stock characters in particular genres and looks for evidence of characters that challenge stereotypes and surprise the reader <i>e.g. in parody</i> justifies personal response to narratives with suitable expansion <i>e.g. whether it was believable, whether dilemmas were resolved satisfactorily</i> considers when a story was first published, and discusses the audience that the author had in mind, when reading texts from our literary heritage
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		recognises that different characters have different thoughts/feelings about, views on and responses to particular scenarios <i>e.g. that the wolf would see the story of the Red Riding Hood differently to the girl herself</i> with support, justifies their views about what they have read	justifies their views about what they have read	that might lay behind characters' words makes deductions about characters' motives and feelings and explain whether their behaviour was predictable or unexpected	analyses characters' appearance, actions and relationships and makes deductions about differences in patterns of relationships and attitudes considers the time and place where a story is set and looks for evidence of how that affects characters' behaviour and/or plot development justifies personal response to particular texts and characters with evidence uses a range of strategies to identify the meaning of new vocabulary comments on use of language using terminology including onomatopoeia, metaphor, personification	explains how a personal response has altered at various points across a text as the narrative viewpoint changes e.g. <i>'I didn't like this character at the beginning because but now I understand why'</i> justifies agreement or disagreement with narrator's point of view when evaluating a text compares the way characters are portrayed in a book and the film version noting where a character has been portrayed in subtly different ways in the two media, drawing on precise, and sometimes implicit, evidence from the text
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Words in Context and Authorial Choice (Language for Effect)	To discuss word meaning and link new meanings to those already known begins to understand how written language can be structured differently according to genre e.g. in order to build surprise in a narrative or present facts in non-fiction recognises patterns in texts, e.g. repeated phrases and refrains	To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To discuss their favourite words and phrases. discusses effective language choices, <i>e.g. 'slimy' is a good word there because...</i> identifies how settings are created using specific vocabulary that creates imagery identifies that the verbs used for dialogue tell us how a character is feeling <i>e.g. "I grabbed..." or ...he shouted</i> identifies that adverbs help to tell us how the character is feeling refers back to the text for evidence	To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. To discuss authors' choice of words and phrases for effect. can explain how words/phrases in the description are linked to create an overall and consistent impression on the reader, for example, 'what other words/phrases in this passage tell us that he is a sinister character?' identifies how settings are used to create atmosphere e.g. what words/phrases in this description indicate that bad things might be about to happen in this place? identifies a range of standard words/phrases used at various stages of a narrative e.g. introduction, build up etc?	To Discuss vocabulary used to capture readers' interest and imagination. notices key words and phrases used to convey passing of time to introduce paragraphs or chapters notes examples of descriptive language and explains the mood or atmosphere they create identifies figurative and expressive language that builds a fuller picture of a character identifies the way descriptive language and small details are used to build an impression of an unfamiliar place analyses dialogue, making judgements about the extent to which characters reveal their true feelings or motives identifies key words and phrases as evidence when making a point	To discuss vocabulary used by the author to create effect including figurative language. To evaluate the use of authors' language and explain how it has created an impact on the reader identifies examples of effective description that evoke time or place commenting both on word and sentence choice uses technical and other terms needed for discussing what they hear and read e.g. <i>metaphor, simile, analogy, imagery, style and effect</i> explores in-depth the meaning of particular multi-layered (figurative) word/phrases, deciding what effect the author most probably intended on the reader and justifying this with further evidence from the text	To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect. analyses, and explains the impact of, authors' techniques and use of language e.g. <i>expressive or figurative language, range of sentence structure, repetition etc</i>
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			analyses the use of language to set scenes, build tension or create suspense comments on use of language using terminology including alliteration, rhythm, rhyme, simile	understands how authors use a variety of sentence constructions <i>e.g. relative clauses to add detail</i> identifies how authors use precise vocabulary to meet the intended purpose/effect e.g. <i>They slipped into the room unnoticed.</i> evaluates texts for their appeal for the intended audience	identifies precision in the use of technical terminology and considers the different reasons for why an author might use this e.g. for genuinely informative reasons, or to 'bamboozle' the reader! shows understanding through emphasis, intonation and volume when performing	
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Themes & Conventions	identifies simple and recurring literacy language Discusses the significance of the title.	identifies simple literary language e.g. words/phrases that identify a traditional tale/narrative/story identifies common themes in traditional tales e.g. use of magic objects, good overcoming evil, a bad character learning a lesson and changing their behaviour identifies elements of an author's style e.g. <i>familiar characters, settings or common themes</i>	begins to identify themes across texts e.g. <i>friendship, good and evil, bullying</i> evaluates effectiveness of texts in terms of function, form and language features identifies the conventions of different types of writing e.g. <i>greetings in a letter/email, diary entries, numbers and headings in instructions</i> identifies how language structure and presentation (<i>font size, bold, calligrams</i>) contribute to meaning recognises some different forms of poetry	identifies the structure and features of a range of non-fiction, narrative and poetry texts. identifies underlying themes in a range of narrative texts e.g. courage over adversity, loss etc. analyses how structural and presentational features contribute to purpose in a range of texts.	identifies and compares underlying themes in a range of narrative texts e.g. can track words/phrases linked with the theme throughout a narrative and note how the author keeps reinforcing the theme throughout. identifies conventions across a range of non-fiction text types and forms e.g. <i>first person in autobiographies</i> and can identify where a common convention has been broken/breached/ignored! Offer reasons for why the author may have chosen to do this notes words and phrases in pre-twentieth century writing which have changed their meaning over time	identifies and summarises underlying themes in a range of narrative texts noting where there are several themes competing in a text identifies and analyses conventions across a range of non-fiction text types and forms looking at the differences in conventions within the same text type e.g. categorise sub-sets of persuasive texts into groups provides evidence to explain how themes emerge and conventions are applied in a range of fiction and non-fiction genres explains underlying themes across a range of poetry e.g. can form compilations of poems based on themes explaining choices for the grouping, and considering the order of the poems in the compilation.
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Poetry and Performance	To recite simple poems by heart.	To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.	To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. To begin to use appropriate intonation and volume when reading aloud.	To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.	To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.	To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.
Uses Terminology outlined in the Grammar and Punctuation Appendix of the Programme of Study when discussing their reading.	letter (Reception ARE), capital letter, word (Reception ARE), singular, plural, sentence, punctuation, full stop, question mark, exclamation mark	(in addition to previous terminology) noun, noun phrase, adjective, adverb, verb, statement, question, exclamation, command, compound, suffix, tense (past, present), apostrophe, comma	(in addition to previous terminology) preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks')	(in addition to previous terminology) determiner, pronoun, possessive pronoun, adverbial	(in addition to previous terminology) modal verb relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	(in addition to previous terminology) subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points