Wheelers Lane Primary School Skills Progression

ENGLISH - READING

Word reading

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To apply phonic knowledge and skills as the route to decode words.	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 use their phonic knowledge to decode quickly and accurately	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.	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.
To blend sounds in unfamiliar words using the GPCs that they have been taught.	To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.	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 respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.					
To read words containing taught GPCs.			To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*	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 words with contractions, e.g. I'm, I'll and we'll.	To accurately read most words of two or more syllables.				
To read words containing -s, -es, -ing, -ed and -est endings.	To read most words containing common suffixes.	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 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 accurately read texts that are consistent with their developing phonic knowledge, that does not require them to use other strategies to work out words.	To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.				
To reread texts to build up fluency and confidence in word reading.	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.				

Understanding and correcting inaccuracies					
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
To check that a text makes sense to them as they read and to self correct.	To check that the text makes sense to them as they read and to correct inaccurate reading.				
	To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.				

Comparing, contrasting and commenting					
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.	To participate in discussion about books, poems and other works that are read to them (at a level beyond which they can read independently) and those that they can read for	To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	To discuss and compare texts from a wide variety of genres and writers.	To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views	To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern

	themselves, explaining their understanding and expressing their views.			courteously.	fiction, fiction from our literary heritage and books from other cultures and traditions.
To link what they have read or have read to them to their own experiences.	To make links between the text they are reading and other texts they have read (in texts that they can read independently).				
To retell familiar stories in increasing detail.	To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.		To read for a range of purposes and theo identify themes and conventions in a wide range of books.	To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.	To recognise more complex themes in what they read (such as loss or heroism).
To join in with discussions about a text, taking turns and listening to what others say.	To ask and answer questions about a text.			To recommend texts to peers based on personal choice.	
To discuss the significance of titles and events.	To discuss the sequence of events in books and how items of information are related.	To use appropriate terminology when discussing texts (plot, character, setting).	To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).		To explain and discuss their understanding of what they have read, including through formal presentations and debates
	To recognise simple recurring literary language in stories and poetry		To identify how language, structure and presentation contribute to meaning.		
			To identify main ideas drawn from more than one paragraph and summarise these.	To identify main ideas drawn from more than one paragraph and to summarise these.	To draw out key information and to summarise the main ideas in a text.
					To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.

					To compare characters, settings and themes within a text and across more than one text.

Word in context and authorial choice					
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
To discuss word meaning and link new meanings to those already known.	To discuss and clarify the meanings of words, linking new meanings to known vocabulary.	To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.			
	To discuss their favourite words and phrases.	To discuss authors' choice of words and phrases for effect.	Discuss vocabulary used to capture readers' interest and imagination.	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.	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.

Inference and prediction					
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
To begin to make simple inferences	To make inferences on the basis of what is being said and done.	To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.	To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.	To draw inferences from characters' feelings, thoughts and motives.	To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).
To predict what might happen on the basis of what has been read so far.	To predict what might happen on the basis of what has been read so far in a text.	To justify predictions using evidence from the text.	To justify predictions from details stated and implied.	To make predictions based on details stated and implied, justifying them in detail with evidence from the text.	To discuss how characters change and develop through texts by drawing inferences based on indirect clues.

Retrieval

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Answer literal retrieval questions about the text	Ask questions and find the answers to simple questions in the text	Locate information using skimming	Locate information using skimming and scanning		
			Extract information from the text	Extract increasingly complex information from the text	Extract complex information from the text

Non - Fiction

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	To recognise that nonfiction books are often structured in different ways.		To use all of the organisational devices available within a nonfiction text to retrieve, record and discuss information.	To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.	To retrieve, record and present information from non-fiction texts.
		To retrieve and record information from nonfiction texts.			
			To use dictionaries to check the meaning of words that they have read.		
					To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).

Poetry and Performance					
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
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 begin to use appropriate intonation and volume when reading aloud.	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 the 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.
		To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.			
			To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).		