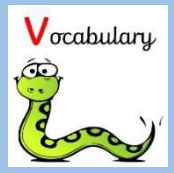
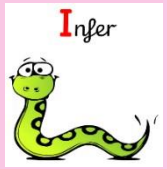
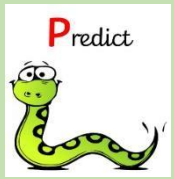
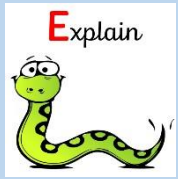
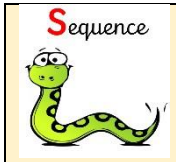
Progression in Reading skills

Reading Skill	Y2	Y3	Y4	Y5	Y6
Decoding/fluency/ Prosody	Can read at a speed of 90 words per minute. Children develop expression when reading aloud, particularly where characters are speaking in a story.	Fluency is developed by echo reading in whole class reading and small groups.	Fluency is developed by choral reading and echo reading in whole class reading and small groups. Confidently use expression when reading aloud.	Can read silently, they recognise words automatically and group words quickly to help them gain meaning from what they read. Fluent readers read aloud effortlessly and with expression. Their reading sounds natural, as if they are speaking.	
	Can begin to find the meaning of new words using the context of the sentence. They use pictures to help support this skill.	Can begin to find the meaning of new words using substitution within a sentence. Identify and discuss new words in context Identify words and phrases that catch the readers interest e.g. it says gobbled	Can find the meaning of new words using the context of the sentence. They also link new words to other words they already know. Identify words and phrases that catch the readers interest	Can 'read around the word' and explore its meaning in the broader context of a section or paragraph. Identify words and phrases that catch the readers interest	Can 'read around the word' and independently explore its meaning in the broader context of a section or paragraph. Identify words and phrases that catch the readers interest and identify changes in mood etc

		which tells you he was eating greedily and quickly.			
	Can make inferences about characters' feelings using what they say to infer basic points and begin, with support, to pick up on more subtle references.	Can infer characters' feelings, thoughts and motives from their stated actions. They begin to justify them by referencing a specific point in the text.	Can infer characters' feelings, thoughts and motives from their stated actions. They will consolidate the skill of justifying them using a specific reference point in the text.	Can infer characters' feelings, thoughts and motives, giving one or two pieces of evidence to support the point they are making. They begin to draw evidence from more than one place across a text.	Draw inferences across texts about characters' viewpoints, authors' viewpoints and themes. Justify their inferences and views with a variety of references from across texts and by comparing sources and considering the reliability of information.
	Can make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them	Can use relevant prior knowledge to make predictions and justify them. They are taught the skill of using details from the text to form further predictions: both stated and implied They are taught to monitor these predictions and	Can use relevant prior knowledge as well as details from the text to form predictions based on what has been implied. They are taught to monitor these predictions and compare them with the text as they read on.	Predictions are supported by relevant evidence from the text. Children confirm and modify predictions as they read on. Predictions are based on contents	Predictions are supported by relevant evidence from the text. Children confirm and modify predictions considering new information. Predictions are based on wider understanding of themes e.g. Macbeth will die because it's a tragedy and villains often lose.

		compare them with the text as they read on.		and themes within the text.	
	Can explain who they're favourite character is and why. Explain if they like the text and if they would change anything. Explain if they would like to live in the setting or not.	Explain how the author engages the reader throughout the text. Explain which part was the most interesting/exciting part.	Explain how the mood of a character changes throughout a text. Explain if the use of _____ is effective. Explain the author's point of view.	Explain how content is related and contributes to the meaning as a whole. Explain how meaning is enhanced through choice of language. Explain the themes and patterns that develop across the text.	Explain how content is related and contributes to the meaning as a whole. Explain how meaning is enhanced through choice of language. Explain the themes and patterns that develop across the text. Explain how information contributes to the overall experience.

	Can explain their understanding of independent reading by answering simple questions about what they have just read.	Can begin to learn the skill of 'skim and scan' to retrieve details. Children begin to use quotations from the text.	Can confidently skim and scan texts to record details, using relevant quotes to support their answers to questions.	Can confidently skim and scan, and use the skill of reading before and after to retrieve information. They use evidence from across larger sections of text.	Can confidently skim and scan, and use the skill of reading before and after to retrieve information. They use evidence from across whole chapters of text. Independently devise key questions and identify themes to research.

 	Can retell and order events from the text. They begin to discuss how events are linked. They are able to focus on the main content of the story.	Summarise the main idea/s within a paragraph or section. Make notes from one source to capture key information about a topic through recording or highlighting sentences/key words. Summarise the opening, middle and end of a story	Make notes from one source to answer key questions through highlighting/recording key words and phrases, using bullet points, diagrams, symbols. Summarise ideas across several paragraphs or sections.	Can begin to make connections between information across the text and	Can summarise information from across a text and link information by analysing and evaluating ideas between sections of the text. Make notes from different sources to gather information. Use skimming and scanning to locate information selectively and precisely.
Questioning	Can generate literacy recall questions of their own which go with the text they are reading before, during and after reading. Children can use their own question words and begin to be able to change their questions as they progress through the text	Can generate a variety of questions – recall and inferential to help them understand the text further. Introduce the idea of 'story themes' Love, friendship, revenge, learn a lesson, good vs evil etc.	Can generate a variety of questions – recall and inferential and questions about the deeper meaning of a text to help them understand the text further. Develop the idea of story themes. Courage, overcoming obstacles	Can actively generate a variety of questions to focus the reading and adjust questions in light of evidence from the text. Adults model the use of critical thinking skills that take the discussion deeper and beyond the text.	Can actively generate a variety of questions to focus the reading and adjust questions in light of evidence from the text. They ask their own critical thinking questions that take the discussion beyond the text.

Compare	Can say if a story reminds them of another that they know and give examples of how they are similar and different.	Can say if a story reminds them of another that they know and give examples of how they are similar and different.	Can say how texts are similar or different giving reference to characters, setting and themes.	Can say how texts are similar or different giving reference to characters, setting and themes. Can identify similar texts by the same author.	Can say how texts are similar or different giving reference to characters, setting and themes. Can identify similar texts by the same author.
Explore	Can recognises words and phrases that the author has used for effect.	Can recognises words and phrases that the author has used for effect and can discuss the impact on the reader. Use age appropriate dictionaries and thesauri to check the meaning of words.	Can recognises words and phrases that the author has used for effect and can discuss the impact on the reader. Use age appropriate dictionaries and thesauri to check the meaning of words. Explain the meaning of new words in context.	Can recognises words and phrases that the author has used for effect and can discuss the impact on the reader. Can suggest alternative words the author could have used. Use age appropriate dictionaries and thesauri to check the meaning of words. Explain the meaning of new words in context.	Can recognises words and phrases that the author has used for effect and can discuss the impact on the reader. Can suggest alternative words the author could have used. Distinguish between fact, opinion and bias. Explain how the structure and presentation of texts contributes to the meaning.