

Ashbury Meadow Reading Skills Progression EYFS – Y6

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Decoding/phonics	Secure in phase 3 phonics Hears and says the initial sounds in words Links sounds to letters, naming and sounding the letters of the alphabet Begins to read words and simple sentences. Reads some common exception words.	Secure in phase 5 phonics Reads all year 1 common exception words	Secure in phase 6 phonics Reads all year 2 common exception words	Begins to read year 3/4 common exception words	Reads all year 3/4 common exception words	Reads most year 5/6 common exception words	Reads all year 5/6 common exception words
Patterns and Rhymes	Identify rhymes and alliteration. Join in with rhyming patterns. Identify which words appear again and again. Continues a rhyming string.	Identify rhymes and alliteration. Join in with rhyming patterns. Identify which words appear again and again.	Recites some poems by heart, with appropriate intonation to make the meaning clear.	Prepares and performs poems that show awareness of the audience when reading aloud.	Recognises and discusses some different forms of poetry Prepares and performs poems with appropriate techniques to show awareness of the audience when reading aloud	Recognises and discusses some different forms of poetry Prepares and performs poems with appropriate techniques to show awareness of the audience when reading aloud	Recognises and discusses some different forms of poetry Confidently performs poetry, using a wide range of devices to engage the audience and for effect
Comprehension and Understanding	Read & understand simple sentences. Demonstrates understanding when talking with others about what they have read. Enjoys an	Relates reading to own experiences. Re-reads if reading does not make sense. Re-tells with considerable	Reads ahead to help with fluency & expression. Comments on plot, setting & characters in familiar & unfamiliar stories.	Comments on the way characters relate to one another. Knows which words are essential in a sentence to	Gives a personal point of view on a text. Can re-explain a text with confidence. Reads for a range of purposes.	Summarises main points of an argument or discussion within their reading & makes up own mind about issue/s. Can compare	Refers to text to support opinions and predictions. Gives a view about choice of vocabulary, structure etc. Distinguishes

	<p>increasing range of books.</p> <p>Listens to stories with increasing attention and recall.</p> <p>Begins to be aware of the way stories are structured.</p> <p>Discusses main story settings, events and characters.</p> <p>Uses talk to connect ideas, explain what is happening and anticipate what might happen next.</p>	<p>accuracy.</p> <p>Discusses significance of title & events.</p>	<p>Recounts main themes & events.</p> <p>Comments on structure of the text.</p> <p>Asks and answers questions about a text.</p> <p>Makes links between the text they are reading and other texts they have read.</p>	<p>retain meaning.</p> <p>Uses appropriate terminology when discussing texts (character, plot, setting).</p>	<p>Refers to authorial style, overall themes and features.</p> <p>Identifies how language, structures and presentation contribute to meaning.</p> <p>Identifies main ideas drawing from more than one paragraph and can summarise these.</p>	<p>between two texts.</p> <p>Appreciates that people use bias in persuasive writing.</p> <p>Appreciates how two people may have a different view on the same event.</p> <p>Recommends texts to peers based on personal choice.</p>	<p>between fact & opinion.</p> <p>Recognises more complex themes in what they have read.</p>
Prediction, Inference and Deduction	<p>Anticipates key events and phrases in rhymes and stories.</p> <p>Makes basic predictions, e.g. suggesting how a story might end.</p> <p>Begins to answer 'how' and 'why' questions.</p>	<p>Makes predictions on basis of what has been read.</p> <p>Makes inferences on basis of what is being said & done.</p>	<p>Makes inferences on basis of what is being said & done.</p> <p>Makes predictions on basis of what has been read.</p>	<p>Draw inferences such as inferring characters' feelings, thoughts & motives from their actions.</p> <p>Justifies predictions using evidence from the text.</p>	<p>Justifies inferences with evidence, predicting what might happen from details stated or implied.</p> <p>Draws inferences from characters' feelings, thoughts & motives that justifies their actions, supporting their views with evidence from the text.</p>	<p>Draws inferences and justifies with evidence from the text.</p> <p>Makes predictions based on details stated and implied, justifying them in detail with evidence from the text.</p>	<p>Considers different accounts of the same event and discusses viewpoints of both authors and fictional characters.</p> <p>Discusses how characters change and develop through texts by drawing inferences based on indirect clues.</p>
Intonation and Expression	<p>Joins in with repeated refrains in rhymes and stories.</p> <p>Begins to break the</p>	<p>Reads with pace & expression, i.e. pause at full stop; raise voice</p>	<p>Use commas, question marks & exclamation marks to vary</p>	<p>Recognise how commas are used to give more meaning.</p>	<p>Use appropriate voices for characters within a story.</p>	<p>Varies voice for direct or indirect speech.</p>	<p>Appreciates how a set of sentences has been arranged to create maximum</p>

	<p>flow of speech into words. Uses intonation, rhythm and phrasing to make the meaning clear to others.</p>	<p>for question.</p>	<p>expression. Read aloud with expression & intonation.</p>				<p>effect.</p>
<p>Punctuation/ grammatical features</p>	<p>Identifies key text concepts, including word, sentence, capital and lower case letters and full stops. Uses a range of tenses when speaking.</p>	<p>Recognises words, sentences, capital letters, full stops, question marks and exclamation marks.</p>	<p>Recognises speech marks and contractions. Identifies past/present tense.</p>	<p>Recognises plurals, pronouns and how they're used, collective nouns and adverbs. Can explain the difference that adjectives and verbs make.</p>	<p>Identifies how sentence types can be changed by altering word order, tenses, adding/deleting words or amending punctuation. Recognises possessive apostrophes, clauses and subordinate clauses.</p>	<p>Recognises clauses within sentences</p>	<p>Recognises complex sentences</p>
<p>Research</p>	<p>Knows that information can be relayed in the form of print. Knows that information can be retrieved from books and computers. Recognises fiction and non-fiction terminology</p>	<p>Knows the difference between fiction and non-fiction texts. Recognises that non-fiction books are often structured in different ways. Uses contents to locate information.</p>	<p>Retrieves and records information from non-fiction texts.</p>	<p>Uses all organisational devices available within a non-fiction text to retrieve, record and discuss information. Uses dictionaries to check the meaning of words they have read.</p>	<p>Uses all organisational devices available within a non-fiction text to retrieve, record and discuss information. Skim and scan to locate information and/or answer a question.</p>	<p>Uses all organisational devices available within a non-fiction text to retrieve, record and discuss information. Use more than one source when carrying out research. Create a set of notes to summarise what has been read.</p>	<p>Retrieves, records and presents information from non-fiction texts. Skim and scan to aide note-taking.</p>