

## THE KING'S C OF E PRIMARY READING - progression and skills map

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>PHONICS/ DECODING</b>	<ul style="list-style-type: none"> <li>Secure phase 3</li> </ul>	<ul style="list-style-type: none"> <li>Secure phase 5</li> </ul>	<ul style="list-style-type: none"> <li>Secure phase 6</li> </ul>	<ul style="list-style-type: none"> <li>Secure phase 6</li> <li>Use a range of strategies to read unfamiliar words</li> </ul>			
<b>PATTERNS and RHYMES</b>	<ul style="list-style-type: none"> <li>Identify rhymes</li> <li>Join in with rhyming patterns</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and join in with predictable phrases</li> <li>Identify which words will appear again and again</li> </ul>	<ul style="list-style-type: none"> <li>Recite some poems by heart</li> <li>Recognise simple repeating language in poems/stories</li> </ul>	<ul style="list-style-type: none"> <li>Recognise different forms of poetry</li> </ul>		<ul style="list-style-type: none"> <li>Learn a wider range of poetry</li> </ul>	
<b>COMPREHNSION and UNDERSTANDING</b>	<ul style="list-style-type: none"> <li>Read and understand simple sentences</li> <li>Share feeling and ideas about what they have read</li> <li>Demonstrate an understanding of what they have read or heard</li> </ul>	<ul style="list-style-type: none"> <li>Relate reading to own experiences</li> <li>Re-read to check understanding</li> <li>Retell with considerable accuracy</li> <li>Discuss significance of title and events</li> </ul>	<ul style="list-style-type: none"> <li>Read ahead to aid fluency and expression</li> <li>Comment on plot, character and expression in familiar and unfamiliar settings</li> <li>Recount main themes and events</li> <li>Comment on structure of the text</li> </ul>	<ul style="list-style-type: none"> <li>Comment on the way characters relate to one another</li> <li>Know which words are essential in a sentence to retain meaning</li> <li>Compare between two texts</li> </ul>	<ul style="list-style-type: none"> <li>Give a personal view point of a text</li> <li>Re-explain a text with confidence</li> </ul>	<ul style="list-style-type: none"> <li>Summarise main points of an argument or discussion within their reading and make up own mind about issue/s</li> <li>Appreciate that people use bias in persuasive writing</li> <li>Appreciate how two people may have a different view on the same event</li> </ul>	<ul style="list-style-type: none"> <li>Give a view about choice, of vocabulary, structure etc.</li> <li>Distinguish between fact and opinion</li> </ul>
<b>PREDICTION, INFERENCE and DEUCTION</b>	<ul style="list-style-type: none"> <li>Make basic predictions</li> </ul>	<ul style="list-style-type: none"> <li>Make basic predictions based on what has been read</li> <li>Make inferences based on what is being said and done</li> <li>Answer questions about what has been read</li> </ul>	<ul style="list-style-type: none"> <li>Answer and ask questions about what has been read</li> <li>Make a plausible prediction about what might happen on the basis of what has been read so far</li> <li>Make simple inferences</li> </ul>	<ul style="list-style-type: none"> <li>Draw inferences such as characters' feelings, thoughts and motives from actions'</li> </ul>	<ul style="list-style-type: none"> <li>Justify inference with evidence, predicting what might happen from details stated or implied</li> </ul>	<ul style="list-style-type: none"> <li>Draw inference and justify with evidence from the text ...</li> </ul>	
<b>INTONATION and EXPRESSION</b>	<ul style="list-style-type: none"> <li>Follow and enjoy a text through reading and being read to</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with pace - know to stop at a full stop, raise voice for a question mark</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with pace and expression - use comas, question marks</li> </ul>	<ul style="list-style-type: none"> <li>Recognise how commas are used to give more meaning</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate voices for characters within a story</li> </ul>	<ul style="list-style-type: none"> <li>Varies voice for direct and indirect speech</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate how a set of sentences have been arranged to create maximum effect</li> </ul>
<b>GRAMMATICAL FEATURES</b> <b>THE WRITERS CRAFT</b>	<ul style="list-style-type: none"> <li>Distinguish between capital and lower case letters</li> <li>Identify the start and end of a sentence</li> </ul>	<ul style="list-style-type: none"> <li>Recognise</li> <li>Word</li> <li>Sentence</li> <li>Capital letter</li> <li>Full stops</li> <li>Question mark</li> <li>Exclamation mark</li> </ul>	<ul style="list-style-type: none"> <li>Recognise</li> <li>Commas in a list</li> <li>Contractions</li> <li>Prefixes / suffixes (spelling link)</li> <li>Identify past / present</li> </ul>	<ul style="list-style-type: none"> <li>Recognise</li> <li>Inverted commas</li> <li>Plurals</li> <li>Pronouns</li> <li>Collective nouns</li> <li>Adverbs</li> <li>Explain impact of adjectives and verbs</li> </ul>	<ul style="list-style-type: none"> <li>Recognise</li> <li>Apostrophe of possession (plural)</li> <li>Explain impact/effect of word order, punctuation, adding/deleting word and tenses.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise</li> <li>Clauses within a sentence</li> <li>Explain how or why a writer has used clauses to add information to a sentence.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise</li> <li>Complex sentences with more than one subordinate clause</li> <li>Phrases which add detail to sentences</li> <li>Explain how a writer has used sentences to create particular effects</li> </ul>
<b>RESEARCH</b>	<ul style="list-style-type: none"> <li>Explore books for their own interest and imagination</li> </ul>	<ul style="list-style-type: none"> <li>Know the difference between fiction and non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>Use content and index to locate information</li> </ul>	<ul style="list-style-type: none"> <li>Retrieve and record information</li> </ul>	<ul style="list-style-type: none"> <li>Skim and scan to locate information and to answer questions</li> </ul>	<ul style="list-style-type: none"> <li>Use more than one source when carrying out research</li> <li>Create a set of notes to summarise what is said</li> </ul>	<ul style="list-style-type: none"> <li>Skim and scan to aide notetaking</li> </ul>
<b>TEXTS</b> Reflecting our school Christian values and texts from other traditions and cultures.	<ul style="list-style-type: none"> <li>Range of stories and non-fiction texts linked to topics and children's interests</li> </ul>	<ul style="list-style-type: none"> <li>Traditional tales</li> <li>Stories/picture books</li> <li>Non-fiction</li> <li>Rhymes and poetry</li> </ul>	<ul style="list-style-type: none"> <li>Traditional tales</li> <li>Stories</li> <li>Non-fiction</li> <li>Contemporary and classic poems</li> </ul>	<ul style="list-style-type: none"> <li>Traditional tales and stories</li> <li>Non-fiction</li> <li>Contemporary and classic</li> <li>Poems</li> <li>Playscripts</li> </ul>	<ul style="list-style-type: none"> <li>Traditional tales and stories</li> <li>Non-fiction</li> <li>Contemporary and classic poems</li> <li>Playscripts</li> <li>Myths and legends</li> </ul>	<ul style="list-style-type: none"> <li>Classic and contemporary novels and stories</li> <li>Non-fiction/text books</li> <li>Contemporary and classic poems</li> <li>Fiction from literacy heritage</li> </ul>	<ul style="list-style-type: none"> <li>Classic and contemporary novels/stories</li> <li>Non-fiction/text books</li> <li>Contemporary and classic poems</li> <li>Fiction from literacy heritage</li> </ul>