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

| | EYFS | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
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| **PHONICS/ DECODING** | o Secure phase 3 | o Secure phase 5 | o Secure phase 6 | o Secure phase 6<br>o Use a range of strategies to read unfamiliar words | | | |
| **PATTERNS and RHYMES** | o Identify rhymes<br>o Join in with rhyming patterns | o Recognise and join in with predictable phrases<br>o Identify which words will appear again and again | o Recite some poems by heart<br>o Recognise simple repeating language in poems/stories | o Recognise different forms of poetry | | o Learn a wider range of poetry | |
| **COMPREHNSION and UNDERSTANDING** | o Read and understand simple sentences<br>o Share feeling and ideas about what they have read<br>o Demonstrate an understanding of what they have read or heard | o Relate reading to own experiences<br>o Re-read to check understanding<br>o Retell with considerable accuracy<br>o Discuss significance of title and events | o Read ahead to aid fluency and expression<br>o Comment on plot, character and expression in familiar and unfamiliar settings<br>o Recount main themes and events<br>o Comment on structure of the text | o Comment on the way characters relate to one another<br>o Know which words are essential in a sentence to retain meaning<br>o Compare between two texts | o Give a personal view point of a text<br>o Re-explain a text with confidence | o Summarise main points of an argument or discussion within their reading and make up own mind about issue/s<br>o Appreciate that people use bias in persuasive writing<br>o Appreciate how two people may have a different view on the same event | o Give a view about choice, of vocabulary, structure etc.<br>o Distinguish between fact and opinion |
| **PREDICTION, INFERENCE and DEUCTION** | o Make basic predictions | o Make basic predictions based on what has been read<br>o Make inferences based on what is being said and done<br>o Answer questions about what has been read | o Answer and ask questions about what has been read<br>o Make a plausible prediction about what might happen on the basis of what has been read so far<br>o Make simple inferences | o Draw inferences such as characters' feelings, thoughts and motives from actions' | o Justify inference with evidence, predicting what might happen from details stated or implied | o Draw inference and justify with evidence from the text … | |
| **INTONATION and EXPRESSION** | o Follow and enjoy a text through reading and being read to | o Read aloud with pace - know to stop at a full stop, raise voice for a question mark | o Read aloud with pace and expression - use comas, question marks | o Recognise how commas are used to give more meaning | o Use appropriate voices for characters within a story | o Varies voice for direct and indirect speech | o Appreciate how a set of sentences have been arranged to create maximum effect |
| **GRAMMATICAL FEATURES**<br><br>**THE WRITERS CRAFT** | o Distinguish between capital and lower case letters<br>o Identify the start and end of a sentence | Recognise<br>o Word<br>o Sentence<br>o Capital letter<br>o Full stops<br>o Question mark<br>o Exclamation mark | Recognise<br>o Commas in a list<br>o Contractions<br>o Prefixes / suffixes (spelling link)<br>o Identify past / present | Recognise<br>o Inverted commas<br>o Plurals<br>o Pronouns<br>o Collective nouns<br>o Adverbs<br>o Explain impact of adjectives and verbs | Recognise<br>o Apostrophe of possession (plural)<br>o Explain impact/effect of word order, punctuation, adding/deleting word and tenses. | Recognise<br>o Clauses within a sentence<br>Explain how or why a writer has used clauses to add information to a sentence. | Recognise<br>o Complex sentences with more than one subordinate clause<br>o Phrases which add detail to sentences<br>o Explain how a writer has used sentences to create particular effects |
| **RESEARCH** | o Explore books for their own interest and imagination | o Know the difference between fiction and non-fiction | o Use content and index to locate information | o Retrieve and record information | o Skim and scan to locate information and to answer questions | o Use more than one source when carrying out research<br>o Create a set of notes to summarise what is said | o Skim and scan to aide notetaking |

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| TEXTS<br>Reflecting our school Christian values and texts from other traditions and cultures. | o Range of stories and non-fiction texts linked to topics and children's interests | o Traditional tales<br>o Stories/picture books<br>o Non-fiction<br>o Rhymes and poetry | o Traditional tales<br>o Stories<br>o Non-fiction<br>o Contemporary and classic poems | o Traditional tales and stories<br>o Non-fiction<br>o Contemporary and classic<br>o Poems<br>o Playscripts | o Traditional tales and stories<br>o Non-fiction<br>o Contemporary and classic poems<br>o Playscripts<br>o Myths and legends | o Classic and contemporary novels and stories<br>o Non-fiction/text books<br>o Contemporary and classic poems<br>o Fiction from literacy heritage | o Classic and contemporary novels/stories<br>o Non-fiction/text books<br>o Contemporary and classic poems<br>o Fiction from literacy heritage |
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