



Denton CP School Reading Skills Progression Map—EYFS



Tricky Words

Phase 2— Set 3: to, Set 4: - the, no, go, Set 5: I, into, her

Phase 3— Set 6: me, be, Set 7: he, my, by, she, Set 8: they, Set 9: we, are, Set 10: you, Set 11: all, was, give, live

Phonics and Decoding

To continue a rhyming string.

To link sounds to letters, naming and sounding the letters of the alphabet.

To use phonic knowledge to decode regular words and read them aloud accurately.

Book Banding Levels with Phonic Phase

Lilac	—Phase 1 (Pre-Reception)
Pink A and Pink B	—Phase 2
Red A, Red B and Red C	—Phase 3
Yellow	—Phase 4

Fluency

To ascribe meanings to marks that they see in different places.

To begin to break the flow of speech into words.

To read and understand simple sentences.

Poetry and Performance

To play cooperatively as part of a group to develop and act out a narrative.

To express themselves effectively, showing awareness of listeners' needs.

Reading for Pleasure

To enjoy an increasing range of books.

To follow a story without pictures or props.

To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.

Inference and Prediction

To suggest how a story might end.

To answer 'how' and 'why' questions about their experiences and in response to stories or events.

Non- Fiction

To know that information can be retrieved from books and computers.

To listen to a range of non-fiction books being read out loud and retrieve information together to answer questions.

Developing Vocabulary

To extend vocabulary, especially by grouping and naming.

To explore the meaning and sounds of new words.

To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.



Denton CP School Reading Skills Progression Map—Year 1



Tricky Words

Phase 4—said, have, like, so, do, some, come, were, there, little, one, when, out, what

Phase 5— **Set 13**: oh, their, people, **Set 14**: Mr, Mrs, Ms, **Set 15**: looked, called, asked, **Set 16**: water, where, **Set 17**: who, again, **Set 18**: thought, through, **Set 19**: work, laughed, **Set 20**: Thursday, Saturday, thirteen, thirty, **Set 21**: different, any, many, **Set 22**: eyes, friends, **Set 23**: two, once, **Set 24**: great, clothes, **Set 25**: it's, I'm, I'll, I've, **Set 26**: don't, can't, didn't, **Set 27**: first, second, third

Phonics and Decoding

To apply phonic knowledge and skills as the route to decode words.

To blend sounds in unfamiliar words using the GPCs that they have been taught.

To read words containing taught GPCs.

To read words containing -s, -es, -ing, -ed and -est endings.

To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.

To read words with contractions, e.g. I'm, I'll and we'll.

Book Banding Levels with Phonic Phase

Blue - Phase 5

Green—Phase 5

Orange—Phase 5

Turquoise—Phase 6

Purple—Phase 6

Fluency

To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.

To re read texts to build up fluency and confidence in word reading.

Poetry and Performance

To recite simple poems by heart.

Reading for Pleasure

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 link what they have read or have read to them to their own experiences.

To retell familiar stories in increasing detail.

To join in with discussions about a text, taking turns and listening to what others say.

To discuss the significance of titles and events.

To recognise simple recurring literary language in stories and poetry.

To ask and answer questions about a text.

Inference and Prediction

To begin to make simple inferences.

To predict what might happen on the basis of what has been read so far.

Non- Fiction

To begin to read simple non-fiction texts and retrieve information from those texts.

To be aware of the contents page and glossary within an information text.

Developing Vocabulary

To discuss word meaning and link new meanings to those already known.



Denton CP School Reading Skills Progression Map—Year 2



Tricky Words

after, again, any, bath, beautiful, because, behind, both, break, busy, child, children, Christmas, class, climb, clothes, could, cold, door, even, every, everybody, eye, fast, father, find, floor, gold, grass, great, half, hold, hour, improve, kind, last, many, mind, money, most, move, Mr, Mrs, old, only, parents, pass, past, path, people, plant, poor, pretty, prove, should, steak, sugar, sure, told, water, whole, who, wild, would.

Phonics and Decoding

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 read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.

To accurately read most words of two or more syllables.

To read most words containing common suffixes.

Poetry and Performance

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.

Inference and Prediction

To make inferences on the basis of what is being said and done.

To predict what might happen on the basis of what has been read so far in a text.

Book Banding Levels with Phonic Phase

Turquoise	—Phase 6
Purple	—Phase 6
Gold	—Phase 6
White	
Lime	

Fluency

To read aloud books, sounding out unfamiliar words accurately, automatically and without undue hesitation.
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.

Reading for Pleasure

To participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, explaining their understanding and expressing their views.

To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.

To discuss the sequence of events in books and how items of information are related.

Non- Fiction

To recognise that non - fiction books are often structured in different ways.

To read non-fiction texts, in line with age-related expectations, and pick out key pieces of information.

To use the contents page to find information to read about.

Developing Vocabulary

To discuss and clarify the meanings of words, linking new meanings to known vocabulary.

To discuss their favourite words and phrases within stories they read and have heard.



Denton CP School Reading Skills Progression Map—Year 3



Tricky Words

accidentally, actual, actually, address, answer, appear, arrive, believe, bicycle, breathe, build, busy, business, complete, continue, disappear, early, earth, eight, describe, eighth, enough, famous, February, forwards, fruit, group, guard, guide, heard, heart, height, island, learn, library, natural, occasionally, often, ordinary, pressure, probably, reign, straight, strange, surprise, weight, woman, women.

Phonics and Decoding

To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).

To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inte-, super-, anti- and auto- to begin to read aloud.

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.

Poetry and Performance

To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.

To begin to use appropriate intonation and volume when reading aloud.

To begin to recognise different forms of poetry (e.g. free verse or narrative poetry).

Inference and Prediction

To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.

To justify predictions using evidence from the text.

Book Banding Levels

	Lime
	Brown
	Grey

Fluency

Whilst focus on word reading should now support the development of vocabulary, children should be able to read with a developing level of fluency in line with age related texts.

Reading for Pleasure

To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

To use appropriate terminology when discussing texts (plot, character, setting).

Non- Fiction

To retrieve and record information from non - fiction texts using contents and glossary to locate it.

To increase the difficulty of the non-fiction texts being read.

Developing Vocabulary

To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.

To discuss authors' choice of words and phrases for effect.

To identify vocabulary that captures the reader's interest.



Denton CP School Reading Skills Progression Map—Year 4



Tricky Words

accident, breathe, calendar, caught, centre, century, certain, circle, consider, decide, different, difficult, exercise, experience, experiment, extreme, favourite, forward, grammar, history, imagine, increase, important, interest, knowledge, length, material, medicine, mention, naughty, notice, occasion, opposite, particular, peculiar, perhaps, popular, position, possess, possession, possible, potatoes, promise, purpose, quarter, question, recent, regular, remember, sentence, separate, special, strength, suppose, therefore, though, although, thought, through, various.

Phonics and Decoding

To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.

To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.

Book Banding Levels

Brown
Grey
Dark Blue

Fluency

Whilst focus on word reading should now support the development of vocabulary, children should be able to read with a developing level of fluency in line with age related texts.

Poetry and Performance

To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).

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.

Reading for Pleasure

To discuss and compare texts from a wide variety of genres and writers.

To read for a range of purposes.

To identify themes and conventions in a wide range of books.

To refer to authorial style, overall themes and features .

To identify how language, structure and presentation contribute to meaning.

To identify main ideas drawn from more than one paragraph and summarise these.

Non- Fiction

To use all of the organisational devices available within a non - fiction text to retrieve, record and discuss information.

To use dictionaries to check the meaning of words that they have read.

Inference and Prediction

To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.

To justify predictions from details stated and implied.

Developing Vocabulary

To discuss vocabulary used to capture readers' interest and imagination.



Denton CP School Reading Skills Progression Map—Year 5



Tricky Words

according, amateur, ancient, bargain, bruise, category, communicate, community, conscious, criticise, curiosity, definite, develop, dictionary, environment, equipment, familiar, forty, frequently, government, guarantee, harass, identity, immediately, interfere, leisure, muscle, neighbour, occupy, occur, opportunity, parliament, psychical, privilege, profession, queue, recognise, recommend, restaurant, rhyme, rhythm, secretary, sincere, solider, stomach, symbol, system, thorough, twelfth, vegetable, vehicle, yacht.

Phonics and Decoding

To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.

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.

Poetry and Performance

To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.

To learn a wider range of poetry by heart.

Inference and Prediction

To draw inferences from characters' feelings, thoughts and motives with supporting evidence.

To make predictions based on details stated and implied, justifying them in detail with evidence from the text.

Book Banding Levels

Grey
Dark Blue
Dark Red

Fluency

Whilst focus on word reading should now support the development of vocabulary, children should be able to read with a developing level of fluency in line with age related texts.

Reading for Pleasure

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 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 courteously.

To identify main ideas drawn from more than one paragraph and to summarise these.

To recommend texts to peers based on personal choice.

Non- Fiction

To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.

To distinguish between fact and opinion.

Developing Vocabulary

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.



Denton CP School Reading Skills Progression Map—Year 6



Tricky Words

accommodate, accompany, achieve, aggressive, apparent, appreciate, attached, available, average, awkward, cemetery, committee, competition, conscience, controversy, convenience, correspond, desperate, determined, disastrous, embarrass, equipped, especially, exaggerate, excellent, existence, explanation, foreign, hindrance, individual, interrupt, language, lightening, marvellous, mischievous, necessary, nuisance, persuade, prejudice, programme, pronunciation, relevant, sacrifice, shoulder, signature, sincerely, sufficient, suggest, temperature, variety.

Phonics and Decoding

To read fluently with full knowledge of all Y5/ Y6 tricky words, root words, prefixes, suffixes/word endings and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through

Fluency

Whilst focus on word reading should now support the development of vocabulary, children should be able to read with a developing level of fluency in line with age related texts.

Book Banding Levels

Dark Blue
Dark Red

Poetry and Performance

To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.

Reading for Pleasure

To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.

To recognise more complex themes in what they read (such as loss or heroism).

To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.

To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.

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.

Inference and Prediction

To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).

To discuss how characters change and develop through texts by drawing inferences based on indirect clues.

Non- Fiction

To retrieve, record and present information from non -fiction texts.

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.

Developing Vocabulary

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.

To identify and evaluate the effectiveness of an author's choice and use of language, explaining the impact on the reader.