Reading- Skills progression

	Year 3	Year 4	Year 5	Year 6
Decoding/ word reading	Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.
Range of reading	Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes	Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes	Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions	Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
Familiarity with texts	Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally Identifying themes and conventions in a wide range of books	Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally Identifying themes and conventions in a wide range of books and begin to make comparisons	Identifying and discussing themes and conventions in and across a wide range of writing Making comparisons within and across books	Identifying and discussing themes and conventions in and across a wide range of writing Making comparisons within and across books

Poetry and performance	Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action Recognising some different forms of poetry [for example, free verse, narrative poetry]	Learning a wider range of poetry by heart Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	Learning a wider range of poetry by heart Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
Word meaning	Using dictionaries to check the meaning of words that they have read	Using dictionaries to check the meaning of words that they have read Discussing words and phrases that capture the reader's interest and imagination	Using dictionaries to check the meaning of words that they have read	Using dictionaries to check the meaning of words that they have read
Understanding a text	Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context Asking questions to improve their understanding of a text Identifying main ideas drawn from a paragraph and summarising these	Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context Asking questions to improve their understanding of a text Identifying main ideas drawn from more than one paragraph and summarising these	Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Asking questions to improve their understanding Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Asking questions to improve their understanding Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
Inference	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
Prediction	Predicting what might happen from details stated	Predicting what might happen from details stated and implied	Predicting what might happen from details stated and implied, justifying them in detail with evidence from the text	Predicting what might happen from details stated and implied, justifying them in detail with evidence from the text

Authorial intent	Identifying how language, structure, and presentation contribute to meaning	Identifying how language, structure, and presentation contribute to meaning	Identifying how language, structure and presentation contribute to meaning Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	Identifying how language, structure and presentation contribute to meaning Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader To be able to use the technical terms needed for discussing what they hear and read (e.g. simile, metaphor, imagery, style, effect…)
Non-fiction	Retrieve and record information from non-fiction	Retrieve and record information from non-fiction Know what information they need to look for before beginning a task. They should be shown how to use context pages and indexes to locate information.	Retrieve, record and present information from non-fiction Distinguish between statements of fact and opinion Use reference books, knowing where to locate information (e.g. using a contents page and indexes)	Retrieve, record and present information from non-fiction Distinguish between statements of fact and opinion Use reference books, knowing where to locate information (e.g. using a contents page and indexes)
Discussing reading – compare, contrast and comment	Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	Recommending books that they have read to their peers, giving reasons for their choices 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 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	Recommending books that they have read to their peers, giving reasons for their choices 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 Explain and discuss their understanding of what they have read, including through formal presentations and debates,

			Provide reasoned justifications for their views. To be able to use the technical terms needed for discussing what they hear and read (e.g. simile, metaphor, imagery, style, effect…)	maintaining a focus on the topic and using notes where necessary Provide reasoned justifications for their views. To be able to use the technical terms needed for discussing what they hear and read (e.g. simile, metaphor, imagery, style, effect…)