



**Barnfields Primary School**  
*'Believe & Achieve'*



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**Reading Skills Progression Yr1 - Yr6**

**Reading: Word Recognition**

<b>Yr1</b>	<ul style="list-style-type: none"><li>• Reads other words of more than one syllable that contain beyond taught GPCs.</li><li>• Applies knowledge of alternative graphemes for phonemes when reading unfamiliar words.</li><li>• Reads aloud more complex books, including those beyond their chronological age.</li></ul>
<b>Yr2</b>	<ul style="list-style-type: none"><li>• Automatic decoding is established and a range of texts are read independently with consistent accuracy, fluency and confidence.</li></ul>
<b>Yr3</b>	<ul style="list-style-type: none"><li>• Reads with fluency, more challenging texts and selects strategies to decode new words.</li><li>• Is beginning to clarify meaning of new words through contextual cues.</li></ul>
<b>Yr4</b>	<ul style="list-style-type: none"><li>• Reads a wider range of age-related and challenging texts with fluency and understanding.</li></ul>
<b>Yr5</b>	<ul style="list-style-type: none"><li>• Reads a wide range of age-related and challenging texts with fluency and understanding.</li></ul>
<b>Yr6</b>	<ul style="list-style-type: none"><li>• Confidently reads a wider range of challenging texts with fluency and understanding.</li></ul>



### Reading: Comprehension

<b>Yr1</b>	<ul style="list-style-type: none"><li>• Reading is seen as a pleasurable activity and demonstrates this through talking confidently about preferences and beginning to develop some favourite authors, poems or genres.</li><li>• Becomes very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</li><li>• Makes inferences on the basis of what is being said and done.</li><li>• Makes sensible predictions supported by reasons based on age-appropriate texts.</li><li>• Demonstrates an awareness of how to use age-appropriate non-fiction books to find information.</li><li>• Contributes confidently to discussions about books.</li></ul>
<b>Yr2</b>	<ul style="list-style-type: none"><li>• Reading is seen as a pleasurable activity and interest is pursued in particular texts (e.g. genre, author, topic).</li><li>• Recognises recurring literary language in stories and poetry and is beginning to relate these to author or genre.</li><li>• New words are understood through the exploration of their meaning in context, and by making links to known vocabulary.</li><li>• Understands both the books that they can already read accurately and fluently and those that they listen to by: making plausible inferences and predictions based on what has been read, offered and explained.</li><li>• Able to answer and ask questions about what has been read.</li><li>• Demonstrates an understanding of more challenging age appropriate texts.</li></ul>
<b>Yr3</b>	<p><i>Develops positive attitudes to reading and understanding of what they read by:</i></p> <ul style="list-style-type: none"><li>• Reading independently both aloud and silently.</li><li>• When reading aloud there is an awareness of audience (e.g. changes in voice and pace).</li><li>• Uses appropriate terminology when discussing texts (plot, character, setting) and comparing and contrasting different texts.</li><li>• Understands what they have just read by justifying inferences and making deductions with evidence from the text.</li></ul>
<b>Yr4</b>	<p><i>Develops positive attitudes to reading and understanding of what they read by:</i></p> <ul style="list-style-type: none"><li>• Reading silently with increasing stamina and appraises the text.</li><li>• Shows awareness of audience when reading out loud, selecting a range of appropriate techniques to suit.</li><li>• Discusses texts from a wider variety of writers, referring to their writing styles and themes.</li><li>• Explains the purpose of a non-fiction text and is able to use organisational devices such as glossaries.</li><li>• Uses inference and deduction to identify key characteristics of more than one character in a story and comments on these, using evidence to support views.</li><li>• Beginning to comment on the effectiveness of the author's choice of language.</li></ul>
<b>Yr5</b>	<p><i>Develops positive attitudes to reading and understanding of what they read by:</i></p> <ul style="list-style-type: none"><li>• Showing awareness of the audience when reading out loud, using a range of devices for effect.</li></ul>



	<ul style="list-style-type: none"><li>• Recommending texts based on personal choice, giving reasons for these choices.</li><li>• Actively engaging with a wide variety of genres, identifying the characteristics of text types and differences between genres providing examples from their wider reading experiences.</li><li>• Evaluating the use of authors' language and explaining how it has created an effect and impact on the reader.</li><li>• Navigating and efficiently retrieving a variety of information from fiction and non-fiction sources.</li><li>• Showing empathy towards a character and justifying reasons for their actions and opinions.</li><li>• Making notes when analysing texts, starting to include précis paragraphs.</li></ul>
<b>Yr6</b>	<p><i>Develops positive attitudes to reading and understanding of what they read by:</i></p> <ul style="list-style-type: none"><li>• Confidently performing given texts including poems, using a wide range of devices to engage the audience and for effect.</li><li>• Recommending authors, sets of books and genres to others based on own reading experience and preferences, giving reasons for choice.</li><li>• Comparing language, structure and presentation across texts and debating which is most effective.</li><li>• Critically analysing the use of language, including figurative language and how it is used for effect, challenging key ideas within a text.</li><li>• Reading extended texts, including novels, examining how characters change and develop, drawing inferences based on indirect clues, justifying their thinking.</li><li>• Giving counter arguments to an alternative viewpoint, based on evidence from the text.</li><li>• Analysing texts and drawing out key information to support their own research, summarising the main ideas in a text.</li><li>• Comparing and contrasting characters within one text and across other texts.</li><li>• Categorising texts according to different criterion, including key themes and conventions.</li><li>• Being motivated to independently use reading to retrieve and investigate information across a wide range of non-fiction texts.</li></ul>