



Progression of Skills and Knowledge for Reading Word reading EYFS Year 5 Year 3 Year 4 Year 6 Year 1 Year 2 Read accurately Knowledge of Shows interest in Respond Apply their Apply their Apply their speedily with the by blending the illustrations and growing root words, growing growing sounds in words print in books correct sound to knowledge of prefixes and knowledge of knowledge of and print in the graphemes that contain the root words, suffixes root words, root words, prefixes and prefixes and prefixes and environment. (letters or groups graphemes (etymology and suffixes morphology) as suffixes suffixes of letters) for all taught so far, Recognises 40+ phonemes, especially (etymology and listed in English (morphology and (morphology and including, where morphology) as etymology), as etymology), as familiar words recognising Appendix 1, both listed in English listed in English and signs such as applicable, alternative to read aloud listed in English own name and alternative sounds for Appendix 1, both and to Appendix 1, both Appendix 1, both sounds for to read aloud to read aloud to read aloud advertising understand the graphemes. graphemes that and to meaning of new and to and to logos. have been Read accurately understand the words they understand the understand the Can segment the words of two or meaning of new meaning of new taught. meet. meaning of new sounds in simple more syllables words they words that they words that they words and blend Read accurately that contain the Read further meet. meet. meet. them together by blending graphemes exception words, sounds in Read further and knows which taught so far. noting the letters represent unfamiliar words exception words, unusual containing GPCs some of them. Read words noting the correspondences between spelling that have been containing unusual Begins to read taught. common correspondences and sound, and between spelling words and suffixes. where these simple Read common and sound, and occur in the exception words Read aloud where these sentences. word. that have been books closely occur in the word. Children read taught, noting matched to their and understand unusual improving phonic





simple	correspondences	knowledge,		
sentences.	between spelling	sounding out		
	and sound and	unfamiliar words		
They use phonic	where these	accurately,		
knowledge to	occur in the	automatically		
decode regular	word.	and without		
words and read		undue		
them aloud	Read aloud	hesitation.		
accurately.	accurately books			
	that are	Read further		
They also read	consistent with	common		
some common	their developing	exception words,		
irregular words.	phonic	noting unusual		
	knowledge and	correspondences		
	that do not	between spelling		
	require them to	and sound and		
	use other	where these		
	strategies to	occur in the		
	work out words.	word.		
	Re-read books to	Re-read books to		
	build up their	build up their		
	fluency and	fluency and		
	confidence in	confidence in		
	word reading.	word reading.		
		_		
	Read other	Read most words		
	words of more	quickly and		
	than one syllable	accurately,		
	that contain	without overt		
	taught GPCs	sounding and		
	Read words	blending, when		
	containing	they have been		





taught GPCs and	frequently		
-s, -es, -ing, -	encountered.		
ed, –er and –est			
endings.			
Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).			

	Clarity, Themes and Conventions								
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6			
Beginning to be	Become very	Listen to, discuss	Read books that	Identify themes	Identify and discuss	Identify and discuss			
aware of the way	familiar with key	and express views	are structured in	and conventions in	themes and	themes and			
stories are	stories, fairy stories	about a wide range	different ways and	a wide range of	conventions in a	conventions in a			
structured.	and traditional	of contemporary	show some	books e.g. make	wide range of	wide range of			
	tales.	and classic poetry,	awareness of the	RELEVANT links to	writing e.g.	writing e.g.			
Suggests how the		stories and non-	various purposes	known texts and	'heroism' or 'loss'.	isolation or			
story might end.	Begin to appreciate	fiction at a level	for reading.	personal		flashback.			
	rhymes and poems,	beyond that at		experience,	Read books that				
Enjoys an	and to recite some	which they can	Identify themes	recognise themes	are structured in	Read books that			
increasing range of	by heart.	read	and conventions in	such as bullying,	different ways and	are structured in			
books.		independently.	a wide range of	recognise	read for a range of	different ways and			
	Discuss the		books e.g.	conventions such	purposes.	read for a range of			
Listens to stories	significance of the	Become	recognising simple	as the 'power of 3'		purposes.			
with increasing	title and events.	increasingly	links to known	(3 wishes, 3	Discuss and				
		familiar with and	texts or personal		evaluate how				





				, ,	ı	1
attention and	Understand and	retell a wider range	experience;	characters, 3 words	authors use	Identify and
recall.	use terms such as	of stories, fairy	recognising	in a slogan).	language, including	comment on genre-
	story, fairy story,	stories and	conventions such		figurative language,	specific language
They demonstrate	rhyme, poem,	traditional tales.	as the triumph of	Identify how a	considering the	features used e.g.
understanding	cover, title, author.		good over evil and	range of	impact on the	shades of meaning
when talking with		Read non-fiction	magical devices in	presentational	reader.	between similar
others about what	Become very	books that are	fairy stories/ folk	devices guide the		words.
they have read.	familiar with key	structured in	tales.	reader in non-	Identify how	
	stories, fairy stories	different ways.		fiction.	presentational and	Make comparisons
	and traditional		Identify and name		organisational	within and across
	tales, retelling	Make comparisons	presentational	Identify features	choices vary	books.
	them.	between books,	devices in non-	that characterise	according to the	
		noting similarities,	fiction.	books set in	form and purpose	Discuss and
	Understand the	differences and		different cultures	of the writing.	evaluate how
	difference between	preferences	Demonstrate	or historical		authors use
	fiction and non-	between e.g.	familiarity with a	settings.	Make simple links	language, including
	fiction.	layout, features	wide range of		between texts,	figurative language,
		and setting.	books, including	Recognise some	their audience,	considering the
	Become very		fairy stories, myths	different forms of	purpose, time and	impact on the
	familiar with key	Understand both	and legends and	poetry [for	culture, drawing on	reader.
	stories, fairy stories	the books they can	retell some of	example, free	a good knowledge	
	and traditional	already read	these orally.	verse, narrative	of authors.	Recognise texts
	tales, retelling	accurately and		poetry].		that contain
	them and	fluently, and those	Can explore and		Ask questions to	features from more
	considering their	they listen to.	discuss underlying	Make links	improve their	than one genre, or
	particular		themes and ideas.	between texts and	understanding of a	demonstrate shifts
	characteristics.	Check that the text		to the wider world.	text.	in formality.
		makes sense to	Ask questions to			
	Understand both	them as they read	improve their	Ask questions to	Explain and discuss	Explain and justify
	the books they can	and correct	understanding of a	improve their	their understanding	how texts relate to
	already read	inaccurate reading.	text.	understanding of a	of what they have	audience, purpose,
	accurately and			text.	read, through	time and culture,
					formal	and refer to





			<u>-</u>		
fluently, and those	Draw on what they	Check that the text	Check that the text	presentations and	specific aspects of a
they listen to.	already know or on	makes sense to	makes sense to	debates,	text that exemplify
	background	them, discussing	them, discussing	maintaining a focus	this.
Develop	information and	their understanding	their understanding	on the topic.	
understanding by	vocabulary,	and explaining the	and explaining the		Check the book
drawing on what	provided by the	meaning of words	meaning of words		makes sense to
they already know	teacher.	in context.	in context.		them by discussing
or on background					their understanding
information and					and exploring the
vocabulary					meaning of words
provided by the					in context.
teacher.					
					Ask questions to
Can seek out books					improve their
around a simple					understanding of a
theme or topic.					text.
					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.

VIPERS: Vocabulary (language and effect)							
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	





Joins in with	Recognise and join	Recognise simple	Identify how	Identify how	Identify how	Identify how
repeated refrains	in with predictable	recurring literary	language, structure	language,	language, structure	language,
and anticipates key	phrases.	language in stories	and presentation	structure, and	and presentation	structure, and
events and phrases	Identify how	and poetry.	contribute to	presentation	contribute to	presentation
in rhymes and	repetitive patterns,		meaning.	contribute to	meaning.	contribute to
stories.	words and phrases	Read aloud what		meaning.		meaning.
	aid their enjoyment	they have written	Discuss the effect		Show	
Uses vocabulary	of the text.	with appropriate	of specific language	Identify specific	understanding	Show
and forms of		intonation to make	on the reader	techniques, e.g.	through intonation,	understanding
speech that are	Read aloud their	the meaning clear	Identify specific	simile, metaphor,	tone and volume so	through intonation,
increasingly	own writing clearly	(Year 2 writing	techniques, e.g.	repetition and	that meaning is	tone and volume so
influenced by their	enough to be heard	National	simile, alliteration	exaggeration;	clear to an	that meaning is
experiences of	by their peers and	Curriculum).	and repetition and	explaining the	audience.	clear to an
books.	the teacher.		say why they	effect on them as a		audience.
		Discuss favourite	interest them.	reader.	Discuss and	
		words and phrases			evaluate the	Evaluate how
		Identify how	Read aloud their	Show	intended impact of	authors use
		vocabulary choice	own writing, to a	understanding	the language used	language, including
		affects meaning.	group or the whole	through intonation,	with reference to	figurative language,
			class, using	tone, volume and	the text.	considering the
			appropriate	action when		impact on the
			intonation and	performing poems	Perform their own	reader.
			controlling the tone	and play scripts.	compositions, using	
			and volume so that		appropriate	Compare and
			the meaning is	Read aloud their	intonation, volume,	discuss accounts of
			clear (Year 3 /4	own writing, to a	and movement so	the same event
			writing National	group or the whole	that meaning is	through different
			Curriculum).	class, using	clear (Yr 5/6	character
				appropriate	National	viewpoints.
			Use dictionaries to	intonation and	Curriculum	
			check the meaning	controlling the tone	writing).	Explore a similar
			of words that they	and volume so that		theme or topic
			have read.	the meaning is		





			 -		
			clear (Yr 4 writing	Use dictionaries to	written in a
			National	check the meaning	different genre.
			curriculum).	of words that they	
				have read.	Perform their own
			Use dictionaries to		compositions, using
			check the meaning	Use a thesaurus.	appropriate
			of words that they		intonation, volume,
			have read.		and movement so
					that meaning is
					clear (Yr 5/6
					National
					Curriculum
					writing).
					Use dictionaries to
					check the meaning
					of words that they
					have read.
					Use a thesaurus.
	ı	l	I	I	l

	VIPERS: Inference								
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6			
Joins in with	Predict what might	Predict what might	Predict what might	Predict what might	Predict what might	Predict what might			
repeated refrains	happen on the	happen on the	happen from	happen from	happen from	happen from			
and anticipates key	basis of what has	basis of what has	details stated and	details stated and	details stated and	details stated and			
events and phrases	been read so far.	been read so far	implied.	implied.	implied.	implied.			
in rhymes and		and their own							
stories.	Make inferences on	experience.	Draw plausible	Draw sound	Draw inferences	Draw inferences			
	the basis of what is		inferences, often	inferences,	such as inferring	such as inferring			
They demonstrate	being said and	Make inferences on	supported through	supported through	characters'	characters'			
understanding	done.	the basis of what is			feelings, thoughts	feelings, thoughts			





when talking with	being said and	reference to the	reference to the	and motives from	and motives from
others about what	done.	text.	text.	their actions, and	their actions, and
they have read.				justifying	justifying
	Make simple	Draw inferences	Draw inferences	inferences with	inferences with
	inferences about	such as inferring	such as inferring	evidence.	evidence.
	characters'	feelings, thoughts	characters'		
	thoughts and	and motives of	feelings, thoughts	Make links	Refer to the text to
	feelings and	main characters	and motives of	between the	support predictions
	reasons for actions.	from their actions.	main characters	authors' use of	and opinions
			from their actions,	language and the	(expanding
		Justify inferences	and justifying	inferences drawn.	responses to
		with evidence.	inferences with		provide Evidence +
			evidence.		Explanation).
			Infer underlying		Begin to see how
			themes and ideas.		inferences draw on
					the connotations of
					words, their use in
					context and that
					they can be
					cumulative.

	VI <mark>P</mark> ERS: Predict								
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6			
Answer the questions: 'What might happen next?'	Predict what might happen on the basis of what has been read so far.	Predict what might happen on the basis of what has been read so far and their own experience.	Predict what might happen from details stated and implied.	Predict what might happen from details stated and implied.	Predict what might happen from details stated and implied.	Predict what might happen from details stated and implied.			





		VIPERS:	Explain (Resp	onding)		
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Shows interest in	Develop pleasure in	Participate in	Listen to and	Listen to and	Recommend books	Participate in
illustrations and	reading, motivation	discussions about	discuss a wide	discuss a wide	that they have	discussions about
print in books and	to read, vocabulary	books, poems and	range of fiction,	range of fiction,	read, giving	books that are read
print in the	and understanding	other works that	poetry, plays, non-	poetry, plays, non-	reasons for their	to them and those
environment.	by being	are read to them	fiction and	fiction and	choices.	they can read for
	encouraged to link	and those that they	reference books	reference books or		themselves,
Uses vocabulary	what they read or	can read for	and textbooks.	textbooks.	Participate in	building on their
and forms of	hear read to their	themselves, taking			discussions about	own and others'
speech that are	own experiences.	turns and listening	Discuss words and	Discuss words and	books that are read	ideas and
increasingly		to what others say.	phrases that	phrases that	to them and those	challenging views
influenced by their	Ask questions and		capture the	capture the	they can read for	courteously.
experiences of	express opinions	Explain and discuss	reader's interest	reader's interest	themselves,	
books.	about main events	their understanding	and imagination.	and imagination.	building on their	Make comparisons
	and characters in	of books, poems			own and others'	within and across
Enjoys an	stories.	and other material,	Begin to use	Use specific	ideas and	books.
increasing range of		both those that	vocabulary from	vocabulary, and	challenging views	
books.	Explain clearly their	they listen to and	the text to support	ideas expressed in	courteously.	Provide reasoned
	understanding of	those that they	responses and	the text, to support		justifications for
	what is read to	read for	explanations.	own responses.	Provide reasoned	their views.
	them.	themselves.			justifications for	
			Use specific		their views.	Evaluate how
	Talk about		vocabulary and			successfully the
	significant features		ideas expressed in		Explain and discuss	organisation of a
	of layout, e.g.,		the text to support		their understanding	text supports the
	enlarged text, bold,		own views.		of what they have	writer's purpose.
	italic, etc.				read, including	
					through formal	Explain and discuss
					presentations and	their understanding





		debates,	of what they have
		maintaining a focus	read, including
		on the topic and	through formal
		using notes where	presentations and
		necessary.	debates,
		Identify and explain	maintaining a focus
		the author's point	on the topic and
		of view with	using notes where
		reference to the	necessary.
		text	
		Make comparisons	
		within and across	
		books.	

VIPERS: Retrieve and select								
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6		
Listens to and joins in with stories and poems, one-to-one and also in small groups. Joins in with repeated refrains and anticipates.	Participate in discussion about what is read to them, taking turns and listening to what others say. Find key points in a story or some key facts from an information text.	Answer questions. Extract information from the text and discuss orally with reference to the text.	Uses text features to locate information e.g. contents, indices, subheadings. Locate and retrieve information using skimming, scanning and text marking. Begin to recognise fact and opinion.	Retrieve and record information from non-fiction. Recognise and distinguish between fact and opinion.	Retrieve, record and present information from non-fiction. Skim and scan efficiently for vocabulary, key ideas and facts on both the printed page and screen. Extract information and make notes using quotations	Retrieve, record and present information from non-fiction. Skim and scan efficiently to extract information and make well organised notes of the main ideas using quotation and reference to the text using own words.		





	Retrieve and record	and reference to	
	information from	the text.	
	non-fiction.		
	Extract information		
	and make notes.		

VIPER <mark>S</mark> : Summarise							
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Listens to stories	Check that the text	Identify and discuss	Show	Identify main ideas	Check the book	Distinguish	
with increasing	makes sense to	the main events or	understanding of	drawn from more	makes sense to	between	
attention and	them as they read	key points in a text.	the main points	than one paragraph	them by discussing	statements of fact	
recall.	and correcting		drawn from one	and summarise	their understanding	and opinion and	
	inaccurate reading.	Retell a story	paragraph.	these.	and exploring the	recognise them in	
Describes main		clearly and with			meaning of words	the language used	
story settings,	Recall the main	appropriate detail.	Show	Summarise the	in context.	by authors to	
events and	points of a		understanding of	main details from		influence readers.	
principal	narrative in the	Discuss the	the main points	more than one	Distinguish		
characters.	correct sequence.	sequence of events	drawn from more	paragraph in a few	between	Summarise main	
		in books and how	than one	sentences, using	statements of fact	ideas drawn from	
		items of	paragraph.	vocabulary from	and opinion and	more than one	
		information are		the text.	understand why	paragraph	
		related.			this is important to	identifying the key	
					interpreting the	details that suppor	
		Identify or provide			text.	the main ideas.	
		own synonyms for					
		specific words			Identify main ideas	Produce a succinct	
		within the text.			drawn from more	summary,	
					than one paragraph	paraphrasing the	
					identifying the key	main ideas from	



understand

their learning.

blishing.service.g

Elvington Church of England Primary School



applying their

consistently,

					details that support	across the text or a
					the main ideas.	range of sources.
		Evi	dence for greater	depth		
Children listen	There is no	The pupil can, in a	There is no specific	There is no specific	There is no specific	Read a wide range
attentively with	specific national	book they are	national guidance	national guidance for	national guidance	of challenging texts
sustained	guidance for	reading	for working at	working at greater	for working at	across the full range
concentration to	working at	independently:	greater depth for	depth for Years 1, 3,	greater depth for	of genres.
follow a story	greater depth for	• make	Years 1, 3, 4, 5.	4, 5. However, at	Years 1, 3, 4, 5.	
without pictures or	Years 1, 3, 4, 5.	inferences on the	However, at	Elvington, we would	However, at	Discuss how
props.	However, at	basis of what is	Elvington, we	use some of the	Elvington, we	characters change
	Elvington, we	said and done	would use some of	following to begin to	would use some of	and develop
After listening to	would use some	independently	the following to	assess for greater	the following to	through a text by
stories, children can	of the following		begin to assess for	depth in these year	begin to assess for	drawing on indirect
express views about	to begin to assess	• make a	greater depth in	groups:	greater depth in	clues.
events or characters	for greater depth	plausible	these year groups:		these year groups:	
in the story and	in these year	prediction about		Book band reading		Book band reading
answer questions	groups:	what might	Book band reading	KS2 blue or above by	Book band reading	as a KS2 free reader
about why things		happen on the	KS2 green or above	the end of the	KS2 brown or	by the end of the
happened.	Book band	basis of what has	by the end of the	academic year.	above by the end	academic year.
	reading KS1	been read so far	academic year.		of the academic	
Children can read	purple or above			Evidence that	year.	Evidence that
phonically regular	by the end of the	 make links 	Evidence that	children are applying		children are
words of more than	academic year.	between the	children are	this standard of	Evidence that	applying this
1 syllable as well as		book they are	applying this	reading across other	children are	standard of reading
many irregular but	Evidence that	reading and other	standard of reading	areas of their	applying this	across other areas
high frequency	children are	books they have	across other areas	learning.	standard of reading	of their learning.
words. They use	applying this	read	of their learning.		across other areas	
phonic, semantic	standard of			Children are applying	of their learning.	Children are
and syntactic	reading across	Visit	Children are	their knowledge		applying their
knowledge to	other areas of	https://assets.pu	applying their	consistently,	Children are	knowledge
1	I are a company of the company of th	Later to the control of the control	1	1	1	

knowledge





			urch of England		7	
unfamiliar		ov.uk/governmen	consistently,	confidently and	knowledge	confidently and
vocabulary.	Children are	t/uploads/system	confidently and	fluently.	consistently,	fluently.
	applying their	/uploads/attachm	fluently.		confidently and	
They can describe	knowledge	ent_data/file/762		Children are	fluently.	Children are
the main events in	consistently,	971/2018 key st	Children are	beginning to use the		beginning to use the
the simple stories	confidently and	age 1 teacher a	beginning to use	next year group's	Children are	next year group's
they have read.	fluently.	ssessment_exem	the next year	word reading	beginning to use	word reading
		plification_greate	group's word	objectives.	the next year	objectives.
	Children are	r_depth.pdf for	reading objectives.		group's word	
	beginning to use	Y2 reading		Being able to explain	reading objectives.	Being able to
	the next year	exemplification	Being able to	their thought		explain their
	group's word	details on the	explain their	process confidently	Being able to	thought process
	reading	above.	thought process	and justify answers.	explain their	confidently and
	objectives.		confidently and		thought process	justify answers.
		Book band	justify answers.	Some evidence taken	confidently and	
	Being able to	reading KS1 lime		from reading test	justify answers.	Much evidence
	explain their	or above by the	Some evidence	scores.		taken from reading
	thought process	end of the	taken from reading		Some evidence	test scores (Greater
	confidently and	academic year.	test scores.	Moderate these	taken from reading	depth usually
	justify answers			children's reading	test scores.	approximately
		Evidence that	Moderate these	across school and/or		40/41 out of 50).
	Some evidence	children are	children's reading	within the cluster.	Moderate these	
	taken from	applying this	across school		children's reading	Moderate these
	reading test	standard of	and/or within the		across school	children's reading
	scores	reading across	cluster.		and/or within the	across school
		other areas of			cluster.	and/or within the
	Moderate these	their learning.				cluster.
	children's reading					
	across school	Children are				
	and/or within the	applying their				
	cluster	knowledge				
		consistently,				





confidently and	
fluently.	
Children are	
beginning to use	
the next year	
group's word	
reading	
objectives.	
Being able to	
explain their	
thought process	
confidently and	
justify answers.	
Some evidence	
taken from	
reading test	
scores.	
Moderate these	
children's reading	
across school	
and/or within the	
cluster.	