



**Bledlow Ridge School**  
**Reading**  
**Skills and Knowledge Progression**

Year Group	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Phonics and Decoding</b>  (See Little Wandle progression documents for phonemes taught in Reception and Year 1)	<p>Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p><i>ELG: Say a sound for each letter in the alphabet and at least 10 digraphs.</i></p> <p><i>Read words consistent with their</i></p>	<p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>To read words containing taught GPCs.</p> <p>To read words containing -s, -es, -ing, -ed and -est endings.</p> <p>To read words with contractions, e.g. I'm, I'll and we'll.</p>	<p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables.</p> <p>To read most words containing common suffixes.</p>	<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.</p> <p>To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>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.</p>	<p>To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p>



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	<p>phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>			begin to read aloud.			
<b>Common Exception Words</b>	<p>Read a few common exception words matched to the school's phonic programme.</p> <p>ELG: To read some common irregular words.</p>	To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.	To read most Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	To begin to read Y3/Y4 exception words.	To read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and these occur in the word.	To read most Y5/Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	
<b>Fluency</b>	<p>Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</p> <p>Read simple phrases and sentences made up of words with known letter-sound</p>	<p>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.</p> <p>To reread texts to build up fluency</p>	To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.			



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	<p>correspondences and, where necessary, a few exception words.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>ELG: Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	and confidence in word reading.	<p>To reread these books to build up fluency and confidence in word reading.</p> <p>To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</p>				
<b>Retrieval</b>				To retrieve and record information from nonfiction.		To retrieve, record and present information from non-fiction.	
<b>Infer and Deduce</b>		To make inferences on the basis of what is being said and done.	To make inferences on the basis of what is being said and done.	To draw inferences such as inferring characters' feelings, thoughts and motives from their actions and	To draw inferences such as inferring characters' feelings, thoughts and motives from their actions and to justify this with specific evidence	To make inferences on the basis of what is being said and done.	To make inferences on the basis of what is being said and done.



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				to justify this with evidence.	taken from the text.		
<b>Prediction</b>		To predict what might happen on the basis of what has been read so far.	To predict what might happen on the basis of what has been read so far.	To predict what might happen from details stated and implied.		To predict what might happen from details stated and implied, giving clear reasons for predictions.	
<b>Questioning</b>			To answer and ask questions.	To ask questions to improve understanding of the text.		To ask a range of questions to improve understanding of the text.	
<b>Summarising</b>				To identify main ideas drawn from more than one paragraph and summarise these.		To summarise the main idea drawn from more than one paragraph, identifying key details that support the main ideas.	
<b>Reading for Pleasure, Discussion and Understanding</b>	<p>To read and understand simple sentences.</p> <p>To demonstrate an understanding when talking to others about what has been read.</p>	<p>To listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that can read independently.</p> <p>To link what is heard read to own experiences.</p> <p>To become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their</p>	<p>To participate in discussion about books, poems and other works that are read and those that I can read for myself, taking turns and listening to what others say.</p> <p>To explain and discuss my understanding of books, poems and other material, both those that is listened to and those that I have read for myself.</p>	<p>To listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or text books.</p> <p>To read books that are structured in different ways and read for a range of purposes.</p> <p>To use dictionaries to check the meaning of words that I have read.</p> <p>To become increasingly familiar with a wide range of books, including fairy stories, myths, legends and I can retell some of these orally.</p> <p>To discuss words and phrases that capture the reader's interest and imagination.</p>		<p>To participate in discussion about both books that are read to me and those that I can read for myself, building on my own and others' ideas and challenging views courteously.</p> <p>To explain and discuss my understanding of what I have read including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p>To discuss books, I have enjoyed reading and actively encourage others to try the books that I have enjoyed.</p> <p>To continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or text books.</p>	



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	<p>particular characteristics.</p> <p>To recognise and join in with predictable phrases.</p> <p>To learn to appreciate rhymes and poems and recite some by heart.</p> <p>To discuss word meanings, linking new meanings to those already known.</p> <p>To understand a text, and draw on what is already know or on background information and vocabulary provided by the teacher.</p> <p>To check that the text makes sense to me as I read and correct</p>	<p>To listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which I can read independently.</p> <p>To discuss the sequence of events in books and how items of information are related.</p> <p>To become increasingly familiar and retelling a wider range of stories, fairy stories and traditional tales.</p> <p>To recognise simple recurring literary language in stories and poems.</p> <p>To discuss my favourite words and phrases.</p>	<p>To identify themes and conventions in a wider range of books.</p> <p>To recognise some different forms of poetry, e.g. free verse, narrative poetry.</p> <p>To prepare poems and playscripts to read aloud and perform, showing understanding through intonation, tone, volume and action.</p> <p>To check that the text makes sense and discuss my understanding, explaining the meaning of the words in different contexts.</p> <p>To identify how language, structure and presentation contribute to meaning.</p> <p>To discuss books, I have enjoyed reading.</p>	<p>To read books that are structured in different ways and use them for a range of purposes.</p> <p>To increase my 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.</p> <p>To recommend books that I have read to my peers, giving reasons for my choices.</p> <p>To identify and discuss themes and conventions in and across a wide range of writing.</p> <p>To make comparisons within and across books.</p> <p>To learn a wider range of poetry by heart.</p> <p>To prepare 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.</p> <p>To check that the text makes sense and discuss my understanding, explaining the meaning of the words in different</p>
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		<p>inaccurate reading.</p> <p>To discuss the significance of the title and events.</p>	<p>To build a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p> <p>To read non-fiction books that are structured in different ways.</p> <p>To discuss and clarify the meaning of words linking new meanings to known vocabulary.</p> <p>To understand a text, I can draw on what I already know or on background information and vocabulary provided by the teacher.</p> <p>To check that the text makes sense to me as I read and</p>		<p>contexts using strategies to support me with unfamiliar vocabulary.</p> <p>To provide reasoned justifications for my views.</p> <p>To discuss and evaluate how authors use language including figurative language considering the impact on the reader.</p> <p>To identify and explain how language, structure and presentation contribute to meaning.</p> <p>To distinguish between statements of fact and opinion.</p>
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			correct inaccurate reading.		
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