

Carfield Skills Progression in Reading

	FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word Reading	<p>Knows that print has meaning e.g. their name or marks in the environment.</p> <p>Turns one page of a book at a time.</p>	<p>Develops their phonological awareness. Hears sounds in words.</p> <p>Knows that print carries meaning from left to right and top to bottom. Engages in non-fiction books. Listens to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Reads individual letters by saying the sounds for them. Blends sounds into words, so that they can read short words made up of known letter–</p>	<p>Apply phonic knowledge and skills as the route to decode words.</p>	<p>Continue to apply phonics knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>Reading accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p>				
			<p>Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p>					
			<p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p>					

		<p>sound correspondences. Reads some letter groups that each represent one sound and say sounds for them.</p> <p>Reads a few common exception words linked to RWI Phonics. Reads simple phrases. Re-reads stories to develop confidence, fluency and understanding.</p> <p>Says a sound for each letter in the alphabet and at least 10 digraphs. Reads words.</p>	<p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>Read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word.</p>	<p>Read further common exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>		
			<p>Read words containing taught GPCs and -s, -es, -ing, -ed, -er, and -est endings.</p>				
			<p>Read other words of more than one syllable that contain taught GPCs.</p>	<p>Read accurately words of two or more syllables that contain the taught GPCs.</p>			
			<p>Read words with contractions, e.g. I'm, I'll, we'll and understand that the apostrophe represents the omitted letter(s).</p>				

				Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.			
			Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.	Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.			
			Re-read these books to build up their fluency and confidence in words reading.	Re-read these books to build up their fluency and confidence in word reading.			

				Read words containing common suffixes.	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet.	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet.		
	FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Comprehension	Engages in extended conversations about stories, learning new vocabulary. Retells their favourite story. Knows which part of the story is the end.	Anticipates – where appropriate – key events in stories. Demonstrates an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Uses and understands recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems	Develop pleasure in reading, motivation to read, and understanding by:		Develop positive attitudes to reading and understanding of what they have read by:		Maintain positive attitudes to reading and understanding of what they have read by:	
			Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.	Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.	Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.		Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or text books.	
			Being encouraged to link what they read or hear read to their own experiences.					

		and during role-play.		Discussing the sequence of events in books and how items of information are related.	Reading books that are structured in different ways and reading for a range of purposes.	Reading books that are structured in different ways and reading for a range of purposes.
					Using dictionaries to check the meaning of words that they have read.	
			Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.	Becoming increasingly familiar with retelling a wider range of stories, fairy stories and traditional tales.	Increasing their familiarity with a wide range of books, including fairy stories, myths, legends, and retelling of some of these orally.	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.
						Recommending books that they have read to their peers, giving reasons for their choices.
			Recognising and joining in with predictable phrases.	Recognising simple recurring literary language in stories and poems.		
				Discussing their favourite words and phrases.	Discussing words and phrases that capture the reader's interest and imagination.	

					Identifying themes and conventions in a wider range of books.	Identifying and discussing themes and conventions in and across a wide range of writing.
						Make comparisons within and across books.
					Recognise some different forms of poetry (e.g. free verse, narrative poetry).	
			Learning to appreciate rhymes and poems, and to recite some by heart.	Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.	Preparing poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action.	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.
				Being introduced to non-fiction books that are structured in different ways.		
			Discussing word meanings, linking new meanings to those already known.	Discussing and clarifying the meaning of words, linking		

				new meanings to known vocabulary.		
			Understand both the books they can already read accurately and fluently and those they listen to by:		Understand what they read, in books they can read independently, by:	Understand what they read by:
		Drawing on what they already know or on background information and vocabulary provided by the teacher.	Drawing on what they already know or on background information and vocabulary provided by the teacher.			
		Checking that the text makes sense to them as they read and correcting inaccurate reading.	Checking that the text makes sense to them as they read and correcting inaccurate reading.	Checking that the text makes sense to them, discussing their understanding and explaining the meaning of the words in context.	Checking that the text makes sense to them, discussing their understanding and explaining the meaning of the words in context.	
		Discussing the significance of the title and events.				
		Making inferences on the basis of what is being said and done.	Making inferences on the basis of what is being said and done.	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.	
		Predicting what might happen on the	Predicting what might happen	Predicting what might happen from details stated and implied.	Predicting what might happen from details stated and implied.	

			basis of what has been read so far.	on the basis of what has been read so far.		
				Answering and asking questions.	Asking questions to improve their understanding of the text.	Asking questions to improve their understanding.
						Provide reasoned justifications for their views.
						Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
					Identifying main ideas drawn from more than one paragraph and summarise these.	Summarising the main idea drawn from more than one paragraph, identifying key details that support the main ideas.
					Identifying how language, structure and presentation contribute to meaning.	Identifying how language, structure and presentation contribute to meaning.
					Retrieve and record information from non-fiction.	Retrieve, record and present information from non-fiction.
						Distinguish between statements of fact and opinion.
			Participate in discussion about what is read to them, taking turns and listening to what others say.	Participate in discussion about books, poems and other words that are read to them and those	Participate in discussion about both books that are read to them and those that 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 that they can read for themselves, building on their own and others' ideas and challenging views courteously.

				that they can read for themselves, taking turns and listening to what others say.				
			Explain clearly their understanding of what is read to them.	Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.		Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic ad using notes where necessary.		
Authorial Intent				identify / explain how meaning is enhanced through choice of words and phrases	Identify where language has been used to build a picture in the reader's mind. Explain the writer's use of	Understand that the writer is portraying character / settings through the use of words and language used for description.	Identify the key phrases which the author has used to present meaning. Explore a wide range of	Understand how and why writers use the features and structure of information texts to help convey their ideas or information.

				<p>metaphors and similes to create a picture in the reader's mind. Identify how the use of expanded noun phrases captures the reader's interest. Identify how the use of adverbials affects the meaning of a text. Suggest what the figurative language represents a comparison to.</p>	<p>Understand how writers use figurative language to hint at and suggest ideas. Identify how writers provide information to capture interest (i.e. how they use language to set scenes, create moods, build tension, describe attitudes and emotions). Discuss the similes and other comparisons that they read. Understand the difference between language and vocabulary. Identify the picture that has</p>	<p>language and its impact on the reader. Discuss how the author has used figurative language for comparison and why it has been selected. Identify and discuss expressions and comparisons which use figurative language. Discuss the impression given to the reader through the use of figurative language. Explain why authors might have used particular interest and</p>	<p>Analyse how the structure or organisation of a poem supports the expression of moods, feelings and attitudes. Identify the hints and suggestions that writers make through their choices of words and phrases and the associations these evoke about characters, events or ideas. Consider how authors have introduced and extended ideas about characters, events or topics through the language choices and the way they have</p>
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					<p>been painted through the poetry. Identify the key phrases which represent meaning in a poem. Identify how the author has used figurative language for comparison within poetry. Suggest what the author meant when using figurative language within a poem. Begin to comment of why the author has selected particular vocabulary.</p>	<p>what they suggest. Discuss the use of language in different types of information, e.g. words and phrases which signal a point of view in persuasive texts. Understand what is implied about characters through the use of language. Make judgements about characters' motives and attitudes from what they say and how they are described. Make inferences</p>	<p>developed them. Comment critically on how a writer uses language to imply ideas, attitudes and points of view. Discuss the purpose of language choices. Discuss the way that writers of non-fiction match language and text to the purpose and audience of their text. Identify how the author makes the reader feel through their language choices. Identify how the author has used humour through</p>
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						<p>from language clues given across a text. Make inferences about settings and atmospheres based upon the language used to show how a character feels / responds. Identify statements of fact. Identify statements which show opinion. Explain why the author has chosen to present their opinion. Explain how the use of authorial opinion</p>	<p>language choices. Read aloud using intonation, identifying the impact this has on the reader / audience. Distinguish between statement of fact or opinion. Justify why a statement is a fact or opinion by finding the evidence in the text. In non-fiction texts, distinguish between explicit and implicit points of view.</p>
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						impacts upon the reader.	
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