Mulberry Canon Barnett Primary	**Reading - Progression of Skills document**
	The Mulberry Canon Barnett Primary Progression Document is sequential and in line with the EYFS Framework and the National Curriculum, therefore, not all skills are covered by each year group. Skills covered by all year groups are listed first.

Word reading - Decoding and common exception words							
Nursery	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Developing phonetic awareness in order to: -spot and suggest rhymes -count or clap syllables in a word -recognise words with the same initial sound, such as money and mother Beginning to develop phonological and phonemic awareness Showing awareness of rhyme and alliteration Recognising rhythm in spoken words, songs, poems and rhymes	Beginning to recognise some written names of peers, siblings or 'Mummy' / 'Daddy', for example Continuing a rhyming string and identifying alliteration Reading individual letters by saying the sounds for them Blending sounds into words to read short words made up of known letter-sound correspondences (CVC words) Reading some letter groups that each represent one sound and say sing the sounds Read a few common exception words matched with RWI Reading simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few	Using knowledge to blend sounds together to read words, including phonemes Responding speedily with the correct sound to graphemes for all 40 plus phonemes, including where applicable, alternative sounds for graphemes Reading common exception words Reading accurately by blending words containing GPCs that have been taught. Reading familiar endings to words (-s, -es, -ing, -ed, -er, -est) Reading words containing the 'un' prefix Reading words with contractions and understanding that apostrophes represent the omitted letter(s)	Continuing to apply phonic knowledge and skills as the root to decode words until automatic decoding has become embedded and reading is fluent Reading accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes Reading further common exception words noting unusual correspondence between spelling and sound and where these occur in the word Reading aloud books closely matched to improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation	Using phonic knowledge to decode quickly and accurately (may still need support for reading longer words) Applying growing knowledge of root words prefixes and suffixes (etymology and morphology) to begin to read aloud and to understand the meaning of new words they meet Beginning to read Y3/Y4 common exception words (pages 11-17) English appendix 1: Spelling	Reading most words fluently, attempting to decode any unfamiliar words with increasing speed and skill. Applying knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud fluently and to understand the meaning of new words they meet Reading all of the Y3/Y4 common exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (pages 11-17) English appendix 1: Spelling	Reading fluently, decoding any unfamiliar words with speed and skill, recognising their meaning through contextual cues Applying growing knowledge of root words,prefixes and suffixes (etymology and morphology) to read aloud fluently and to understand the meaning of new words they meet Reading most Y5/ Y6 common exception words,noting the unusual correspondences between the spelling and sound and where these occur in the word (pages 18-26) English appendix 1: Spelling	Read most words effortlessly and work out how to pronounce unfamiliar words with increasing automaticity, recognising their meaning through contextual clues Reading fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes and their etymology and morphology Reading all of the Y5/ Y6 common exception words,noting the unusual correspondences between the spelling and sound and where these occur in the word pages 18-26) English appendix 1: Spelling

	exception words						

	Re-reading books to build up confidence in word reading, fluency, understanding and enjoyment.	Reading other words of more than one syllable that contain taught GPCs. Beginning to spot errors in decoding and attempt to self-correct. Beginning to be aware of, and use, alternative sounds for graphemes. Using reading experiences to support reading of unfamiliar words using strategies other than phonological decoding. Reading aloud accurately books that are consistent with developing phonic knowledge and that do not require other strategies to work out words. Re-reading these books to build up fluency and confidence in word reading.					
Please also refer to the RWI documents (What to Teach When and Number of Sounds)							

Reading for pleasure and discussing tests - Book Talk							
Nursery	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Understanding the five key concepts about print: 1. Print has meaning. 2. Print can have different purposes. 3. We read English text from left to right and	Enjoying an increasing range of print and digital books, both fiction and non-fiction Using vocabulary and forms of speech that are increasingly influenced	Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that which can be read independently Encouraged to link what	Beginning to participate in discussions about both books that are read to them and those they can read for themselves, by taking turns and listening to what others say.	Beginning to participate in discussions about both books that are read to them and those they can read for themselves, by taking turns and listening to what others say	Participate in discussions about both books that are read to them and those they can read for themselves, by taking turns and listening to what others say	Participate in discussions about about both books that are read to them and those they can read for themselves, beginning to respond to other people's	Participate in discussions about both books that are read to them and those they can read for themselves, building on their own and others' ideas

from top to bottom. 4. The names of the different parts of the book. 5. Page sequencing Listening to and joining in with stories and poems, when reading one-to-one and in small groups Joining in with repeated refrains and anticipating key events and phrases in rhymes and stories Beginning to be aware of the way stories are structured and tell their own stories Talking about events and principal characters in stories and suggesting how the story might end Engaging in extended conversations about stories, learning new vocabulary Showing an interest in illustrations, words in print, digital books and words in the environment Recognising familiar words and signs such as their own name, advertising logos and screen icons Looking at and enjoying print and digital books independently	by my experiences of reading Describing main story settings, events and principal characters in increasing detail Re-enact and reinvent stories they have heard in play Understanding that information can be retrieved from books, computers and mobile digital devices Able to recall and discuss stories or information that has been read to them or that they have read to themself	has been heard being read to their own experiences Becoming increasingly familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics Recognising and joining in with predictable phrases Learning to appreciate rhymes and poems and recite some by heart Discussing word meanings, linking new meanings to those already known Drawing on what is already known or on background information and vocabulary provided by the teacher to understand a text. Checking that the text makes sense during reading and correcting inaccurate reading Discussing the significance of the title and events Making inferences on the basis of what is being said and done Predicting what might happen on the basis of what has been read so far	Continue to build a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. Reading non-fiction books that are structured in different ways. Drawing on what is already known or on background information and vocabulary provided by the teacher to understand a text. Checking that the text makes sense during reading and correcting inaccurate reading. Ask and answer questions about what is being read.	Developing an understanding of how to identify themes (big ideas) and conventions (key features of similar texts) in a wide range of books Checking that the book makes sense to them by asking questions and exploring the meaning of words in context Asking questions to improve understanding of the text Identifying how language, structure, and presentation contribute to meaning Discussing likes and dislikes about a text they have read and providing a reason	Identifying themes (big ideas) and conventions (key features of similar texts) in a wide range of books and making comparisons to other texts Checking that the book makes sense to them by asking questions, discussing their understanding and exploring the meaning of words in context within discussions Asking questions to improve understanding of the text and articulate how this has supported understanding identifying how language, structure, and presentation contribute to meaning Discussing preferences in the type of texts they read and providing a reason	opinions Identifying and discussing themes (big ideas) and conventions (key features of similar texts) in and across a wide range of written material and making comparisons across them Checking that the book makes sense to them by asking questions, discussing their understanding and exploring the meaning of words in context both in discussions and independently. Asking a range of questions linking to key reading skills to improve understanding of the text Explaining how language, structure, and presentation contribute to meaning Discussing reading preferences in detail and recommending books that they have read, giving reasons for their recommendations	and challenging views courteously Identifying and discussing themes (big ideas) and conventions (key features of similar texts) in and across a wide range of written material, making comparisons across them and providing reasoning Checking that the book makes sense to them by asking questions aloud and to themselves, discussing their understanding and exploring the meaning of words in context both in discussions and independently Asking a range of questions linking to key reading skills to improve and deepen understanding of the different texts read Explaining how language, structure, and presentation contribute to meaning Discussing reading preferences in detail and recommending books/series/authors /genres that they have read, giving reasons for their

Handling books and touch screen technology carefully and the correct way up with growing competence Beginning to navigate apps and websites on digital media using a drop -down menu to select websites and icons to select apps						Explaining and discussing their understanding of what they have read, including through formal presentations and debates Distinguishing between statements of fact and opinion	recommendations Explaining and discussing their understanding of what they have read, including through formal presentations and debates Distinguishing between statements of fact and opinion and use them to support my viewpoint

Retrieval					
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Retrieving information by finding key words Recognising some differences between fiction and non-fiction Using images to support information retrieval	Locating information to answer simple retrieval questions Recognising and talking about some differences between fiction and non-fiction Developing a knowledge of retrieval through images	Retrieve and record some information from non-fiction texts Beginning to locate facts and quotes about character, settings and plot when reading fiction Find specific evidence from a given part of the text	Use non-fiction organisational devices to retrieve, record and discuss information Beginning to skim and scan to locate facts and quotes about character, settings and plot when reading fiction Find and discuss specific evidence from a given part of the text	Knowledge of texts and the way they are structured to retrieve, record and discuss information (both fiction and non-fiction) Skimming and scanning to find and organising information about characters, settings and plots when reading fiction Find, use and discuss evidence from a larger section of the text	Articulate the purposes of the organisational devices of both fiction and non fiction texts, using them to retrieve, record, discuss and present information Confidently skimming and scanning to find and organising information about characters, settings and plots when reading fiction Find, use and discuss evidence from across chapters and large sections of the text Using non fiction materials for purposeful information retrieval e.g. in textbooks and in contexts where pupils are genuinely motivated to find out

					information e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review

Inference and deduction					
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Make simple inferences on the basis of what is being said and done	Make inferences on the basis of what is being said and done. Use pictures or words to make inferences	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying this with one piece of evidence from a specific part of the text	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying this with more than one piece of evidence from a larger part of the text	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying this with multiple pieces of evidence taken from across the text	Drawing inferences about characters, discussing and providing evidence for the way they change and develop throughout the text and participating in discussion about this.

Prediction					
		Year 3	**Year 4**	**Year 5**	**Year 6**
Beginning to make simple predictions based on what's been read so far in a story and own life experiences	Make logical predictions about what might happen on the basis of what has been read so far and give some explanation for my predictions Ask and answer questions to support prediction Predict what might happen on the basis of what has been read in terms of plot, character and language so far	Predicting what might happen based on what has been read and discussed, providing some evidence for justification	Predicting what might happen from details stated and implied by the author, discussing evidence for justification	Predicting what might happen from details stated and implied by the author, finding and justifying reasons for the prediction via relevant evidence from the text	Predicting what might happen from details stated and implied by the author, confidently finding and justifying reasons for the prediction and adapting predictions during reading or in line with new information presented.

Vocabulary					
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Discuss word meanings, linking new meanings to those already known Discuss their favourite words and phrases Draw upon knowledge of vocabulary in order to understand the text Join in with predictable phrases Use some vocabulary provided by the teacher	Discuss and clarify the meaning of words; linking new meanings to known vocabulary Discuss their favourite words and phrases Draw upon knowledge of vocabulary in order to understand the text Recognise some recurring language in stories and poems and join in with them Use and expand on vocabulary provided by the teacher	Using simple dictionaries to find and check the meaning of words that they have read Identifying and discussing new vocabulary from reading Exploring the meaning of words and making accurate substitutions within written and oral learning Understand how language choice helps to build meaning for the reader Identifying and discussing words and phrases that capture the reader's interest and imagination	Using dictionaries to find and check the meaning of words that they have read Identifying,discussing and sharing new vocabulary from reading Identifying some alternative words using a thesaurus in order to aid understanding of the word read Discuss why the author has used certain words and the effect that these have on the reader Identifying and discussing words and phrases that capture the reader's interest and imagination and provide reasoning	Knowing when to use dictionaries to check the meaning of words that they have read in order to improve understanding Identifying, discussing and sharing a range of new vocabulary from reading and using it within own writing and discussion Identifying alternative words using a thesaurus to independently check meaning aid understanding of word read, using these in both written and oral learning Discuss how the author's use of language impacts the reader (authorial technique) Identify and discuss the way that the author uses language to build meaning or mood, beginning to identify and understand the use of figurative language.	Independently choosing when to use a dictionary to check the meaning of words in order to gain a deeper understanding of what they have read Identifying, discussing and sharing a wide range of new vocabulary from reading, using within own writing and discussion and understanding how the meaning may change depending on the context Independently and accurately using a thesaurus in order to gain greater understanding of word meaning and broaden vocabulary range. Demonstrating broad vocabulary range in both written and oral learning. Discuss and evaluate how the author's use of language impacts the reader providing justification for opinion (authorial technique) Identify, discuss and evaluate how authors use language, including figurative language, considering how it affects the meaning and mood of the text and its impact on the reader.

Summarising and sequencing					
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Sequence the main events of a story Beginning to discuss how events are linked	Sequence the events of the story. Beginning to discuss how events are linked, focusing on the main content of the story	Identifying the main ideas from a given paragraph and begin to develop strategies to summarise these ideas orally Beginning to distinguish between the more important and less important ideas of a text	Identifying the main ideas from more than one paragraph and can summarise these ideas Identifying the more important parts of a text and how they link to the overall theme (big idea) to summarise	Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas Identifying the most important themes (big ideas) and conventions (key features of similar texts) of a text, making connections across the text to summarise	Summarising the main ideas from parts of a text, making links to the text as a whole and evaluating/analysing these various ideas and key details Summarising entire texts as well as chapters and paragraphs, considering themes (big ideas) and conventions (key features of similar texts) and doing so in succinct and concise way, making connections across the text to summarise

Reading a wide range of fiction and non-fiction texts			
Year 3	**Year 4**	**Year 5**	**Year 6**
Listening to and discussing a wide range of fiction, poetry, plays, non-fiction, reference books or textbooks, fairy tales, myths and legends. Retelling some of these orally	Listening to and discussing a wide range of fiction, poetry, plays, non-fiction, reference books or textbooks, fairy tales, myths and legends,both in and out of school. Retelling some of these orally and developing preferences to themself	Expanding their reading repertoire by reading and discussing a wider range of fiction, poetry, plays, non-fiction, reference books or textbooks, making informed choices about them based on preferences - sometimes shared	Expanding their reading repertoire by reading and discussing a wider range of fiction, poetry, plays, non-fiction, reference books or textbooks, making informed choices about them and discussing them in detail with others
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	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
Utilising the school library	Utilising the school library and developing an understanding of literary preferences	Utilising the school library with an increasing understanding of their literary preferences	Utilising the school library, being able to share and articulate clearly their literary preferences
Read frequently and widely in order to develop fluency, reading aloud to self if required	Read frequently and widely in order to develop fluency, developing the ability to read silently to self	Read frequently and widely with increasing fluency both inside and out of school	Read frequently and widely with fluency both inside and out of school both for pleasure and for information
Reading for pleasure, selecting own book	Reading for pleasure, widely within a		

and substantiating choice - reading two texts by the same author/along the same theme	genre, theme or a series of books by the same author - building reading stamina with book choices	Reading for pleasure, building reading stamina with books choices from a wide breadth and depth of literature sometimes with contrasting themes and ideas	Regularly and consistently choosing to read for pleasure with a good reading stamina. Selecting books from a wide breadth and depth of literature, being able to articulate thoughts about contrasting themes and ideas
Being exposed to 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	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	Developing their knowledge of 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	Developing preferences, making links between and discussing a wide range of books, including myths, legends and traditional stories, modern fiction from our literary heritage, and books from other cultures and traditions
Being exposed to a range of sources including non-fiction, reference books, newspapers and articles (could be online) in and out of school	Increasing their familiarity with a range of sources including non-fiction, reference books, newspapers and articles (could be online) in and out of school	Reading from a range of sources including non-fiction, reference books, newspapers and articles (could be online) in and out of school	Reading from a range of sources including non-fiction, reference books, newspapers and articles (could be online) in and out of school

Understanding and analysing how texts are structured			
Year 3	**Year 4**	**Year 5**	**Year 6**
Identifying lists within a text	Identifying lists within a text and how numbers can be used to organise them	Identifying and understanding the purpose of lists within a text and how numbers and bullet points can be used to organise them	Identifying and understanding the purpose of lists within a text and how numbers and bullet points can be used to organise them - articulating how this supports the reader
Identifying and noting the difference between titles and subtitles, headings and subheadings	Identifying and noting the difference between titles and subtitles, headings and subheadings and using them to support understanding	Confidently identifying, understanding the purpose of and using titles, subtitles, headings, subheadings, images, captions, blurbs and contents to support understanding	Confidently identifying, understanding the purpose of and using titles, subtitles, headings, subheadings, images, captions, blurbs and contents to support understanding
Identifying images and captions with an understanding of their purpose	Identifying images and captions and using them to support understanding with an understanding of their purpose	Understanding the purpose of and how texts utilise graphs, flow charts and graphic organisers	Understanding the purpose of and how texts utilise graphs, flow charts and graphic organisers
Identifying speech and the way it is	Identifying speech and the way it is		

organised within a text Identifying and reading blurbs with an understanding of their purpose Identifying the contents page and understanding its purpose Identifying sentences and paragraphs within texts Understand the difference between fiction and non-fiction texts and identify the differing structures	organised within a text Identifying and reading blurbs to support with book selection with an understanding of their purpose Identifying the contents page, understanding its purpose and using it to effectively read a text Understanding the purpose of paragraphs within a text Understand the difference between fiction and non-fiction texts and articulate why these texts are structured differently	Identifying an index and understanding its purpose within a text Identifying a glossary and understanding its purpose within a text Identifying the difference in the structure of speech in a play script and a fiction text	Identifying an index, understanding its purpose within a text and using it with confidence Identifying a glossary, understanding its purpose within a text and using it with confidence Understanding and being able to articulate the difference in the structure of speech in a play script and a fiction text

Fluency			
Year 3	**Year 4**	**Year 5**	**Year 6**
Reading aloud accurately at a good pace Beginning to use punctuation to read with appropriate expression 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	Reading aloud accurately at a good pace Beginning to use punctuation to read with appropriate expression 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	Reading aloud accurately and fluently with confidence at speaking pace Using meaning and punctuation for intonation and emphasis 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 .	Reading aloud accurately and fluently with confidence at speaking pace Using meaning and punctuation for intonation and emphasis 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.

Poetry: Selecting and reciting			
Year 3	**Year 4**	**Year 5**	**Year 6**
Recognising some different forms of poetry e.g. free verse or narrative poetry	Recognising and discussing some different forms of poetry e.g. free verse or narrative poetry	Recognising and discussing some different forms of poetry and expressing a preference	Recognising and discussing some different forms of poetry and expressing a preference with justification
Preparing poems and play scripts to read aloud and to perform, showing some awareness of the audience	Preparing poems and play scripts to read aloud and to perform, showing awareness of the audience and understanding through intonation, tone, volume and action	Preparing poems and play scripts to read aloud and to perform, using tone, intonation, volume, eye contact and pace and attention to the needs of the audience, ensuring meaning is clear	Preparing poems and play scripts to read aloud and to perform, using tone, intonation, volume, eye contact and pace and attention to the needs of the audience, ensuring meaning is clear
Reading aloud some learned poetry using rhythm and action	Reciting some learned poetry using rhythm and action	Learning a wider range of poetry by heart - using visuals or notes to support if needed	Learning a wider range of poetry by heart without the use of visual notes
Forming opinions on likes and dislikes of poetry	Developing and sharing opinions on likes and dislikes of poetry	Sharing opinions on poetry of interest and providing justifications	Sharing opinions on poetry of interest, providing justifications and responding to the justification of others