

**Progression of skills in Reading
Year 1 to Year 6**

	KEY STAGE 1		LOWER KEY STAGE 2		UPPER KEY STAGE 2	
	End of Year 1 expectations	End of Year 2 expectations	End of Year 3 expectations	End of Year 4 expectations	End of Year 5 expectations	End of Year 6 expectations
Listening	Listen with concentration to books and discuss what they have heard.	Listen to, discuss and express views about books read aloud to them.	Listen to, discuss and write comments about a wide range of fiction (including whole books), poetry, plays and non-fiction, independently or with a response partner, across all curriculum areas.	Listen to, discuss and write detailed comments about a wide range of fiction (including whole books), poetry, plays and non-fiction, independently or with a response partner, across all curriculum areas.	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction, reference or text books independently, across all curriculum areas, discussing and beginning to justify their own preferences.	Listen thoughtfully to a wider range of genres, including more challenging whole books and classic texts. Experience a range of books/authors which they may not have chosen themselves.
Reading aloud	Recognise and join in with predictable, familiar phrases in stories and poetry.	Read and join in with familiar phrases in stories and poems, using own independent reading skills.	Prepare poems and play scripts to read aloud, using tone, volume and actions to show understanding/assist the understanding of others.	Prepare poems and play scripts to read aloud, varying their intonation, tone, volume and actions to make the meaning clear to the audience.	Vary intonation, tone, volume and action to improve performance of a play or poetry reading, responding in a positive way to constructive feedback.	Use gesture and movement aptly to improve the quality of their reading. Read/recite in role to reflect a character.
Retelling	Retell a very familiar story with characteristics of the original.	Retell a range of stories they have listened to, using story language.	Retell a wide range of stories, including myths and legends and traditional tales.	Retell a wide range of stories, including myths and legends and traditional tales, by ordering the main points in a	Retell a wide range of stories, including myths and legends, traditional tales, modern fiction, classic literature	Retell a wide range of stories, identifying the main events and present in different forms. For example –

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				logical sequence and checking that this makes sense.	and literature from their own heritage or from world-wide cultures, by listing the main events in a logical sequence and elaborating on them.	transforming stories into plays or biographies into autobiographies.
Reciting	Recite, by heart, in order, a simple poem or rhyme.	Recite poems by heart, with appropriate intonation, so that the meaning is clear.	Recite longer poems or parts of narrative poems, as part of a group, beginning to remember repeated sections by heart.	Recite lines from short plays by heart, using appropriate intonation, volume and expression.	Learn/confidently recite a wide range of poems by heart, using appropriate intonation, volume and expression in order to engage the audience and make meaning clear.	Prepare poems and plays to read aloud and to perform. Show understanding through intonation, tone and volume, making the meaning clear to an audience. Recite a wider range of poetry by heart.
Personal reading	Choose a favourite text to share with an adult and say what they like about it.	Give one reason why they have chosen a particular text.	Express preferences for different types of text, such as choosing non-fiction over fiction, or choosing a fiction text based on prior knowledge of an author.	Read texts by an increasing number of authors and across a wider variety of genres, explaining preferences. Make effective use of school library and related services	Recommend books they have read to their peers, giving reasons for their choices.	Be familiar with, write and use book reviews to guide their own reading and to recommend their choices to peers. Make use of libraries effectively and independently.

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				with some guidance.		
Discussing	Make relevant comments about what is read to them, including the significance of titles and events.	Contribute meaningfully in discussions about what is read to them, taking turns to speak/listen and consider the opinions of others.	Participate in discussions about texts, taking turns and listening to what others say, valuing their opinion.	Develop, agree, apply and evaluate rules for discussion.	Participate in discussions about books, building on their own and others' ideas and challenging views courteously.	Clearly present their own views about books that are read to them and those they can read for themselves, commenting constructively and building upon the contribution of others.
Explaining	Take turns and listen to others during discussions about books. Explain their understanding of what they have read or listened to.	Explain and discuss their understanding of what they have read, with growing confidence.	Discuss their understanding of, and explain clearly, the meaning of words in context.	Discuss paragraphs, chapters and sections using a range of explanation types.	Explain and discuss their understanding of what they have read in a formal way, showing some justification for their views.	Explain and discuss their understanding of what they have read through formal presentations and debates. Provide reasoned justification for their views on what they have read.