



**Barley and Barkway (VA) C of E First Schools Federation**  
Church End, Barley, SG8 8JW | 84 High Street, Barkway, SG8 8EF

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## Barley and Barkway Skills Progression in Reading

Skills	Year R	Year 1	Year 2	Year 3	Year 4
<b>Decoding children should:</b>	<p>Read individual letters by saying the sounds for them. (LIT)</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. (LIT)</p> <p>Read some letter groups that each represent one sound and say sounds for them. (LIT)</p> <p>Read a few common exception words matched to the school's phonic programme. (LIT)</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. (LIT)</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. (LIT)</p>	<p>Apply phonic knowledge to decode words.</p> <p>Read aloud phonically-decodable texts.</p> <p>Re-read books to build fluency and confidence.</p> <p>Read simple sentences and understand the meaning including what a pronoun is (extra).</p> <p>Speedily read all 40+ letters /groups for 40+ phonemes including alternative sounds for graphemes.</p> <p>Read Year 1 common exception words noting unusual correspondences between spelling and sound (identifying where they appear).</p> <p>Read polysyllabic words containing taught GPCs.</p> <p>Read common suffixes (-s, -es, -ing, -ed, -er and -est).</p> <p>Read contractions and understand that the apostrophe represents the omitted letter(s).</p> <p>Read accurately by blending taught GPCs.</p> <p>Develop some fluency and expression, pausing at full stops (extra).</p>	<p>Apply phonic decoding until automatic and reading is fluent.</p> <p>Read common suffixes (-ed, -ing, -er, -est, -y, -er, -ment, -ful, -ness, -less, -ly).</p> <p>Re-read books to build up fluency and confidence in word reading.</p> <p>Note punctuation to read with appropriate expression.</p> <p>Read accurately by blending, including alternative sounds for graphemes.</p> <p>Read Year 2 common exception words, noting unusual correspondences.</p> <p>Read aloud books matched to phonic knowledge by sounding out unfamiliar words automatically.</p> <p>Read polysyllabic words containing above graphemes.</p> <p>Read most words quickly &amp; accurately without overt sounding and blending.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words they meet.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words they meet.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>



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<b>Range of reading children should:</b>	Children to experience a wide range of texts including poems, stories and non-fiction.	Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.	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 they can read independently.	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.  Read books that are structured in different ways and reading for a range of purposes.	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.  Read books that are structured in different ways and reading for a range of purposes.
<b>Familiarity with texts children should:</b>	Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. (C&L)  Listen to and talk about stories to build familiarity and understanding. (C&L)  Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. (LIT) 2	Recognise and join in with predictable phrases.  Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.	Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.  Recognise simple recurring literary language in stories and poetry.	Increase their familiarity with a wide range of books, including fairystories, myths and legends, and retell some of these orally.  Identify themes and conventions in a wide range of books.	Increase their familiarity with a wide range of books, including fairystories, myths and legends, and retell some of these orally.  Identify themes and conventions in a wide range of books.
<b>Poetry and performance children should:</b>	Listen carefully to rhymes and songs, paying attention to how they sound. (C&L)  Learn rhymes, poems and songs. (C&L)	Learn to appreciate rhymes and poems, and to recite some by heart.	Continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear.	Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.  Recognise some different forms of poetry.	Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.  Recognise some different forms of poetry.
<b>Word meanings children should:</b>	Learn new vocabulary. (C&L)  Use new vocabulary in different contexts. (C&L)	Discuss word meanings and link new meanings to words already known.	Discuss and clarify the meanings of words and link new meanings to known vocabulary.  Discuss their favourite words and phrases.	Use dictionaries to check the meaning of words that they have read.	Use dictionaries to check the meaning of words that they have read.



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<b>Understanding children should:</b>	Listen to and talk about stories to build familiarity and understanding. (C&L)	<p>Draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Be encouraged to link what they read or hear read to their own experiences.</p> <p>Check that the text makes sense to them as they read and correct inaccurate reading.</p> <p>Answer simple retrieval questions about a text and find evidence to support answers. (Extra)</p>	<p>Discuss the sequence of events in books and how items of information are related.</p> <p>Draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Make links between a current book and those already read.</p> <p>Check that the text makes sense to them as they read and correct inaccurate reading.</p>	<p>Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context.</p> <p>Ask questions to improve their understanding of a text.</p> <p>Identify main ideas drawn from more than one paragraph and summarise these.</p> <p>Identify morals and messages in a story.</p>	<p>Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context.</p> <p>Ask questions to improve their understanding of a text.</p> <p>Identify main ideas drawn from more than one paragraph and summarise these.</p> <p>Identify morals and messages in a story.</p>
<b>Inference children should:</b>		<p>Discuss the significance of the title and events.</p> <p>Make inferences on the basis of what is being said and done</p>	<p>Make inferences on the basis of what is being said and done.</p> <p>Answer and ask questions</p>	<p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions.</p> <p>Justify inferences with evidence</p>	<p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions.</p> <p>Justify inferences with evidence</p>
<b>Prediction children should:</b>	Make simple predictions about what might happen next or at the end of the story.	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.	Predict what might happen from details stated and implied.	Predict what might happen from details stated and implied.
<b>Authorial intent children should:</b>				<p>Discuss words and phrases that capture the reader's interest and imagination.</p> <p>Identify how language, structure, and presentation contribute to meaning.</p>	<p>Discuss words and phrases that capture the reader's interest and imagination.</p> <p>Identify how language, structure, and presentation contribute to meaning.</p>
<b>Non-fiction children should:</b>	<p>Engage in non-fiction books. (C&amp;L)</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. (C&amp;L)</p>	Listen to and discuss a wide range of non-fiction at a level beyond that at which they can read independently.	Be introduced to non-fiction books that are structured in different ways.	Retrieve and record information from non-fiction texts.	Retrieve and record information from non-fiction texts.



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<b>Discussing reading children should:</b>	Engage in story times. (C&L) Share their opinions on the books they have read or listened to – what do they like? What don't they like?	Participate in discussion about what is read to them by taking turns and listening to what others say.  Explain clearly their understanding of what is read to them.	Participate in discussion about books, poems & other works that are read to them & those that they can read for themselves by taking turns and listening to what others say.  Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	Participate in discussion 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 discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say.
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