

## READING SKILLS AND PROGRESSION COVERAGE MAP 2025/2026

*This Reading skills and progression document is a working document based on the National Curriculum – the objectives catalogued for each year group are non-negotiable as they describe a sequential progression carefully designed to build substantive and disciplinary concepts. The subject is so vast that it becomes difficult to reference each of the objectives to the National Curriculum but this is intrinsic within the whole document. The Year 3 and Year 4 and the Year 5 and Year 6 curriculum is, as the National Curriculum dictates, designed to introduce and embed learning and at PCJS, key strands of this have been woven through the two phases.*

Skill	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	To apply their growing knowledge of root words and prefixes and suffixes		To apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) to read aloud words and to understand the meaning of new words they meet.	
	To use phonic knowledge to decide and read words fluently with increasing speed and skill.			
Phonics and Decoding	<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 begin to read aloud.*</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>
Common Exception Words	To begin to read Y3/Y4 exception words.*		To begin to read Y5/6 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.	To read all Y5/Y6 exception words*, discussing the unusual correspondences between spelling and these occur in the word.
Key Skills	<b><i>Phonemes, sounds, segmenting</i></b>	<b><i>Phonemes, sounds, segmenting</i></b>	<b><i>Phonemes, sounds, segmenting</i></b>	

Vocabulary	<i>(Fred Talk), grapheme, digraph (special friends) blending, alphabet, prefix, root word, suffix, context.</i>	<i>(Fred Talk), grapheme, digraph (special friends) blending, alphabet, prefix, root word, suffix, context.</i>	<i>(Fred Talk), grapheme, digraph (special friends) blending, alphabet, prefix, root word, suffix, context. Etymology, morphology,</i>	
Fluency	<p>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.</p> <p>However all children will still be encouraged to read widely both independently and to an adult to continue to monitor fluency.</p> <ul style="list-style-type: none"> <li>Identified children will receive extra support in all areas of word reading as required</li> </ul>			
	To investigate the meaning of technical or subject specific words they meet in their reading.		To investigate the meaning of technical or subject specific words they meet in their reading.	
Build a wide vocabulary	To identify where an author uses alternatives and synonyms for common or overused words and speculate about the shades of meaning implied.	To consider a writer's use of specific and precise nouns, adjectives, verbs and adverbs and discuss the meanings conveyed.	To distinguish between everyday word meanings and their subject specific use, e.g. the specific meaning of force in scientific texts and how it can be used outside science.	<p>To collect unfamiliar vocabulary from texts they have read, define meanings and use the vocabulary when recording ideas about the text.</p> <p>To collect and define technical vocabulary met in other subjects, e.g. developing subject or topic glossaries.</p>
	To locate words in a dictionary by:		To use dictionaries for wider more specific reasons	
Use a dictionary effectively	the first two letters.	the third and fourth place letters.	<p>To use dictionaries effectively to locate word meanings and other information about words; understanding abbreviations and determining which definition is the most relevant to the context.</p> <p>To use a dictionary to check a suggested meaning.</p>	<p>To use dictionaries, glossaries confidently and efficiently in order to locate information about words met in reading.</p> <p>To identify the most appropriate meaning of a word used in a text from alternative definitions given in a dictionary.</p>
Key skills vocabulary	<i>Synonyms, antonyms, alphabetical order, vocabulary,</i>	<i>Synonyms, antonyms, alphabetical order, vocabulary,</i>	<i>Synonyms, antonyms, alphabetical order, vocabulary,</i>	<i>Synonyms, antonyms, alphabetical order, vocabulary,</i>
	To apply their growing knowledge of root words, prefixes and suffixes to understand the meaning of new words they meet.		To apply their knowledge of root words, prefixes and suffixes(morphology and etymology) to understand the meaning and context of new words .	
Explain the meanings of words	To practise re-reading a sentence and reading on in order to locate or infer the meaning of	To identify unfamiliar vocabulary and adopt appropriate strategies to	To apply their growing knowledge of grammar, morphology and etymology to understand the meaning of new words that they	To apply their growing knowledge of grammar, morphology and etymology to understand the meaning of new words that they

	unfamiliar words.	locate or infer the meaning, including re-reading surrounding sentences and/or paragraphs to identify an explanation or develop a sensible inference.	meet in context.  To give increasingly precise explanations of word meanings that fit with the context of the text they are reading.  In persuasive writing and other texts investigate how language is used to present opinion.  To distinguish between fact, opinion and fiction in different texts; biography, autobiography, argument,	meet in context.  To check the plausibility and accuracy of their explanation of, or inference about, a word meaning.  In autobiography, biographical and in texts written for mixed purpose (leaflets that are both informative and persuasive), distinguish between fact, opinion and fiction.
Identify how language contributes to meaning	To discuss the language used to create significant aspects of a text; opening, build up, atmosphere and how a writer implies as well as tells.		To discuss the language techniques used to create significant aspects of a text and how this contributes to meaning.	
	To discuss author's choice of words and phrases that describe and create impact; adjectives and expressive verbs.	To understand how writers use figurative and expressive language to create images and atmosphere; create moods, build tension, describe attitudes or emotions.  To discuss the meaning of similes.	To discuss the meaning of figurative language (metaphors and similes) and idiomatic words and phrases used in a text, beginning to explain the purpose and impact of such choices.  To investigate how writers use words and phrases for effect; to persuade, to convey feelings, to entice a reader to continue.	To identify and discuss idiomatic phrases, expressions and comparisons (metaphors, similes and embedded metaphors), using appropriate technical vocabulary. To consider how authors have introduced and extended ideas about characters, events or topics through language choice.  To comment critically on how a writer uses language to imply ideas, attitudes and points of view.
Key skills vocabulary	<b><i>Simile, onomatopoeia, alliteration</i></b>	<b><i>Onomatopoeia, simile, metaphor, alliteration</i></b>	<b><i>Metaphor, simile, personification, onomatopoeia, alliteration</i></b>	<b><i>Metaphor, simile, personification, assonance, onomatopoeia, repetition, alliteration, rhythm of words.</i></b>
Retrieve information from texts	To take information from diagrams, flow charts and forms where it is presented graphically. To locate, retrieve and collect information, words or key sentences which...		To apply the skills of information retrieval to a purpose.	
	characters, events, topics.	characters, places, events, objects or ideas.	To establish what is known about characters, events and ideas in both	To use evidence from across a text to explain events or ideas.

			narrative and nonfiction, retrieving details and examples from the text to support their understanding or argument. To locate information confidently and efficiently, using the full range of features of the information text being read.	To identify similarities and differences between characters, places, events, objects and ideas in texts. To retrieve information from texts and evaluate its reliability and usefulness.
Ask retrieval questions	To ask questions about a text.		To ask relevant questions about a text.	
	To clarify their understanding of events, ideas and topics by asking questions about them.	To identify elements of a text which they do not understand and ask questions about it.	To ask questions to clarify their understanding of words, phrases, events and ideas in different texts.	To ask questions to clarify their understanding of words, phrases, events and ideas in different texts.
Answer questions and record answers	To retrieve and collect information in different forms from across a range of genre.		To retrieve and collect information in different forms from across a range of genre.	
	flow charts, for and against columns, matrices and charts.	chart, poster, diagram.  To answer questions on a text using different formats.	To use different formats to capture, record and explain what they have read.  To recognise different types of comprehension questions (retrieval/inferential) and know whether the information required will be explicitly stated or implied in the text.  To answer questions requiring open-ended responses.	To record details retrieved from the text in a variety of ways; true/false grid, comparisons table.  To recognise different types of comprehension questions (retrieval/inferential) and know whether the information required will be explicitly stated or implied in the text.  To vary the reading strategies they use and mode of answering according to what is expected of them by the question.
Summarise Understanding	To summarise and retell the main points.		To summarise and retell the main points for a purpose.	
	To retell main points of a story in sequence.  To identify a few key points from across a non-fiction passage.	To summarise a sentence or paragraphs by identifying the most important elements.  To make brief summaries at regular intervals when reading, picking up clues and hints as well as what is directly stated.	To make regular, brief summaries of what they've read, identifying the key points.  To summarise a substantial section of text or short story.  To summarise what is known about a character, event or topic, explain any inferences and opinions by	To make regular, brief summaries of what they've read, linking their summary to previous predictions about the text. Update their ideas in light of what they've just read.  To summarise 'evidence' from across a text to explain events or ideas.  To summarise their current

			reference to the text.	understanding about a text at regular intervals.
Key Skills Vocabulary				
Infer from what characters say and do	To infer characters' feelings in fiction.		To make and justify inferences based on characters feelings, thoughts and motives.	
	To understand how what a character says or does impacts on other characters, or on events described in the narrative.	To deduce the reasons for the way that characters behave from scenes across a short story.	To understand what is implied about characters and make judgements about their motivations and attitudes from the dialogue and descriptions.	Understand what is implied about characters through the way they are presented, including through the use of a narrator or narrative voice, explaining how this influences the readers' view of characters.
Identifying evidence to support and justify opinion.	To answer inference questions about character feelings, thoughts and motives by making a point and supporting it with 'evidence' from a text.		To justify inferences with relevant evidence.	
	To re-read sections of texts carefully to find 'evidence' to support their ideas about a text.  To answer simple inference questions about character feelings, thoughts and motives by making a point and supporting it with 'evidence' from a text.	To support their ideas about a text by quoting or by paraphrasing from it.  To answer inferential questions about character feelings, thoughts and motives from their actions at different points in the story, both orally and in writing by making a point, providing evidence and explaining it.	To identify and summarise evidence from across a text to support a hypothesis.  To infer and explain how character feelings, thoughts and motives have changed over the course of the text.  To identify statements of fact and opinion.	Identify material from texts to support an argument, know when it is useful to quote directly, paraphrase or adapt. Identify and summarise evidence from across a text to support a hypothesis.  Identify statements of fact and opinion.
Ask inferential questions	To ask questions to develop and clarify understanding... of characters' feelings and actions, or to understand significant details about a topic.		To ask questions to improve their understanding... of what is implied about main ideas, themes and events in texts they have read.	
			To recognise where they don't understand why something happens in a text and ask questions to clarify their understanding,	To ask questions to clarify and explore their understanding of what is implied in the text.
Predicting	To make predictions drawing on knowledge from other texts and background topic knowledge. To make predictions prior to reading		To make predictions based on details stated or implied.	
	based upon the title, cover and skim reading of illustrations, contents page and headings.  To predict from what they have read	about the likely type of characters or events in a story based upon the front cover, title, knowledge of the author and different genres of writing.	To make predictions about characters and anticipate events, based upon their own experience, what has been read so far and knowledge of other similar texts – identifying a range of	To make predictions about characters, plots and themes of stories based upon knowledge of fiction genres, knowledge of the world and from reading other similar texts.

	or had read to them how incidents, events, ideas or topics will develop or be concluded.	To use information about characters to make plausible predictions about their actions, identifying evidence in the text.	evidence within and beyond the text to support opinion.  To discuss the plausibility of their predictions and categorise them as likely / unlikely based on prior reading.	To make predictions using evidence stated and implied.  To compare their predictions with the events that occurred and consider why their predictions were accurate, plausible, or off the mark.
Key Skills Vocabulary	Predict			
Range of texts / genres	To read for themselves a wide range of books, including fairy stories, myths and legends. Listen to a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Read books that are structured in different ways and read for a range of purposes.		To read books that are structured in different ways and for a range of purposes. To continue reading and discussing an increasingly wide range of fiction, poetry, plays, non-fiction, reference books and text books.	
			To read for themselves an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Read books that are structured in different ways and read for a range of purposes. Read a wide range of books, including myths, legends, traditional stories, modern fiction, classic fiction from our literary heritage and books from other cultures and traditions.	To read for themselves an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Read books that are structured in different ways and read for a range of purposes. Read a wide range of books, including myths, legends, traditional stories, modern fiction, classic fiction from our literary heritage and books from other cultures and traditions.
Identify main themes and ideas in a range of books and understand how these are developed over a text	To identify themes within a story.		To identify and discuss themes and conventions in and across a wide range of writing	
	To identify typical story themes; trials and forfeits, good and evil, weak over strong, wise and foolish.  To discuss how characters' feelings, behaviour and relationships change over a text.	To identify social, moral or cultural issues or themes in stories; the dilemmas faced and dealt with by characters or the moral of the story.  To link cause and effect in narratives and recounts.  To explain how ideas are developed in non-fiction texts.	To begin to distinguish between plot events / details and the main themes in the texts they read.  To identify how ideas and themes are explored and developed over a text; how a story opening can link to its ending or how characters change over a narrative.  To explain how a detailed picture can	To understand how a writer develops themes, ideas or points of view over a text.  To identify how the narrative or author's voice influences the reader's point of view and frames their understanding. Discuss how this can change over the course of the text.

			emerge from a nonfiction text by examining different aspects of the topic.	To in non-fiction texts discuss how the sense of the writer can develop over a text; autobiographies.
Identify how structure and presentation contribute to meaning  (Narrative, nonfiction and poetry)	To investigate the features/narrative order of traditional stories. To identify and explain the organisational features of non-fiction texts. To identify rhyme in poems.		To identify how language, structure and presentation contribute to meaning.	
	To investigate the features of traditional stories – openings and endings, how events and new characters are introduced, how problems are resolved.  To explain how the organisational features of nonfiction texts support the reader in finding information or researching a topic.  To distinguish between rhyming and nonrhyming poetry and comment on the impact of the poem's layout.	To explore narrative order (introduction, build up, crisis, resolution and conclusion) and how scenes are built up and concluded through description, action and dialogue.  To identify the main features of nonfiction texts including headings, captions, lists, bullet points and understand how these support the reader in gaining information efficiently.  To identify different patterns of rhyme and verse in poetry; choruses, rhyming couplets, alternate line rhymes and read these aloud effectively.	To compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution.  To identify the features of different nonfiction text, including content, structure, vocabulary, style, layout and purpose; recounts, instructions, explanations, persuasive writing and argument. Read poems by significant poets and identify what is distinctive about the style or presentation of their poems.	To understand aspects of narrative structure; how paragraphs build up a narrative, how chapters or paragraphs are linked together.  To understand how writers use the features and structure of information texts to help convey their ideas or information.  To analyse how the structure or organisation of a poem supports the expression of moods, feelings and attitudes.
Make comparisons within and across texts	To compare and contrast writing		To make comparisons within and across books To identify and discuss themes and conventions in and across a wide range of writing	
	To make comparisons between events in narrative or information texts on the same topic or theme.  To compare and contrast writing by the same author.	To collect information to compare and contrast events, characters or ideas.  To compare and contrast books and poems on similar themes.	To make comparisons between the ways that different characters or events are presented.  To compare the way that ideas or themes are presented in different texts or in different versions (including other media; film) of the same text.	To make comparisons and draw contrasts between different elements of a text and across texts.  To compare and contrast the work of a single author.  To investigate different versions of the same story or different books on the same topic, identifying

				similarities and differences.
Key Skills Vocabulary	similar, narrative, themes, ideas, different			
Explain the intended impact of words and phrases on the reader (Vocabulary link)	To discuss words and phrases that capture the reader's interest and imagination.		To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	
		reasons for their choices.	To discuss how language contributes to overall meaning.  To discuss how authors use figurative language and the impact of these on the reader.	To explain how words and phrases create a particular mood, feeling or attitude.  To consider the impact on the reader of a range of vocabulary and language devices.
Develop and express their understanding	To express ideas and give opinions about stories and poems, identifying specific words and phrases to support their ideas.	With increasing confidence, comment on ideas introduced in a passage or section they've read drawing on evidence from the text to do so.  To compare and contrast stories, justifying their preferences and opinions.	To contribute to a discussion where a group explore their understanding of a topic raised through reading.  To discuss and comment on texts and present their ideas in appropriate and helpful formats.	To contribute constructively to a discussion about reading, responding to and building on the views of others.  To comment critically on the impact of books they have read.
Demonstrate understanding through retelling and reciting orally	To present stories, showing awareness of the different voices by dramatizing readings, showing differences between the narrator and the characters.  To read, prepare and present poems and play scripts.	To choose and prepare stories, poems and play scripts for performance, identifying appropriate expression, tone, volume and use of voices and other sounds.  To rehearse and improve their performance when reading texts aloud, in order to demonstrate their understanding.	To distinguish in reading aloud a story, poem or play script, between narrator and characters, and between different characters.  To read, rehearse, evaluate and modify a performance of a story, poem or play script to convey meaning and emotion.	To read aloud different texts, including poetry and prose, discussing and drawing out similarities and relationships of theme, format and language.  To read aloud to interpret poems or stories where meanings are conveyed directly and implied, varying the performance to convey meaning to an audience.
Evaluate the text	To say why they prefer one text to another.  To begin to identify why one non-fiction text is more useful than another, according to their purpose.	To identify aspects or features that make a text entertaining, informative or useful.	To analyse the features of engaging or useful texts, e.g. effective openings or endings, the presentation and resolution of problems (in narratives), clarity, purpose and enthusiasm for a topic in	To identify the features that make some texts more effective than others.

			non-fiction.	
Use prior knowledge and make links to support understanding	To link the events or topic from a text to their own experience and / or information gathered. Begin to make links to similar books they have read.	To link what they've read in a text to what they know, their experience and that of others, and their experience of reading similar texts.	To use background knowledge or information about the topic or text type to establish expectations about a text. Compare what is read to what is expected. To comment on what they have read and compare this to what they expected to read, e.g. in relation to events, ideas etc. Make comparisons between a text and others they have read.	
Skim, scan and read closely*	To skim read a text. To scan for information. To decide which sections of text are needed to be read more carefully to fulfil the purpose.			
	To skim opening sentences of each paragraph to get an overview of a page or section of text.  To scan contents, indexes and pages to locate specific information accurately.  To identify sections of a text that they need to read carefully in order to find specific information or answer a question.	To skim read a text to get an overview of it.  To scan for key words, phrases and headings.  To decide which sections of text to read more carefully to fulfil a particular purpose, e.g. summarise a text.	To locate information accurately through skimming to gain an overall sense of the text.  To scan a text to gain specific information or evidence to support answers to questions.  To use the skills of skimming and scanning to identify sections of text to read more carefully and re-read / read on as appropriate.	To evaluate the value of a text for an identified purpose, drawing on information acquired by skimming and scanning.  To read carefully sections of texts to research information and to answer questions.  To appropriately select and apply skimming and scanning skills to a range of other texts across the curriculum.
Visualise reading	To re-present information gathered from a text as a picture or graphic, labelling it with material from the text.	To visualise the information they have read about by mapping, illustrating, representing information graphically and acting out.  To use information from the text to justify their visual representations.	To re-present visualisations to a text graphically; map making (retrieval) and emotions maps (inference).  To comment on the illustrations and graphic representations they encounter in texts and compare them to their own visualisations of the text.	To re-present visualisations to a text graphically; map making (retrieval) and emotions maps (inference).  To comment on the illustrations and graphic representations they encounter in texts and compare them to their own visualisations of the text.
Annotating text	To read and identify the main points or gist of the text; underlining or	To mark texts to identify vocabulary and ideas which they need to clarify.	To annotate a text to identify key information or identify elements they	To identify and mark aspects of a text which are unclear in order to discuss

	<p>highlighting key words or phrases, listing key points or marking important information.</p> <p>To mark a text to identify unfamiliar words and ideas to be clarified or explored in discussion and subsequent rereading,</p>	<p>To mark a text by highlighting or adding headings, underlining or noting words or sentences, and adding notes where helpful.</p>	<p>don't understand or want to revisit or explore further.</p> <p>To note key points of what has been read, using simple abbreviations, diagrams or other simple marking system. Use these as the basis of follow up and discussion if appropriate.</p>	<p>or revisit on a second reading.</p> <p>As they read, identify, mark and annotate extracts which they think are significant to understanding characters, events or ideas or an author's point of view or use of language, adding a commentary where this is helpful.</p>
<p>Key Skills Vocabulary</p>				

\* Definitions:

Skimming – getting an overview of a text by reading key signposts which indicate meaning – for example the title, subheadings, captions, labels and looking at photographs or illustrations in an information book, reading the first sentence of each paragraph in a narrative.

Scanning – reading down a text to locate a specific word or phrase in it.

Close reading – reading the identified section of text slowly and carefully to find specific information and collect 'evidence'. This slow reading is usually done for a specific, identifiable purpose.