



SCMA Reading Skills Progression EYFS-Year 6 Summer

Summer	Foundation	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Phonics & Decoding	<p>Read some letter groups that each represent one sound and say sounds for them. Set 2 sounds. 1</p> <p>ELG Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound blending. 2</p>	<p>Hear and recognise all of the 40+ phonemes. 1</p> <p>Match all 40+ graphemes to their phonemes in Set 3. 2</p> <p>Know which parts of words can be decoded using phonics. 3</p>	<p>Know that phonemes may be represented by different graphemes. 1</p> <p>Know that the same grapheme may be read in different ways. 2</p> <p>Recognise alternatives and consider which will make meaning. 3</p> <p>Know that some words have unusual correspondence between phoneme and grapheme and recognise these when reading. 4</p> <p>Understand that some words cannot be decoded with phonic strategies. 5</p>	<p>Know that phonics is one strategy to read unfamiliar words. 1</p> <p>Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. 2</p> <p>Know that some words may have a similar pronunciation but may be written differently. 3</p>	<p><i>Know that phonics is one strategy to read unfamiliar words. 1</i></p> <p><i>Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. 2</i></p> <p><i>Know that many words may have a similar pronunciation but may be written differently. 3</i></p>	<p>Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. 1</p>	<p>Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. 1</p>
	Fluency & Accuracy	<p>Read aloud simple sentences and books that are consistent with their phonic knowledge. Re-read these books to build up their confidence in word</p>	<p>Identify all 40+ graphemes in reading. 4</p> <p>Know when to use phonic knowledge to decode words. 5</p>	<p>Understand the importance of decoding words automatically. 6</p>	<p>Know when phonic strategies will help to read a word and when they will not. 4</p> <p>Use analogy drawing on the pronunciation</p>	<p>Know when phonic strategies will help to read a word and when they will not. 4</p>	<p>Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. 2</p>



SCMA Reading Skills Progression EYFS-Year 6 Summer

	<p>reading, their fluency and their understanding and enjoyment. 3</p>	<p>Blend sounds in unfamiliar words based on known GPCs. 6</p> <p>Read phonically decodable texts confidently. 7</p>	<p>Use the graphemes taught to blend sounds. 7</p> <p>Apply phonic knowledge so that reading is fluent 8</p> <p>Know that familiar words do not need to be sounded out and blended. 9</p> <p>Read familiar words automatically and accurately without overt sounding or blending. 10</p> <p>Use other strategies to support fluent decoding. 11</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. 12</p> <p>Re-read books closely matched to their phonic knowledge to</p>	<p>of similar known words to read others. 5</p>	<p>Use analogy drawing on the pronunciation of similar known words to read others. 5</p>		
--	---	--	---	--	---	--	--



SCMA Reading Skills Progression EYFS-Year 6 Summer

			build fluency and confidence. 13				
Exception Words	<p>ELG Read some common exception words. 4</p>	<p>Read common exception words, noting unusual correspondence between spelling and the sound and where these occur in the word. 8</p> <p>Know that words can have omitted letters and that an apostrophe represents the omitted letters. 9</p> <p>Find contractions in reading. 10</p> <p>Read words with contractions. 11</p>	<p>Read further common exception words, noting unusual correspondence between spelling and the sound and where these occur in the word. 14</p> <p>Understand that some words cannot be decoded with phonic strategies. 15</p>	<p>Read further common exception words, noting unusual correspondence between spelling and the sound and where these occur in the word. 6</p> <p>Use knowledge of unusual phoneme/grapheme correspondences to read unfamiliar words. 7</p>	<p>Read further common exception words, noting unusual correspondence between spelling and the sound and where these occur in the word. 6</p> <p>Use knowledge of unusual phoneme/grapheme correspondences to read unfamiliar words. 7</p>	<p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. 3</p>	<p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. 3</p>



SCMA Reading Skills Progression EYFS-Year 6 Summer

<p>Root Words, Prefixes & Suffixes</p>		<p>Read words with familiar endings - s, es, ing, ed, er, est. 12</p> <p>Read words of more than one syllable that contain taught GPCs. 13</p>	<p>Recognise syllables in words. 16</p> <p>Know that breaking words into syllables helps fluent decoding. 17</p> <p>Read words of two or more syllables accurately. 18</p>	<p>Know what a root word is. Understand how to use a root word to help read unfamiliar words. 8</p> <p>Use root words to help understand the meaning of unfamiliar words. 9</p> <p>Know what prefixes and suffixes are. 10</p> <p>Understand how prefixes and suffixes can change the meaning of a word. 11</p> <p>Use prefixes and suffixes to read unfamiliar words. 12</p> <p>Use prefixes and suffixes to understand the meaning of unfamiliar words 13</p> <p>Know that unfamiliar words can be read by using knowledge of known similar words (analogy). 14</p>	<p>Use root words to help understand the meaning of unfamiliar words. 8</p> <p>Use knowledge of learned prefixes and suffixes to read unfamiliar words. Use prefixes and suffixes to understand the meaning of unfamiliar words. 9</p> <p>Know that unfamiliar words can be read by using knowledge of known similar words (analogy). 10</p>		
---	--	--	---	--	---	--	--



SCMA Reading Skills Progression EYFS-Year 6 Summer

Reading Widely	Engage in story time (CL) 5	Know some key stories. 14	Know that there are different kinds of stories. 19	Recognise words and language that show the setting of a book – historical, cultural or social. 15	Know that there is a range of narrative stories. 11	Know that there is a range of narrative genres which includes classic and traditional stories, myths and legends, poems and play scripts. 4	Be familiar with a range of narrative genres which includes classic and traditional stories, myths and legends, poems and play scripts. 4
		Know that stories can have similar patterns of events. 15	Listen to or read a range of different kinds of stories. 20	Explain how the organisation and layout helps the reader to understand the book. 16	Identify words and language that show the setting of a book – historical, cultural or social. 12	Know that these are structured in different ways. 5	Know that texts can have elements of more than one text type. 5
		Know that stories can have similar characters. 16	Make choices about books to read. 21	Recognise that books may have similar themes. 17	Find similarities in books read. 13	Discuss and explain how and why they have different structures. 6	Identify the elements included in a text type. 6
		Make links to other stories. 17	Use prior knowledge and reading experiences to understand text. 22	<td> Explain how the context of a text reflects the reaction of the audience it was written for. 7 </td> <td> Compare books with similar themes 8 </td> <td> Explain how the style and vocabulary are linked to the purpose of the text, using evidence. 7 </td>	Explain how the context of a text reflects the reaction of the audience it was written for. 7	Compare books with similar themes 8	Explain how the style and vocabulary are linked to the purpose of the text, using evidence. 7
		Make links with characters in other stories. 18	Know that books and stories are set in different places and times. 23	<td> Explain how books written in different contexts can have similar themes. 9 </td> <td> Explain how the context of a text reflects the reaction of the audience it was written for. 8 </td> <td> Make connections between texts which may not initially seem similar. 9 </td>	Explain how books written in different contexts can have similar themes. 9	Explain how the context of a text reflects the reaction of the audience it was written for. 8	Make connections between texts which may not initially seem similar. 9
		<td> Make connections between other similar texts, prior knowledge and experience. 10 </td> <td> Explain why there are connections, using evidence. 10 </td>	Make connections between other similar texts, prior knowledge and experience. 10	Explain why there are connections, using evidence. 10			



SCMA Reading Skills Progression EYFS-Year 6 Summer

						<p>Compare different versions of texts. 11</p> <p>Evaluate the effectiveness of different versions of texts. 12</p>	<p>Explain how there are common themes in different books, using evidence from reading. 11</p>
<p>Discussing Texts</p>	<p>Listen to and talk about stories to build familiarity and understanding. (CL) 6</p> <p>ELG Demonstrate understanding when talking with others about what they have read 7</p>	<p>Use information from the story to support opinion. 19</p> <p>Say if it reminds them of another story or something that they have experienced. 20</p> <p>Listen to others' ideas about a book. 21</p> <p>Say why they agree or disagree with other's ideas. 22</p>	<p>Explain why books or stories are preferred. 24</p> <p>Talk about books or poems read. 25</p> <p>Give an opinion on books or poems read. 26</p> <p>Talk about favourite words and phrases 27</p> <p>Find and discuss the setting or time in books or stories. 28</p>	<p>Talk about the different plot structures in genres read. 18</p> <p>Make connections between similar books and books by same writer. 19</p> <p>Discuss the meaning of words and language in poems. 20</p> <p>Discuss how the meaning of poetry is enhanced through performance. 21</p> <p>Give a personal response to a text and explain response. 22</p>	<p>Discuss the range of narrative stories introduced so far and consider differences and similarities. 15</p> <p>Compare the writer's intended response to a text with own personal response. 16</p> <p>Compare this with others' personal response to a text. 17</p> <p>Adapt own response in light of others' responses. 18</p>	<p>Explain why they enjoyed a book or poem and who might also enjoy it. 13</p> <p>Give a personal point of view about a text. 14</p> <p>Listen to others' ideas and opinions about a text. 15</p> <p>Question others' ideas about a text. 16</p>	<p>Explain why they enjoyed a book or poem and who might also enjoy it. 12</p> <p>Give a personal point of view about a text. 13</p> <p>Listen to others' ideas and opinions about a text. 14</p> <p>Question others' ideas about a text. 15</p>



SCMA Reading Skills Progression EYFS-Year 6 Summer

				<p>Listen to others' personal response to a text. 23</p> <p>Adapt own response in light of others' responses. 24</p>			
<p>Understanding Text & Vocabulary</p>	<p>ELG Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary 8</p>	<p>Find the title, author and the illustrator of a book. 23</p> <p>Identify the key events in a story. 24</p> <p>Identify the characters in a story. 25</p>	<p>Identify the purpose of a book or text. 29</p> <p>Check that text read makes sense and re read when meaning is lost. 30</p> <p>Self-correct when meaning is lost. 31</p>	<p>Understand that narratives can have differently structured plots. 25</p> <p>Know that there will be unfamiliar words in a text. 26</p>	<p>Understand that narratives have different plot patterns. 19</p> <p>Know that the plot develops in different ways according to the plot pattern. 20</p> <p>Use a dictionary to check or find the 21</p>	<p>Use dictionaries to check or find the meaning of unfamiliar words. 17</p> <p>Use meaning-seeking strategies to explore the meaning of words in context. 18</p>	<p>Use dictionaries to check or find the meaning of unfamiliar words. 16</p> <p>Use meaning-seeking strategies to explore the meaning of increasingly ambitious words in context. 17</p>



SCMA Reading Skills Progression EYFS-Year 6 Summer

		<p>Find key story language in stories read aloud or read independently. 26</p> <p>Recognise repeated or patterned language. 27</p> <p>Use prior knowledge to understand texts. 28</p> <p>Identify unfamiliar words and ask about meaning. 29</p> <p>Discuss the meaning of unfamiliar words. 30</p> <p>Use the context to make informed guesses about the meaning of unfamiliar words. 31</p> <p>Record words and language from reading to use in own writing. 32</p>	<p>Use the context to understand texts. 32</p> <p>Ask questions to deepen understanding of a text. 33</p> <p>Find patterned or recurring literary language in poems and stories. 34</p> <p>Record words and language from reading to use in own writing 35</p>	<p>Use the context of unfamiliar words to explain their meaning. 27</p> <p>Use dictionaries to check or find the meaning of unfamiliar words. 28</p> <p>Ask questions to ensure and clarify understanding of a text. 29</p> <p>Record words and language from reading to use in own writing. 30</p>	<p>meaning of new or unfamiliar words. 22</p> <p>Identify different openings in different books. 23</p> <p>Compare different story openings. 24</p> <p>Find similarities in the use of language and openings in books experienced. 25</p> <p>Identify any words that are unfamiliar and discuss these. 26</p> <p>Actively seek the meaning of any words or language not understood. 27</p> <p>Ask questions to ensure understanding of a text. 28</p> <p>Record words and language from reading to use in own writing. 29</p>	<p>Use meaning-seeking strategies to explore the meaning of idiomatic and figurative language. 19</p> <p>Identify the point of view in a narrative. 20</p> <p>Explore how events are viewed from another perspective. 21</p> <p>Ask questions to improve understanding. 22</p> <p>Re-read to check that text is meaningful. 23</p> <p>Explain why one example is fact and another is opinion. 24</p> <p>Record effective words and language from reading to use in own writing. 25</p> <p>Record examples of effective techniques and structures from reading to use in own writing. 26</p>	<p>Use meaning-seeking strategies to explore the meaning of idiomatic and figurative language. 18</p> <p>Identify the point of view in a narrative. 19</p> <p>Identify implied points of view. 20</p> <p>Explain implied points of view using evidence. 21</p> <p>Explore how events are viewed from another perspective. 22</p> <p>Record effective and increasingly ambitious words and language from reading to use in own writing. 23</p> <p>Record examples of a growing number of literary techniques and structures from reading to use in own writing. 24</p>
--	--	--	--	---	---	---	--



SCMA Reading Skills Progression EYFS-Year 6 Summer

							<p>Ask questions to improve and deepen understanding. 25</p> <p>Re-read to check that text is meaningful. 26</p> <p>Explain why one example is fact and another is opinion 27</p>
--	--	--	--	--	--	--	---

Retrieving and Summarising		Answer retrieval questions about a text or story that they read independently and those read to them. 33	Find the answers to retrieval questions in narratives and nonfiction texts. 36	Find the answers to retrieval questions in narratives and nonfiction texts. 31	Skim to find specific information on a page or in a paragraph. 30	Use skimming and scanning to find information needed. 27	Use point, evidence and explanation to respond to questions about texts. 28
					Scan page or paragraph to find key words or information. 31	Make notes on needed information. 28	Find key information from different parts of the text. 29
						Present information. 29	Find identified key information in longer and more complex texts. 30
						Summarise the main ideas drawn from a text. 30	Collate key information and evaluate its relevance. 31
						Find key information from different parts of the text. 31	
						Summarise key information from different parts of the text. 32	



SCMA Reading Skills Progression EYFS-Year 6 Summer

<p>Inference and Prediction</p>	<p>ELG Anticipate (where appropriate) key events in stories. 9</p>	<p>Recognise a character's feelings. 34</p> <p>Say why a character has a feeling. 35</p> <p>Make predictions based on the events in the story. 36</p> <p>Answer questions which fill the gaps in a story. 37</p>	<p>Find inference about characters' feelings and thoughts. 37</p> <p>Explain inferences about characters' feelings and thoughts. 38</p> <p>Give reasons for characters' actions or behaviour. 39</p> <p>Make predictions about possible events. 40</p> <p>Make predictions about how characters might behave. 41</p>	<p>Infer characters' feelings, thoughts and motives from their actions. 32</p> <p>Use clues from the text to predict what might happen next. 33</p> <p>Give reasons for predictions. 34</p>	<p>Ask questions to deepen understanding of a text. – between and beyond the lines. 32</p> <p>Understand why a character acted or responded or felt in a certain way. 33</p> <p>Infer meaning using evidence from events, description and dialogue. 34</p> <p>Make predictions based on the text and from knowledge from other books. 35</p>	<p>Understand that inferences can be drawn from different parts of the text. 33</p> <p>Understand that inferences can be made by reading between and beyond the lines. 34</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions at different points in the text. 35</p> <p>Justify inferences with evidence from the text. 36</p> <p>Make predictions from evidence found and implied information. 37</p>	<p>Make predictions using knowledge of the conventions of different genres and text types. 32</p> <p>Find the different layers of meaning in a text and explain how they contribute to the reader's understanding of the overall meaning, characters and themes. 33</p> <p>Make predictions from evidence found and implied information. 34</p>
--	---	--	---	--	--	---	--



SCMA Reading Skills Progression EYFS-Year 6 Summer

Author Style and Intent		Understand that a writer can leave gaps for the reader to fill. 38	Recognise key ideas in a text. 42 Recognise that a writer can have a message for the reader. 43 Explain a writer's message. 44 Explain why a writer has chosen a word to affect meaning. 45	Identify the main idea in a text. 35 Know that the main idea in a narrative may also have a message for the reader. 36 Explain the message for the reader. 37 Know that the message in a book is called the theme. 38 Find effective words and language in reading that writers have used to create effects. 39 Explain why a writer has chosen specific words and language. 40	Identify the main idea/s in a text. 36 Find evidence which shows what the theme is in a book. 37 Explain why the evidence shows what the theme is. 38 Explain the effect of patterned language. 39 Explain how the writer has used words and language to show the setting of a book. 40 Explain why a writer has chosen specific words and language to create mood, atmosphere or feelings. 41 Understand that writers open stories in different ways. 42 Explain how the writer made sure of the reader's response, using evidence from the text. 43	Find the theme in a book. 38 Understand that a writer moves events forward through a balance of dialogue, action and description. 39 Explore how dialogue is used to develop character. 40 Explore how actions are added to dialogue to move events forward. 41 Explore how a writer uses show and not tell techniques to introduce or develop a character. 42 Understand that writers use language for precise effect and that this may include precise nouns, precisely chosen adjectives, well developed noun phrases, similes, metaphors, personification etc. 43	Identify themes in books which have different cultural, social or historical contexts. 35 Explain how the choices a writer has made about the structure of a text support its purpose. 36 Explain the characteristics of a writer's style, using evidence. 37 Explain how the techniques used create feelings, atmosphere, mood or messages. 38 Explain how the word and language choices support the writer's purpose, using evidence. 39 Explain how the techniques and structures used support the writer's purpose, using evidence. 40 Comment on the



SCMA Reading Skills Progression EYFS-Year 6 Summer

							effectiveness of the writer's use of language structures and techniques. 41
						<p>Find words and language used for effect. 44</p> <p>Explain how the words and language create a precise effect. Explore the structures and techniques used. For example, short sentences, rhetorical questions, ellipsis, flashbacks. 45</p> <p>Explain the effect of the use of structure or technique. 46</p> <p>Identify the writer's viewpoint. For example, how different characters are presented. 47</p> <p>Explain the writer's viewpoint with evidence from the text. 48</p>	<p>Identify the writer's viewpoint. For example, how different characters are presented. 42</p> <p>Explain the writer's viewpoint with evidence from the text. 43</p> <p>Explain the effect of the writer's viewpoint on the reader. 44</p>



SCMA Reading Skills Progression EYFS-Year 6 Summer

<p>Poetry, Performance and Reading Aloud</p>	<p>Listen carefully to rhymes and songs, paying attention to how they sound. (CL) 10</p> <p>ELG Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play. 11</p>	<p>Retell key stories orally using narrative language. 39</p> <p>Recognise poems and rhymes. 40</p> <p>Recognise patterned language in poems and rhymes. 41</p> <p>Know some poems and rhymes by heart. 42</p>	<p>Retell stories with the key events in the correct sequence. 46</p> <p>Find the answers to retrieval questions in poetry 47</p> <p>Learn a poem by heart. 48</p> <p>Recite or perform a poem making the meaning clear. 49</p>	<p>Retell some stories by heart. 41</p> <p>Recognise and name different types of poetry that have been introduced. 42</p> <p>Understand that the meaning of poems can be enhanced through performance. 43</p> <p>Watch performances of poems. 44</p> <p>Identify that intonation, tone, volume and action can be used to enhance meaning. 45</p> <p>Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action. 46</p>	<p>Recognise and name different types of poems which have been introduced. 44</p> <p>Explain the effect of patterned language in poems and why a poet might use it. 45</p> <p>Deepen the understanding that the meaning of poems can be enhanced through performance. 46</p> <p>Watch performances of poems. 47</p> <p>Identify that intonation, tone, volume and action can be used to enhance meaning. 48</p> <p>Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action. 49</p>	<p>Present an oral overview or summary of a text. 49</p> <p>Learn a wider range of poetry by heart. 50</p> <p>Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action so that the meaning is understood by the audience. 51</p>	<p>action so that the meaning is understood by the audience. 45</p>
---	--	--	---	---	--	---	---



SCMA Reading Skills Progression EYFS-Year 6 Summer

<p>Non-Fiction</p>	<p>ELG Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play. 12</p>	<p>Know the difference between a story book and an information book. 43</p>	<p>Decide how useful a non-fiction book is to find the information needed. 50</p>	<p>Choose books for specific purposes. 47</p> <p>Know how to find key words or information in a non-fiction text. 48</p> <p>Record key words or information found in a non-fiction text. 49</p>	<p>Choose a specific nonfiction book for a specific purpose. 50</p> <p>Know where to find the specific information needed in the book. 51</p> <p>All Know how to use a non-fiction book to find identified information. 52</p>	<p>Know that non-fiction texts are structured to guide the reader to information. 52</p> <p>Explain how the structure guides the reader to find specific information. 53</p> <p>Evaluate the usefulness of a non-fiction book to research questions raised. 54</p>	<p>Know that non-fiction texts may include a creative, fictional element. 46</p> <p>Evaluate the usefulness of different non-fiction texts by comparing how different writer's present the same information. 47</p> <p>Evaluate the usefulness of a non-fiction book to research questions raised. 48</p>
---------------------------	--	--	--	--	---	---	--