



# SCMA Reading Skills Progression EYFS-Year 6 – Autumn Term

Autumn	Foundation	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>Phonics &amp; Decoding</b>	<p>Read individual letters by saying the sounds for them. Set 1 single sounds and Set 1 'special friends.' 1</p> <p>Begin to orally blend sounds into words, so that they can read short words made up of known letter-sound correspondences. 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>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 many words may have a similar pronunciation but may be written differently. 3</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>
	<b>Fluency &amp; Accuracy</b>		<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>Use the graphemes taught to blend sounds. 7</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 of similar known words to read others. 5</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 of similar known words to read others. 5</p>	<p>Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. 2</p>



# SCMA Reading Skills Progression EYFS-Year 6 – Autumn Term

		<p>Blend sounds in unfamiliar words based on known GPCs. 6</p> <p>Read phonically decodable texts confidently. 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 build fluency and confidence. 14</p>				
--	--	----------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--	--



# SCMA Reading Skills Progression EYFS-Year 6 – Autumn Term

Exception Words							
		<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. 15</p> <p>Understand that some words cannot be decoded with phonic strategies. 16</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 – Autumn Term

<b>Root Words, Prefixes &amp; Suffixes</b>		<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. 17</p> <p>Know that breaking words into syllables helps fluent decoding. 18</p> <p>Read words of two or more syllables accurately. 19</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 words 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>		
--------------------------------------------	--	------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

<b>Reading Widely</b>	<p>Engage in story time (CL) 3</p>	<p>Know some key stories. 14</p>	<p>Know that there are different kinds of stories. 20</p>	<p>Know that there are different kinds of narrative stories. 15</p>	<p>Know that there is a range of narrative stories. 11</p>	<p>Know that there is a range of narrative genres which includes classic and traditional stories, myths and</p>	<p>Be familiar with a range of narrative genres which includes classic and traditional stories, myths and</p>
-----------------------	------------------------------------	----------------------------------	-----------------------------------------------------------	---------------------------------------------------------------------	------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------



# SCMA Reading Skills Progression EYFS-Year 6 – Autumn Term

		<p>Know that stories can have similar patterns of events. 15</p> <p>Know that stories can have similar characters. 16</p> <p>Make links to other stories. 17</p> <p>Make links with characters in other stories. 18</p>	<p>Listen to or read a range of different kinds of stories. 21</p> <p>Make choices about books to read. 22</p>	<p>Understand that the organisation and layout may be different according to the purpose of the book. 16</p>	<p>Know that the organisation and layout of books vary according to the purpose of book. 12</p> <p>Identify words and language that show the setting of a book – historical, cultural or social. 13</p> <p>Find similarities in books read. 14</p>	<p>legends, poems and play scripts. 4</p> <p>Know that these are structured in different ways. 5</p> <p>Discuss and explain how and why they have different structures. 6</p> <p>Know that the context in which it was written can affect a text. For example, a classic text reflects how an audience of that time will react. 7</p> <p>Compare books with similar themes 8</p> <p>Make connections between other similar texts, prior knowledge and experience. 9</p> <p>Compare different versions of texts. 10</p>	<p>legends, poems and play scripts. 4</p> <p>Know that texts can have elements of more than one text type. 5</p> <p>Identify the elements included in a text type. 6</p> <p>Know that the context in which it was written can affect a text. For example, a classic text reflects how an audience of that time will react. 7</p> <p>Make connections between texts which may not initially seem similar. 8</p> <p>Explain why there are connections, using evidence. 9</p> <p>Compare and contrast themes in a range of books. 10</p> <p>Explain how there are common themes in different books, using evidence from reading. 11</p>
--	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



# SCMA Reading Skills Progression EYFS-Year 6 – Autumn Term

<p><b>Discussing Texts</b></p>	<p>Listen to and talk about stories to build familiarity and understanding. (CL) 4</p>	<p>Say what they like or dislike about a book. 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>Explain why books or stories are preferred. 23</p> <p>Talk about books or poems read. 24</p> <p>Give an opinion on books or poems read. 25</p> <p>Find favourite words and phrases. 26</p> <p>Find and discuss the setting or time in books or stories. 27</p>	<p>Discuss a range of narrative stories and their similarities and differences. 17</p> <p>Discuss the meaning of words and language in poems. 18</p> <p>Give a personal response to a text and explain response. 19</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>Explain why they enjoyed a book or poem and who might also enjoy it. 11</p> <p>Give a personal point of view about a text. 12</p> <p>Listen to others' ideas and opinions about a text. 13</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><b>Understanding Text &amp; Vocabulary</b></p>	<p>Know that there are different kinds of books. 22</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>Recognise key story language. 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>Know that books or texts have a purpose. 28</p> <p>Check that text read makes sense and re read when meaning is lost. 29</p> <p>Self-correct when meaning is lost. 30</p> <p>Use the context to understand texts. 31</p> <p>Ask questions to clarify understanding. 32</p> <p>Know that stories and poems can have patterned or recurring literary language. 33</p> <p>Find patterned or recurring literary language in poems and stories. 34</p>	<p>Understand that a sequence of events in a narrative is called the plot. 20</p> <p>Know that there will be unfamiliar words in a text. 21</p> <p>Use the context of unfamiliar words to explain their meaning. 22</p> <p>Identify any words that are unfamiliar and discuss these. 23</p> <p>Record words and language from reading to use in own writing. 24</p> <p>Ask questions to ensure and clarify understanding of a text. 25</p>	<p>Understand that narratives have different plot patterns. 17</p> <p>Identify any words that are unfamiliar and discuss these. 18</p> <p>Use a dictionary to check or find the meaning of new or unfamiliar words. 19</p> <p>Identify different openings in different books. 20</p> <p>Understand that a reader needs to interact with a text to understand it fully. 21</p> <p>Actively seek the meaning of any words</p>	<p>Understand that there will be unfamiliar words in texts read. 14</p> <p>Use dictionaries to check or find the meaning of unfamiliar words. 15</p> <p>Use meaning-seeking strategies to explore the meaning of words in context. 16</p> <p>Understand that a narrative can be told from different points of view – narrator, character. 17</p> <p>Ask questions to improve understanding. 18</p> <p>Re-read to check that text is meaningful. 19</p>	<p>Understand that there will be unfamiliar words in texts read. 15</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> <p>Understand that a narrative can be told from different points of view – narrator, character. 18</p> <p>Know that points of view can also be implied. 19</p>	



# SCMA Reading Skills Progression EYFS-Year 6 – Autumn Term

		<p>Discuss the meaning of unfamiliar words. 30</p> <p>Record words and language from reading to use in own writing. 31</p>	<p>Record words and language from reading to use in own writing 35</p>		<p>or language not understood. 22</p> <p>Ask questions to ensure understanding of a text. 23</p> <p>Record words and language from reading to use in own writing. 24</p>	<p>Record effective words and language from reading to use in own writing. 20</p> <p>Understand the difference between fact and opinion. 21</p> <p>Record examples of effective techniques and structures from reading to use in own writing. 22</p>	<p>Ask questions to improve and deepen understanding. 20</p> <p>Re-read to check that text is meaningful. 21</p> <p>Record effective and increasingly ambitious words and language from reading to use in own writing. 22</p> <p>Know that a text may need to be read slowly or re-read to deepen understanding. 23</p> <p>Understand the difference between fact and opinion. 24</p> <p>Record examples of a growing number of literary techniques and structures from reading to use in own writing. 25</p>
--	--	----------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



# SCMA Reading Skills Progression EYFS-Year 6 – Autumn Term

<b>Retrieving and Summarising</b>		Answer retrieval questions about a text or story that they read independently and those read to them. 32	Find the answers to retrieval questions in narratives and non-fiction texts, 36	Find the answers to retrieval questions in narratives and non-fiction texts, 26	Find the answers to retrieval questions in narratives and non-fiction texts, 25	Use skimming and scanning to find information needed. 23  Make notes on needed information. 24  Summarise the main ideas drawn from a text. 25  Find key information from different parts of the text. 26	Use point, evidence and explanation to respond to questions about texts. 26  Summarise the main ideas drawn from a text. 27  Find key information from different parts of the text. Find identified key information in longer and more complex texts. 28
<b>Inference and Prediction</b>		Use picture clues to support understanding. 33  Recognise a character's feelings. 34	Know what inference 'reading between the lines' means. 37  Find inference about characters' feelings and thoughts. 38	Know that characters' actions can tell the reader about their thoughts, feelings and motives. 27  Infer characters' feelings, thoughts and motives from their actions. 28	Ask questions to deepen understanding of a text. – between and beyond the lines. 26  Understand why a character acted or responded or felt in a certain way. 27  Infer meaning using evidence from events, description, and dialogue. 28	Understand that inferences can be drawn from different parts of the text. 27  Understand that inferences can be made by reading between and beyond the lines. 28  Make predictions from evidence found and implied information. 29	Know that texts have different layers of meaning – between the lines and beyond the lines. 29  Make predictions from evidence found and implied information. 30
<b>Author Style and Intent</b>		Understand that a writer can leave gaps for the reader to fill. 35	Recognise key ideas in a text. 39  Know that word choice affect meaning. 40	Identify the main idea in a text. 29  Know that writers choose words and language to create an effect on the reader. 30	Identify the main idea/s in a text. 29  Identify main idea in paragraphs in a text. 30  Understand that a writer can use	Find the theme in a book. 30  Understand that a writer moves events forward through a balance of dialogue, action and description. 31	Identify themes in books which have different cultural, social or historical contexts. 31  Explain how the choices a writer has made





# SCMA Reading Skills Progression EYFS-Year 6 – Autumn Term

					<p>patterned language for effect. 31</p> <p>Explain how the writer has used words and language to show the setting of a book. 32</p> <p>Know that writers choose words and language to show atmosphere, mood or feelings. 33</p> <p>Understand that writers open stories in different ways. 34</p> <p>Understand that a writer wants the reader to respond in a certain way. 35</p>	<p>Explore how dialogue is used to develop character. 32</p> <p>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. 33</p> <p>Understand that a writer uses different sentence structures and techniques to create effects. 34</p> <p>Explore the structures and techniques used. For example, short sentences, rhetorical questions, ellipsis, flashbacks. 35</p> <p>Understand that the writer may have a viewpoint. 36</p>	<p>about the structure of a text support its purpose. 32</p> <p>Identify the characteristics of a writer's style. 33</p> <p>Identify the techniques used to create feelings, atmosphere, mood or messages. 34</p> <p>Know that the word and language choices support the writer's purpose. 35</p> <p>Know that the techniques and structures used support the writer's purpose. 36</p> <p>Understand that the writer may have a viewpoint. 37</p>
--	--	--	--	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



# SCMA Reading Skills Progression EYFS-Year 6 – Autumn Term

<b>Poetry, Performance and Reading Aloud</b>	<p>Listen carefully to rhymes and songs, paying attention to how they sound. 5</p>	<p>Retell key stories orally using narrative language. 36</p> <p>Recognise poems and rhymes. 37</p> <p>Recognise rhyming language. 38</p>	<p>Retell a story with the key events and the characters. 41</p> <p>Find the answers to retrieval questions in poetry 42</p> <p>Know the difference between poetry and narrative. 43</p> <p>Know that there are different types of poetry. 44</p> <p>Listen to different types of poetry. 45</p>	<p>Retell some stories by heart. 31</p> <p>Know that there are different types of poetry. 32</p> <p>Recognise and name different types of poetry that have been introduced. 33</p>	<p>Know that there are different types of poetry. 36</p> <p>Recognise and name different types of poems which have been introduced. 37</p>	<p>Present an oral overview or summary of a text. 37</p> <p>Learn a wider range of poetry by heart. 38</p>	<p>Present an oral overview or summary of a text. 38</p> <p>Learn a wider range of poetry by heart. 39</p>
<b>Non-Fiction</b>	<p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 6</p> <p>Engage in non-fiction books. (CL) 7</p>	<p>Know the difference between a story book and an information book. 39</p>	<p>Find the answers to retrieval questions in non-fiction texts 46</p> <p>Know that non-fiction books are organised differently from fiction texts. 47</p> <p>Know how to find information in a nonfiction book. 48</p>	<p>Know that there are different kinds of nonfiction books. 34</p> <p>Know that non-fiction books are structured in different ways. 35</p> <p>Record key words or information found in a non-fiction text. 36</p>	<p>Choose a specific nonfiction book for a specific purpose. 38</p> <p>Know where to find the specific information needed in the book. 39</p> <p>Know how to use a nonfiction book to find identified information. 40</p>	<p>Know that non-fiction texts are structured to guide the reader to information. 39</p> <p>Explain how the structure guides the reader to find specific information. 40</p> <p>Evaluate the usefulness of a non-fiction book to research questions raised. 41</p>	<p>Know that non-fiction texts may include a creative, fictional element. 40</p> <p>Evaluate the usefulness of a non-fiction book to research questions raised. 41</p>