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

| Spring | Foundation | Key Stage 1 | | Lower Key Stage 2 | | Upper Key Stage 2 | |
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| | EYFS | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
| **Phonics & Decoding** | Read some letter groups that each represent one sound and say sounds for them. Set 1 special friends. 1<br><br>Begin to orally blend sounds into words, so that they can read short words made up of known letter– sound correspondences. 2 | Hear and recognise all of the 40+ phonemes. 1<br><br>Match all 40+ graphemes to their phonemes in Set 3. 2<br><br>Know which parts of words can be decoded using phonics. 3 | Know that phonemes may be represented by different graphemes. 1<br><br>Know that the same grapheme may be read in different ways. 2<br><br>Recognise alternatives and consider which will make meaning. 3<br><br>Know that some words have unusual correspondence between phoneme and grapheme and recognise these when reading. 4<br><br>Understand that some words cannot be decoded with phonic strategies. 5 | Know that phonics is one strategy to read unfamiliar words. 1<br><br>Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. 2<br><br>Know that some words may have a similar pronunciation but may be written differently. 3 | Know that phonics is one strategy to read unfamiliar words. 1<br><br>Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. 2<br><br>Know that many words may have a similar pronunciation but may be written differently. 3 | Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. 1 | Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. 1 |
| **Fluency & Accuracy** | Read simple phrases and sentences made up of words with known letter–sound correspondences 3 | Identify all 40+ graphemes in reading. Know when to use phonic knowledge to decode words. 4<br><br>Blend sounds in unfamiliar words | Understand the importance of decoding words automatically. 6<br><br>Use the graphemes taught to blend sounds. 7 | Know when phonic strategies will help to read a word and when they will not. 4<br><br>Use analogy drawing on the pronunciation | Know when phonic strategies will help to read a word and when they will not. 4<br><br>Use analogy drawing on the pronunciation | Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. 2 | Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. 2 |

| | | based on known GPCs. **5**<br><br>Read phonically decodable texts confidently. **6** | Apply phonic knowledge so that reading is fluent **8**<br><br>Know that familiar words do not need to be sounded out and blended. **9**<br><br>Read familiar words automatically and accurately without overt sounding or blending. **10**<br><br>Use other strategies to support fluent decoding. **11**<br><br>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. **12**<br><br>Re-read books closely matched to their phonic knowledge to build fluency and confidence. **13** | of similar known words to read others. **5** | of similar known words to read others. 5 | | |

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

| Exception Words | | | | | | | |
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| | Read a few common exception words matched to the school's phonic programme, including I, of, my, to, the, no, your, said, you, my, he, are, of. **4** | Read common exception words, noting unusual correspondence between spelling and the sound and where these occur in the word. **7**<br><br>Know that words can have omitted letters and that an apostrophe represents the omitted letters. **8**<br><br>Find contractions in reading. **9**<br><br>Read words with contractions. **10** | Read further common exception words, noting unusual correspondence between spelling and the sound and where these occur in the word. **14**<br><br>Understand that some words cannot be decoded with phonic strategies. **15** | Read further common exception words, noting unusual correspondence between spelling and the sound and where these occur in the word. **6**<br><br>Use knowledge of unusual phoneme/grapheme correspondences to read unfamiliar words. **7** | Read further common exception words, noting unusual correspondence between spelling and the sound and where these occur in the word. **6**<br><br>Use knowledge of unusual phoneme/grapheme correspondences to read unfamiliar words. **7** | Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. **3** | Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. **3** |

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

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

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

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

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

| | | | | | | Explain the similarities and differences between different versions of texts. 11 | Explain why there are connections, using evidence. Explain the similarities and differences between different versions of texts. Compare and contrast themes in a range of books. 10 |
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| Discussing Texts | Listen to and talk about stories to build familiarity and understanding. (CL) 6 | Use information from the story to support opinion. 18 <br><br> Say if it reminds them of another story or something that they have experienced. 19 <br><br> Listen to others' ideas about a book. 20 <br><br> Say whether they agree or disagree with other's ideas. 21 | Explain why books or stories are preferred. 24 <br><br> Talk about books or poems read. 25 <br><br> Give an opinion on books or poems read. 26 <br><br> Talk about favourite words and phrases 27 <br><br> Find and discuss the setting or time in books or stories. 28 | Discuss a range of narrative stories and their similarities and differences. 18 <br><br> Discuss the meaning of words and language in poems. 19 <br><br> Give a personal response to a text and explain response. 20 <br><br> Use evidence from the text to support response. 21 | Discuss the range of narrative stories introduced so far and consider differences and similarities. 15 <br><br> Compare the writer's intended response to a text with own personal response. 16 | Explain why they enjoyed a book or poem and who might also enjoy it. 12 <br><br> Give a personal point of view about a text. 13 <br><br> Explain the reasons for a viewpoint, using evidence from the text. 14 <br><br> Listen to others' ideas and opinions about a text. 15 <br><br> Build on others' ideas and opinions about a text in discussion. 16 | Explain why they enjoyed a book or poem and who might also enjoy it. 11 <br><br> Give a personal point of view about a text. 12 <br><br> Explain the reasons for a viewpoint, using evidence from the text. 13 <br><br> Listen to others' ideas and opinions about a text. 14 <br><br> Build on others' ideas and opinions about a text in discussion. 15 |
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# SCMA Reading Skills Progression EYFS-Year 6 – Spring Term

| Understanding Text & Vocabulary | | | | | | |
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| | | Find the title, author and the illustrator of a book. **22** | Identify the purpose of a book or text. **29** | Identify the plot in a narrative. **22** | Understand that narratives have different plot patterns. **17** | Use dictionaries to check or find the meaning of unfamiliar words. **17** | Use dictionaries to check or find the meaning of unfamiliar words. **16** |

**Column 3 (yellow):**
Find the title, author and the illustrator of a book. **22**

Identify the key events in a story. **23**

Identify the characters in a story. **24**

Find key story language in stories read aloud or read independently. **25**

Recognise repeated or patterned language. 26

Use prior knowledge to understand texts. 27

Identify unfamiliar words and ask about meaning. **28**

Discuss the meaning of unfamiliar words. **29**

Use the context to make informed guesses about the meaning of unfamiliar words. **30**

Record words and language from reading

**Column 4 (yellow):**
Identify the purpose of a book or text. **29**

Check that text read makes sense and re read when meaning is lost. **30**
Self-correct when meaning is lost. **31**

Use the context to understand texts. **32**

Ask questions to clarify understanding. **33**

Find patterned or recurring literary language in poems and stories. **34**

Record words and language from reading to use in own writing **35**

**Column 5 (green):**
Identify the plot in a narrative. **22**

Know that there will be unfamiliar words in a text. **23**

Use the context of unfamiliar words to explain their meaning. **24**

Use dictionaries to check or find the meaning of unfamiliar words. **25**

Record words and language from reading to use in own writing. 26

Ask questions to ensure and clarify understanding of a text. **27**

**Column 6 (green):**
Understand that narratives have different plot patterns. **17**

Know that the plot develops in different ways according to the plot pattern. **18**

Use a dictionary to check or find the meaning of new or unfamiliar words. **19**

Identify different openings in different books. **20**

Compare different story openings. **21**

Find similarities in the use of language and openings in books experienced. **22**

Identify any words that are unfamiliar and discuss these. **23**

Understand that a reader needs to interact with a text to understand it fully. **24**

**Column 7 (blue):**
Use dictionaries to check or find the meaning of unfamiliar words. **17**

Use meaning-seeking strategies to explore the meaning of words in context. **18**

Use meaning-seeking strategies to explore the meaning of idiomatic and figurative language. **19**

Identify the point of view in a narrative. **20**

Ask questions to improve understanding. 21

Re-read to check that text is meaningful. **22**

Record effective words and language from reading to use in own writing. **23**

Find examples of fact and opinion in texts. **24**

**Column 8 (blue):**
Use dictionaries to check or find the meaning of unfamiliar words. **16**

Use meaning-seeking strategies to explore the meaning of increasingly ambitious words in context. **17**

Use meaning-seeking strategies to explore the meaning of idiomatic and figurative language. **18**

Identify the point of view in a narrative. **19**

Know that points of view can also be implied. **20**

Identify implied points of view. **21**

Record effective and increasingly ambitious words and language from reading to use in own writing. **22**

Ask questions to improve and deepen understanding. **23**

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| | | to use in own writing. 31 | | | Actively seek the meaning of any words or language not understood. 25 <br><br> Ask questions to ensure understanding of a text. 26 <br> Record words and language from reading to use in own writing. 27 | Record examples of effective techniques and structures from reading to use in own writing. 25 | Re-read to check that text is meaningful. 24 <br><br> Find examples of fact and opinion in texts. 25 <br><br> Record examples of a growing number of literary techniques and structures from reading to use in own writing. 26 |

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| **Retrieving and Summarising** | | 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 nonfiction texts. 36 | Find the answers to retrieval questions in narratives and nonfiction texts. 28 | Know that the main idea of a text can be summarised in a sentence. 28 <br><br> Summarise the main idea of a text in a sentence. 29 | Use skimming and scanning to find information needed. 26 <br><br> Make notes on needed information. 27 <br><br> Organise notes. 28 <br><br> Summarise the main ideas drawn from a text. 29 <br><br> Find key information from different parts of the text. 30 <br><br> Summarise key information from | Use point, evidence and explanation to respond to questions about texts. 27 <br><br> Summarise key information into sentences. 28 <br><br> Find key information from different parts of the text. 29 <br> Find identified key information in longer and more complex texts. 30 <br><br> Collate key information and |

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

| | | | | | | different parts of the text. 31 | evaluate its relevance. 31 |
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| **Inference and Prediction** | | Recognise a character's feelings. 33<br><br>Say why a character has a feeling. 34<br><br>Use picture clues to deepen understanding. 35<br><br>Answer questions which fill the gaps in a story. 36 | Find inference about characters' feelings and thoughts. 37<br><br>Explain inferences about characters' feelings and thoughts. 38<br><br>Make predictions about possible events. 39<br><br>Make predictions about how characters might behave. 40 | Infer characters' feelings, thoughts and motives from their actions. 29<br><br>Explain how characters' actions can tell the reader about their thoughts, feelings and motives. 30<br><br>Use clues from the text to predict what might happen next. 31 | Ask questions to deepen understanding of a text. – between and beyond the lines. 30<br><br>Understand why a character acted or responded or felt in a certain way. 31<br><br>Infer meaning using evidence from events, description and dialogue. 32<br><br>Make predictions based on the text and from knowledge from other books. 33 | Understand that inferences can be drawn from different parts of the text. 32<br><br>Understand that inferences can be made by reading between and beyond the lines. 33<br><br>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions at different points in the text. 34<br><br>Make predictions from evidence found and implied information. 35 | Make predictions using knowledge of the conventions of different genres and text types. 32<br><br>Find the different layers of meaning in a text. 33<br><br>Make predictions from evidence found and implied information. 34 |

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

| Author Style and Intent | | Understand that a writer can leave gaps for the reader to fill. 37 | Recognise key ideas in a text. 41 | Identify the main idea in a text. 32 | Identify the main idea/s in a text. 34 | Find the theme in a book. 36 | Identify themes in books which have different cultural, social or historical contexts. 35 |
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| | | | Recognise that a writer can have a message for the reader. 42 | Know that the main idea in a narrative may also have a message for the reader. 33 | Identify main idea in paragraphs in a text. 35 | Understand that a writer moves events forward through a balance of dialogue, action and description. 37 | Explain how the choices a writer has made about the structure of a text support its purpose. 36 |
| | | | Explain why a writer has chosen a word to affect meaning. 43 | Explain the message for the reader. 34 | Know that many books have themes and discuss possible themes in a book. 36 | Explore how dialogue is used to develop character. 38 | Explain the characteristics of a writer's style using evidence. 37 |
| | | | | Explain why a writer makes choices about words and language used. 35 | Find evidence which shows what the theme is in a book. 37 | Explore how actions are added to dialogue to move events forward. 39 | Explain how the techniques used create feeling, atmosphere, mood or message. 38 |
| | | | | | Explain why the evidence shows what the theme is. 38 | 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. 40 | Explain how the word and language choices support the writers purpose using evidence. 39 |
| | | | | | Find examples of patterned language for effect. 39 | Find words and language used for effect. 41 | Explain how the techniques and structures used support the writers purpose using evidence. 40 |
| | | | | | Explain how the writer has used language to show the setting in a book. 40 | Explain how the words and language create a precise effect. 42 | Identify the writers viewpoint. For example how |
| | | | | | Find words and language in reading that writers have used to show atmosphere mood and feeling. 41 | Explore structures and techniques used. For | |
| | | | | | Explain how the words used show atmosphere mood and feeling.42 | | |

| | | | | | Understand that writers open stories in different ways. 43

Find where the writer has written to make the reader respond in a certain way. 44 | example short sentences, rhetorical questions, ellipsis and flashback. 43

Find examples of structures and techniques used. 44

Identify the writers viewpoint – for example how different characters are presented. 45 | different characters are presented. 41 |
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| Poetry, Performance and Reading Aloud | Listen carefully to rhymes and songs, paying attention to how they sound. 7 | Retell key stories orally using narrative language. 38

Recognise poems and rhymes. 39

Recognise patterned language in poems and rhymes. 40 | Retell stories with the key events in the correct sequence. 44

Find the answers to retrieval questions in poetry 45

Listen to different types of poetry. 46

Talk about the meaning of different poems. 47

Recognise that poems tell a story. 48 | Retell some stories by heart. 36

Recognise and name different types of poetry that have been introduced. 37

Know that words and language in poems create effects. 38

Understand that there can be more than one interpretation of a poem. 39 | Recognise and name different types of poems which have been introduced. 45

Explain the effect created by the poet's choice of words and language. 46

Know that poems may have patterned language. 47

Find examples of patterned language in poems read. 48

Explain the effect of patterned language | All Present an oral overview or summary of a text. 46

All Learn a wider range of poetry by heart. 47

Sum 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. 48 | All Present an oral overview or summary of a text. 42

All Learn a wider range of poetry by heart. 43

Sum Prepare poems to read aloud and to perform with confidence, showing understanding through intonation, tone, volume and action so that the meaning is understood by the audience. 44 |
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| | | | | | | in poems and why a poet might use it. **49** | | |
|---|---|---|---|---|---|---|---|---|
| **Non-Fiction** | Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Engage in non-fiction books. (CL) **8** | Know the difference between a story book and an information book. **41** | Find the answers to retrieval questions in non- fiction texts **49** | Know how to use a nonfiction book to find identified information. **40** <br><br> Record key words or information found in a non-fiction text. **41** | Choose a specific nonfiction book for a specific purpose. **50** <br><br> Know where to find the specific information needed in the book. **51** <br><br> Know how to use a nonfiction book to find identified information. **52** | now that non-fiction texts are structured to guide the reader to information. **49** <br><br> Explain how the structure guides the reader to find specific information. **50** <br><br> Evaluate the usefulness of a non-fiction book to research questions raised. **51** | Know that non-fiction texts may include a creative, fictional element. **45** <br><br> Understand that nonfiction texts may present the same information with different viewpoints. **46** <br><br> Evaluate the usefulness of a non-fiction book to research questions raised. **47** |

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