



Forever Learning: Limitless potential for every child

## Reading Progression of Skills

Subject: Reading		Leader: Rachael Francis			
Area/Aspect/ Element	EYFS (Development matters & Birth to 5)		KS1		KS2
	Nursery Dev M, Birth - 5 –R4, R5	Rec Dev M, Birth - 5 -Range 6 ELG	Year 1	Year 2	Year 3
<b>Phonics &amp; Decoding</b>	<ul style="list-style-type: none"> <li>Develop phonological awareness, spot &amp; suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound.</li> <li>Fills in the missing word or phrase in a known rhyme, story or game</li> <li>Begin to navigate apps &amp; websites on digital media using drop down menu to select websites &amp; icons to select apps.</li> <li>Begin to develop phonological &amp; phonemic awareness.</li> <li>Show awareness of rhyme &amp; alliteration.</li> <li>Recognise rhythm in spoken words, songs, poems &amp; rhymes.</li> <li>Clap or taps the syllables in words during sound play.</li> <li>Hears &amp; says the initial sound in words.</li> </ul>	<ul style="list-style-type: none"> <li>Read individual letters by saying the sounds for them.</li> <li>Blend sounds into words, read short words made up of known letter-sound correspondences.</li> <li>Read some letter groups that each represent one sound &amp; say sounds for them.</li> <li>Read a few common exception words matched to the school's phonic programme.</li> <li>Read simple phrases &amp; sentences made up of words with known letter-sound correspondences &amp;, where necessary, a few exception words.</li> <li>Begins to recognise some written names of peers, siblings•</li> <li>Begins to develop phonological &amp; phonemic awareness - Continues rhyming string &amp; identifies alliteration - Hears &amp; says the initial sound in words - Begins to segment the sounds in simple words &amp; blend them together &amp; knows which letters represent some of them - Starts to link sounds to letters, naming &amp;</li> </ul>	<ul style="list-style-type: none"> <li>To apply phonic knowledge &amp; skills as the route to decode words.</li> <li>To blend sounds in unfamiliar words using the GPCs that they have been taught.</li> <li>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</li> <li>To read words containing taught GPCs.</li> <li>To read words containing -s, -es, -ing,</li> <li>-ed &amp; -est endings.</li> <li>To read words with contractions, e.g. I'm, I'll &amp; we'll.</li> </ul>	<ul style="list-style-type: none"> <li>To continue to apply phonic knowledge &amp; skills as the route to decode words until automatic</li> <li>decoding has become embedded &amp; reading is fluent.</li> <li>To read accurately by blending the sounds in words that contain the graphemes taught so far,</li> <li>especially recognising alternative sounds for graphemes.</li> <li>To accurately read most words of two or more syllables.</li> <li>To read most words containing common suffixes.</li> </ul>	<ul style="list-style-type: none"> <li>To use their phonic knowledge to decode quickly &amp; accurately (may still need support to read longer unknown words).</li> <li>To apply their growing knowledge of root words &amp; prefixes, including</li> <li>in-, im-, il-, ir-, dis-, mis-</li> <li>un-, re-, sub-, inter-, super-, anti- &amp; auto- to begin to read aloud.</li> <li>To apply their growing knowledge of root words &amp; suffixes/word endings, including -ation,</li> <li>-ly, -ous, -ture, -sure, -sion,</li> <li>-tion, -ssion &amp; -cian, to begin to read</li> </ul>

		<p>sounding the letters of the alphabet - Begins to link sounds to some frequently used digraphs, e.g. she, the, eel</p> <ul style="list-style-type: none"><li>• Begins to read some high frequency words, &amp; to use developing knowledge of letters &amp; sounds to read simple phonically decodable words &amp; simple sentences</li><li>• Engages with books &amp; other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, &amp; their knowledge of language structure, subject knowledge &amp; illustrations to interpret the text</li><li>• Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc.</li><li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li><li>• Read words consistent with their phonic knowledge by sound-blending.</li><li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</li></ul>			aloud.
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<b>Fluency</b>	<ul style="list-style-type: none"> <li>● Engage in extended conversations about stories, learning new vocabulary.</li> <li>● Fills in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a ... Begins to recognise familiar logos from children's popular culture, commercial print or icons for apps</li> <li>● Repeats and uses actions, words or phrases from familiar stories</li> <li>● Recognises familiar words &amp; signs such as own name, advertising logos &amp; screen icons</li> <li>● Looks at &amp; enjoys print &amp; digital books independently</li> <li>● Knows that print carries meaning &amp;, in English, is read from left to right &amp; top to bottom</li> <li>● Knows information can be relayed through signs &amp; symbols in various forms (e.g. printed materials, digital screens &amp; environmental print)</li> </ul>	<ul style="list-style-type: none"> <li>● Re-read these books to build up their confidence in word reading, their fluency &amp; their understanding &amp; enjoyment.</li> <li>● Enjoys an increasing range of print &amp; digital books, both fiction &amp; non-fiction</li> <li>● Uses vocabulary &amp; forms of speech that are increasingly influenced by their experiences of reading</li> <li>● Describes main story settings, events &amp; principal characters in increasing detail</li> <li>● Re-enacts &amp; reinvents stories they have heard in their play</li> <li>● Knows that information can be retrieved from books, computers &amp; mobile digital devices</li> <li>● Is able to recall &amp; discuss stories or information that has been read to them, or they have read themselves</li> <li>● Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>● To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</li> <li>● To reread texts to build up fluency &amp; confidence in word reading.</li> </ul>	<ul style="list-style-type: none"> <li>● To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar</li> <li>● words accurately, automatically &amp; without undue hesitation.</li> <li>● To reread these books to build up fluency &amp; confidence in word reading.</li> <li>● To read words accurately &amp; fluently without overt sounding &amp; blending, e.g. at over 90 words per minute, in age-appropriate texts.</li> </ul>	<ul style="list-style-type: none"> <li>● At this stage, teaching comprehension skills should be taking precedence over teaching word reading &amp; fluency specifically. Any focus on word reading should support the development of vocabulary.</li> </ul>
<b>Understanding &amp; correcting inaccuracies</b>	<ul style="list-style-type: none"> <li>● Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right &amp; from top to bottom</li> <li>● Engage in extended conversations about stories, learning new vocabulary.</li> <li>● Turns pages in a book, sometimes several at once</li> <li>● Knows that print carries meaning &amp;, in English, is read from left to right &amp; top to bottom</li> <li>● Knows information can be relayed</li> </ul>	<ul style="list-style-type: none"> <li>● Knows that information can be retrieved from books, computers &amp; mobile digital devices</li> <li>● Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>● Anticipate (where appropriate) key events in stories</li> </ul>	<ul style="list-style-type: none"> <li>● To check that a text makes sense to them as they read &amp; to self- correct.</li> </ul>	<ul style="list-style-type: none"> <li>● To show understanding by drawing on what they already know or on background information &amp; vocabulary provided by the teacher.</li> <li>● To check that the text makes sense to them as they read &amp; to correct inaccurate reading.</li> </ul>	

	<p>through signs &amp; symbols in various forms (e.g. printed materials, digital screens &amp; environmental print) Handles books &amp; touch screen technology carefully &amp; the correct way up with growing competence</p>				
<b>Comparing, Contrasting &amp; Commenting</b>	<ul style="list-style-type: none"> <li>● Enjoy listening to longer stories &amp; can remember much of what happens.</li> <li>● Can find it difficult to pay attention to more than one thing at a time.</li> <li>● Use a wider range of vocabulary.</li> <li>● Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</li> <li>● Listens with interest to the noises adults make when they read stories</li> <li>● Shows interest in play with sounds, songs and rhymes</li> <li>● Listens to others in one-to-one or small groups, when conversation interests them</li> <li>● Listens to familiar stories with increasing attention &amp; recall</li> <li>● Joins in with repeated refrains &amp; anticipates key events &amp; phrases in rhymes &amp; stories</li> <li>● Focusing attention – can still listen or do, but can change their own focus of attention .</li> </ul>	<ul style="list-style-type: none"> <li>● Understand how to listen carefully &amp; why listening is important.</li> <li>● Learn new vocabulary.</li> <li>● Listen carefully to rhymes &amp; songs, paying attention to how they sound.</li> <li>● Learn rhymes, poems &amp; songs.</li> <li>● Engage in non-fiction books.</li> <li>● Listen to &amp; talk about selected non-fiction to develop a deep familiarity with new knowledge &amp; vocabulary.</li> <li>● Shows variability in listening behaviour; may move around &amp; fiddle but still be listening or sit still but not absorbed by activity</li> <li>● May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen &amp; do for short span</li> <li>● Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>● Make comments about what they have heard and ask questions to clarify their understanding.</li> </ul>	<ul style="list-style-type: none"> <li>● To listen to &amp; discuss a wide range of fiction, non-fiction &amp; poetry at a level beyond that at which they can read independently.</li> <li>● To link what they have read or have read to them to their own experiences.</li> <li>● To retell familiar stories in increasing detail.</li> <li>● To join in with discussions about a text, taking turns &amp; listening to what others say.</li> <li>● To discuss the significance of titles &amp; events.</li> </ul>	<ul style="list-style-type: none"> <li>● To participate in discussion about books, poems &amp; other works that are read to them</li> <li>● (at a level beyond which they can read independently) &amp; those that they can read for themselves, explaining their understanding &amp; expressing their views.</li> <li>● To become increasingly familiar with &amp; to retell a wide range of stories, fairy stories &amp; traditional tales.</li> <li>● To discuss the sequence of events in books &amp; how items of information are related.</li> <li>● To recognise simple recurring literary language in stories &amp; poetry.</li> <li>● To ask &amp; answer questions about a text.</li> <li>● To make links between the text they are reading &amp; other texts they have read (in texts that they can read independently).</li> </ul>	<ul style="list-style-type: none"> <li>● To recognise, listen to &amp; discuss a wide range of fiction, poetry, plays, non-fiction &amp; reference books or textbooks.</li> <li>● To use appropriate terminology when discussing texts (plot, character, setting).</li> </ul>
<b>Words in Context &amp; Authorial Choice</b>	<ul style="list-style-type: none"> <li>● Know many rhymes, be able to talk about familiar books, &amp; be able to tell a long story.</li> <li>● Develop their communication, but may continue to have problems with irregular tenses &amp; plurals,</li> </ul>	<ul style="list-style-type: none"> <li>● Use new vocabulary through the day.</li> <li>● Ask questions to find out more &amp; to check they understand what has been said to them.</li> <li>● Articulate their ideas &amp; thoughts in</li> </ul>	<ul style="list-style-type: none"> <li>● To discuss word meaning &amp; link new meanings to those already known.</li> </ul>	<ul style="list-style-type: none"> <li>● To discuss &amp; clarify the meanings of words, linking new meanings to known vocabulary.</li> <li>● To discuss their favourite words &amp; phrases.</li> </ul>	<ul style="list-style-type: none"> <li>● To check that the text makes sense to them, discussing their understanding &amp; explaining the</li> </ul>

	<p>such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <ul style="list-style-type: none"> <li>● Use a wider range of vocabulary</li> <li>● Able to use language in recalling past experiences</li> <li>● Can retell a simple past event in correct order (e.g. went down slide, hurt finger)</li> <li>● Questions why things happen &amp; gives explanations. Asks e.g. who, what, when, how</li> <li>● Uses intonation, rhythm &amp; phrasing to make the meaning clear to others</li> <li>● Talks more extensively about things that are of particular importance to them</li> <li>● Builds up vocabulary that reflects the breadth of their experiences</li> </ul>	<p>well-formed sentences.</p> <ul style="list-style-type: none"> <li>● Connect one idea or action to another using a range of connectives.</li> <li>● Listen to &amp; talk about stories to build familiarity &amp; understanding.</li> <li>● Retell the story, once they have developed a deep familiarity with the text; some as exact repetition &amp; some in their own words</li> <li>● Use new vocabulary in different contexts.</li> <li>● Extends vocabulary, especially by grouping &amp; naming, exploring the meaning &amp; sounds of new words</li> <li>● Uses talk to organise, sequence &amp; clarify thinking, ideas, feelings &amp; events</li> <li>● Introduces a storyline or narrative into their play</li> <li>● Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> </ul>			<p>meaning of words in context.</p> <ul style="list-style-type: none"> <li>● To discuss authors' choice of words &amp; phrases for effect.</li> </ul>
<b>Inference &amp; Prediction</b>	<ul style="list-style-type: none"> <li>● Understands who, what, where in simple questions (e.g. Who's that? Who can? What's that? Where is?)</li> <li>● Uses language to share feelings, experiences and thoughts</li> <li>● Beginning to understand why &amp; how questions</li> <li>● Uses talk to explain what is happening &amp; anticipate what might happen next</li> <li>● Questions why things happen &amp; gives explanations, asks e.g. who, what, when, how</li> </ul>	<ul style="list-style-type: none"> <li>● Understand questions such as who; why; when; where &amp; how</li> <li>● Is able to recall &amp; discuss stories or information that has been read to them, or they have read themselves</li> <li>● Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>● Anticipate (where appropriate) key events in stories</li> </ul>	<ul style="list-style-type: none"> <li>● To begin to make simple inferences.</li> <li>● To predict what might happen on the basis of what has been read so far.</li> </ul>	<ul style="list-style-type: none"> <li>● To make inferences on the basis of what is being said &amp; done.</li> <li>● To predict what might happen on the basis of what has been read so far in a text.</li> </ul>	<ul style="list-style-type: none"> <li>● To ask &amp; answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts &amp; motives.</li> <li>● To justify predictions using evidence from the text.</li> </ul>

<p><b>Poetry &amp; Performance</b></p>	<ul style="list-style-type: none"> <li>● Enjoy listening to longer stories &amp; can remember much of what happens.</li> <li>● Can find it difficult to pay attention to more than one thing at a time.</li> <li>● Has some favourite stories, rhymes, songs, poems or jingles</li> <li>● Repeats and uses actions, words or phrases from familiar stories</li> <li>● Fills in the missing word or phrase in a known rhyme, story or game, Begins to recognise familiar logos from children's popular culture, commercial print or icons for apps</li> <li>● Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes</li> <li>● Listens to familiar stories with increasing attention &amp; recall</li> <li>● Joins in with repeated refrains &amp; anticipates key events &amp; phrases in rhymes &amp; stories</li> <li>● Focusing attention – can still listen or do, but can change their own focus of attention</li> <li>● Listens to &amp; joins in with stories &amp; poems, when reading one-to-one &amp; in small groups</li> <li>● Joins in with repeated refrains &amp; anticipates key events &amp; phrases in rhymes &amp; stories</li> </ul>	<ul style="list-style-type: none"> <li>● Listen carefully to rhymes &amp; songs, paying attention to how they sound.</li> <li>● Learn rhymes, poems &amp; songs.</li> <li>● Begins to develop phonological &amp; phonemic awareness - Continues a rhyming string &amp; identifies alliteration</li> <li>● Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play</li> </ul>	<ul style="list-style-type: none"> <li>● To recite simple poems by heart.</li> </ul>	<ul style="list-style-type: none"> <li>● To continue to build up a repertoire of poems learnt by heart, appreciating these &amp; reciting some with appropriate intonation to make the meaning clear.</li> </ul>	<ul style="list-style-type: none"> <li>● To prepare &amp; perform poems &amp; play scripts that show some awareness of the audience when reading aloud.</li> <li>● To begin to use appropriate intonation &amp; volume when reading aloud.</li> </ul>
	<ul style="list-style-type: none"> <li>● Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right &amp; from top to bottom</li> <li>● Knows information can be relayed through signs &amp; symbols in various forms (e.g. printed materials, digital screens &amp; environmental print)</li> </ul>	<ul style="list-style-type: none"> <li>● Knows that information can be retrieved from books, computers &amp; mobile digital devices</li> <li>● Is able to recall &amp; discuss stories or information that has been read to them, or they have read themselves.</li> <li>● Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>● To begin to recognise the features of a non-fiction book.</li> </ul>	<ul style="list-style-type: none"> <li>● To recognise that non-fiction books are often structured in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>● To retrieve &amp; record information from non-fiction texts.</li> </ul>

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|  | <ul style="list-style-type: none"><li>• Handles books &amp; touch screen technology carefully &amp; the correct way up with growing competence</li></ul> |  |  |  |  |
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