

Reading Skills and Knowledge Progression Document

	EYFS 30-50 months	EYFS 40-60 months
Word Reading	<p>Enjoy rhyming and rhythmic activities.</p> <p>Show awareness of rhyme and alliteration.</p> <p>Recognise rhythm in spoken words.</p> <p>Listen to and join in with stories and poems, one-to-one and also in small groups.</p> <p>Join in with repeated refrains and anticipate key events and phrases in rhymes and stories.</p> <p>Begin to be aware of the way stories are structured.</p> <p>Suggest how the story might end.</p> <p>Listen to stories with increasing attention and recall.</p> <p>Describe main story settings, events and principal characters.</p> <p>Show interest in illustrations and print in books and print in the environment.</p> <p>Recognise familiar words and signs such as own name and advertising logos.</p> <p>Look at books independently.</p> <p>Handle books carefully.</p> <p>Know information can be relayed in the form of print.</p> <p>Hold books the correct way up and turn pages.</p> <p>Know that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p>Respond to simple instructions, eg, to get or put away an object. [U]</p> <p>Begin to understand 'why' and 'how' questions. [U]</p> <p>Remember and talk about significant events in their own experience. [P&C]</p>	<p>Hear and say the initial sound in words.</p> <p>Segment the sounds in simple words and blend them together and knows which letters represent some of them.</p> <p>Link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Begin to read words and simple sentences.</p> <p>Use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>Read some common irregular words.</p> <p>Read phonically regular words of more than one syllable as well as many irregular but high frequency words. (EX ELG)</p>

	Recognise and describe special times or events for family or friends. [P&C]	
Comprehension		<p>Continue a rhyming string.</p> <p>Use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>Enjoy an increasing range of books.</p> <p>Know that information can be retrieved from books and computers.</p> <p>Respond to instructions involving a two-part sequence. [U]</p> <p>Understand humour, eg, nonsense rhymes, jokes. [U]</p> <p>Follow a story without pictures or props. [U]</p> <p>Listen and respond to ideas expressed by others in conversation or discussion. [U]</p> <p>Follow instructions involving several ideas or actions. (ELG) [U]</p> <p>Answer 'how' and 'why' questions about their experiences and in response to stories or events. (ELG) [U]</p> <p>Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. ELG [L&A]</p>

Word Reading	Year 1	Year 2	Year 3&4	Year 5&6
	<p>Apply phonic knowledge and skills as the route to decode words.</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>Read accurately by blending sounds in unfamiliar words.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Read common exception words.</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.</p> <p>Read other words of more than one syllable that contain taught GPCs.</p> <p>Read words with contractions [<i>for example, I'm, I'll, we'll</i>], and understand that the apostrophe represents the omitted letter(s).</p> <p>Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p>	<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>Read accurately words of two or more syllables that contain the same graphemes as above.</p> <p>Read words containing common suffixes.</p> <p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read most words [at an instructional level 93-95%] quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.</p>

Comprehension	Year 1	Year 2	Year 3&4	Year 5&6
	<p><i>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</i></p> <p>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently;</p> <p>being encouraged to link what they read or hear read to their own experiences;</p> <p>becoming very familiar with key stories, fairy stories and traditional tales;</p> <p>retelling key stories, fairy stories and traditional tales considering their particular characteristics;</p> <p>recognising and joining in with predictable phrases;</p> <p>learning to appreciate rhymes and poems;</p> <p>recite some rhymes and poems by heart;</p> <p>discussing word meanings, linking new meanings to those already known.</p> <p><i>Understand both the books they can already read accurately and fluently and those they listen to by:</i></p> <p>drawing on what they already know or on background information and vocabulary provided by the teacher;</p> <p>checking that the text makes sense to them as they read;</p> <p>as they read correcting inaccurate reading;</p> <p>discussing the significance of the title and events;</p>	<p><i>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</i></p> <p>listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently;</p> <p>discussing the sequence of events in books and how items of information are related;</p> <p>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales;</p> <p>being introduced to non-fiction books that are structured in different ways;</p> <p>recognising simple recurring literary language in stories and poetry;</p> <p>discussing and clarifying the meanings of words, linking new meanings to known vocabulary;</p> <p>discussing their favourite words and phrases;</p> <p>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p> <p><i>Understand both the books that they can already read accurately and fluently and those that they listen to by:</i></p> <p>drawing on what they already know or on background information and vocabulary provided by the teacher;</p> <p>checking that the text makes sense to them as they read and correcting inaccurate reading;</p>	<p><i>Develop positive attitudes to reading and understanding of what they read by:</i></p> <p>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks;</p> <p>reading books that are structured in different ways and reading for a range of purposes;</p> <p>using dictionaries to check the meaning of words that they have read;</p> <p>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally;</p> <p>identifying themes and conventions in a wide range of books;</p> <p>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action;</p> <p>discussing words and phrases that capture the reader's interest and imagination;</p> <p>recognising some different forms of poetry [for example, free verse, narrative poetry].</p> <p><i>Understand what they read, in books they can read independently, by:</i></p> <p>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context;</p> <p>asking questions to improve their understanding of a text;</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives</p>	<p><i>Maintain positive attitudes to reading and understanding of what they read by:</i></p> <p>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks;</p> <p>reading books that are structured in different ways and reading for a range of purposes;</p> <p>increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions;</p> <p>recommending books that they have read to their peers, giving reasons for their choices;</p> <p>identifying and discussing themes and conventions in and across a wide range of writing;</p> <p>making comparisons within and across books;</p> <p>learning a wider range of poetry by heart;</p> <p>preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p> <p><i>Understand what they read by:</i></p> <p>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context;</p> <p>asking questions to improve their understanding;</p> <p>drawing inferences such as inferring</p>

	<p>making inferences on the basis of what is being said and done;</p> <p>predicting what might happen on the basis of what has been read so far;</p> <p>participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>explain clearly their understanding of what is read to them.</p>	<p>making inferences on the basis of what is being said and done;</p> <p>answering and asking questions;</p> <p>predicting what might happen on the basis of what has been read so far.</p> <p>Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>	<p>from their actions, and justifying inferences with evidence; predicting what might happen from details stated and implied;</p> <p>identifying main ideas drawn from more than one paragraph and summarising these;</p> <p>identifying how language, structure, and presentation contribute to meaning. Retrieve and record information from non-fiction.</p> <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	<p>characters' feelings, thoughts and motives from their actions;</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence;</p> <p>predicting what might happen from details stated and implied;</p> <p>summarising the main ideas drawn from more than one paragraph;</p> <p>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas;</p> <p>identifying how language, structure and presentation contribute to meaning.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Distinguish between statements of fact and opinion;</p> <p>Retrieve, record and present information from non-fiction;</p> <p>Participate in discussions about books that are read to them and those they can read for themselves;</p> <p>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously;</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p>
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