



English Whole School Progression of Skills : Reading

Reading/Word Reading	EYFS 3-4 years Reception ELG	Key Stage 1		Lower Key Stage 2	
	EYFS	Year 1	Year 2	Year 3	Year 4
Phonics and Decoding	Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother. Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and,	To apply phonic knowledge and skills as the route to decode words. To blend sounds in unfamiliar words using the GPCs that they have been taught. To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes. To read words containing taught GPCs. To read words containing -s, -es, -ing, -ed and -est endings. To read words with contractions, e.g. I'm, I'll and we'll. Revise phases from EYFS progressing to Phase 5 Little Wandle	To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. To accurately read most words of two or more syllables. To read most words containing common suffixes.	To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). To apply their growing knowledge of root words and prefixes, including in-,im-,il-,ir-,dis-,mis-, un-, re-, sub-, inter-, super-, anti-and auto-to begin to read aloud. To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly,-ous,-ture,-sure,-sion, -tion,-ssion and-cian,to begin to read aloud.	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*



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	where necessary, a few exception words. Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Follow Little Wandle Phonics Progression	Applying previous taught phases to read fluently with comprehension.			
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Common Exception Words	Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.	To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.	To begin to read Y3/Y4 exception words.*	To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.
Fluency	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	To accurately read texts that are consistent with their known phonic knowledge, that do not require them to use other strategies to work out words. To reread texts to build up fluency and	To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.	



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	right and from top to bottom. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Little Wandle	confidence in word reading. To read with expression intonation.	To reread these books to build up fluency and confidence in word reading. To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age- appropriate texts. To read with expression and intonation.	
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Reading Comprehension	EYFS 3-4 years Reception ELG	Key Stage 1		Lower Key Stage 2	
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Understanding and correcting inaccuracies	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 and from top to bottom. Ask questions to find out more and to check they understand what has been said to them. Make comments about what they have heard and ask questions to clarify their understanding.	To check that a text makes sense to them as they read and to self-correct.	To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. To check that the text makes sense to them as they read and to correct inaccurate reading.		
Comparing, contrasting and commenting	Engage in extended conversations about stories, learning new vocabulary.	To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond which	To participate in discussion about books, poems and other works that are read to them (at a level beyond at	To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and	To discuss and compare texts from a wide variety of genres and writers.



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	Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. 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. Make comments about what they have heard and ask questions to clarify their understanding.	they can read independently. To link what they have read or have read to them to their own experiences. To retell familiar stories in increasing detail. To join in with discussions about a text, taking turns and listening to what others say. To discuss the significance of titles and events. To recognise simple recurring literary language in stories and poetry. To ask and answer questions about a text. To make links between the text they are reading and other texts they have read (in texts that they can read independently).	which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views. To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales. To discuss the sequence of events in books and how items of information are related.	reference books or textbooks. To use appropriate terminology when discussing texts (plot, character, setting). Make inferences about characters and how events alter and affect character's feelings and behaviours. To discuss the sequence of events in books and how items of information are related.	To read for a range of purposes. To identify themes and conventions in a wide range of books. To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings). To identify how language, structure and presentation contribute to meaning. To identify main ideas drawn from more than one paragraph and summarise these.
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Words in context and authorial voice	Engage in extended conversations about stories, learning new vocabulary. Use a wider range of vocabulary. Learn new vocabulary. Use new vocabulary through the day. Use new vocabulary in different contexts. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	To discuss word meaning and link new meanings to those already known.	To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To discuss their favourite words and phrases.	To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. To discuss authors' choice of words and phrases for effect.	Discuss vocabulary used to capture readers' interest and imagination.



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Inference and Prediction	Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Anticipate (where appropriate) key events in stories. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	To begin to make simple inferences. To predict what might happen on the basis of what has been read so far.	To make inferences about events and characters on the basis of what is being said and done. To predict what might happen on the basis of what has been read so far in a text.	To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives To justify and modify predictions using evidence from the text.	To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text. To justify predictions from details stated and implied. Make inferences about characters and how events alter and affect character's feelings and behaviours.



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Poetry and Performance	Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Develop storylines in their pretend play. Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.	To recite simple poems by heart.	To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.	To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. To begin to use appropriate intonation and volume when reading aloud.	To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.
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	Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.				
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NonFiction	Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	To show interest in non-fiction books and say which ones interest them.	To recognise that non-fiction books are often structured in different ways. To know and use terms content/glossary to locate information.	To retrieve and record information from non-fiction texts. To know and use terms index/content/glossary to locate information.	To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information. To use dictionaries to check the meaning of words that they have read.