

Progression of Skills and Knowledge for Reading

Word reading

EYFS	Year 1	Year 2	Year 3	Year 4
<p>Shows interest in illustrations and print in books and print in the environment.</p> <p>Recognises familiar words and signs such as own name and advertising logos.</p> <p>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</p> <p>Begins to read words and simple sentences.</p> <p>Children read and</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 that have been taught.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Read common exception words that have been</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 graphemes taught so far.</p> <p>Read words containing common suffixes.</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Read further common exception words, noting 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 (etymology and morphology) as listed in English Appendix 1, 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>Knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, 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>understand simple sentences.</p> <p>They use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>They also read some common irregular words.</p>	<p>taught, noting unusual correspondences between spelling and sound and where these occur in the word.</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 books to build up their fluency and confidence in word reading.</p> <p>Read other words of more than one syllable that</p>	<p>Re-read books to build up their fluency and confidence in word reading.</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. accurately, without overt sounding and blending, when they have been frequently encountered.</p>		
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contain taught
GPCs Read words
Containing taught
GPCs and -s, -es,
-ing, -ed, -er
and -est endings.

Read words
with
contractions
[for example,
I'm, I'll, we'll],
and
understand
that the
apostrophe
represents the
omitted
letter(s)

Clarity, Themes and Conventions

EYFS	Year 1	Year 2	Year 3	Year 4
<p>Beginning to be aware of the way stories are structured.</p> <p>Suggests how the story might end.</p> <p>Enjoys an increasing range of books.</p> <p>Listens to stories with increasing attention and recall.</p> <p>They demonstrate understanding when talking with others about what they have read.</p>	<p>Become very familiar with key stories, fairy stories and traditional tales.</p> <p>Begin to appreciate rhymes and poems, and to recite some by heart.</p> <p>Discuss the significance of the title and events.</p> <p>Understand and use terms such as story, fairy story, rhyme, poem, cover, title, author.</p> <p>Become very familiar with key stories, fairy stories and traditional tales, retelling them.</p> <p>Understand the</p>	<p>Listen to, discuss and express 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>Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.</p> <p>Read non-fiction books that are structured in different ways.</p> <p>Make comparisons between books, noting similarities, differences and preferences between e.g. layout, features and setting.</p> <p>Understand both the books they can already read accurately and fluently, and those they listen to.</p>	<p>Read books that are structured in different ways and show some awareness of the various purposes for reading.</p> <p>Identify themes and conventions in a wide range of books e.g. recognising simple links to known texts or personal experience; recognising conventions such as the triumph of good over evil and magical devices in fairy stories/ folk tales.</p> <p>Identify and name presentational devices in non-fiction.</p> <p>Demonstrate familiarity with a wide range of books, including fairy stories, myths and legends and retell some of these orally.</p> <p>Can explore and discuss underlying themes and ideas.</p> <p>Ask questions to improve their understanding of a text.</p>	<p>Identify themes and conventions in a wide range of books e.g. make RELEVANT links to known texts and personal experience, recognise themes such as bullying, recognise conventions such as the 'power of 3' (3 wishes, 3 characters, 3 words in a slogan). Identify how a range of presentational devices guide the reader in non-fiction. Identify features that characterise books set in different cultures or historical settings.</p> <p>Recognise some different forms of poetry [for example, free verse, narrative poetry].</p> <p>Make links between texts and to the wider world.</p> <p>Ask questions to improve their understanding of a text. Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p>

	<p><i>difference between fiction and non-fiction.</i></p> <p><i>Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</i></p> <p><i>Understand both the books they can already read accurately and fluently, and those they listen to.</i></p> <p><i>Develop understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</i></p> <p><i>Can seek out books around a simple theme or topic.</i></p>	<p><i>Check that the text makes sense to them as they read and correct inaccurate reading. Draw on what they already know or on background information and vocabulary, provided by the teacher.</i></p>	<p><i>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</i></p>	
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Vocabulary (language and effect)

EYFS	Year 1	Year 2	Year 3	Year 4
<p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p>	<p>Recognise and join in with predictable phrases.</p> <p>Identify how repetitive patterns, words and phrases aid their enjoyment of the text.</p> <p>Read aloud their own writing clearly enough to be heard by their peers and the teacher.</p>	<p>Recognise simple recurring literary language in stories and poetry.</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear (Year 2 writing National Curriculum).</p> <p>Discuss favourite words and phrases Identify how vocabulary choice affects meaning.</p>	<p>Identify how language, structure and presentation contribute to meaning.</p> <p>Discuss the effect of specific language on the reader Identify specific techniques, e.g. simile, alliteration and repetition and say why they interest them.</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear (Year 3 /4 writing National Curriculum).</p> <p>Use dictionaries to check the meaning of words that they have read.</p>	<p>Identify how language, structure, and presentation contribute to meaning.</p> <p>Identify specific techniques, e.g. simile, metaphor, repetition and exaggeration; explaining the effect on them as a reader.</p> <p>Show understanding through intonation, tone, volume and action when performing poems and play scripts.</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear (Yr 4 writing National curriculum).</p> <p>Use dictionaries to check the meaning of words that they have read.</p>

<i>Inference</i>				
<i>EYFS</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>
<p><i>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</i></p> <p><i>They demonstrate understanding when talking with others about what they have read.</i></p>	<p><i>Predict what might happen on the basis of what has been read so far.</i></p> <p><i>Make inferences on the basis of what is being said and done.</i></p>	<p><i>Predict what might happen on the basis of what has been read so far and their own experience.</i></p> <p><i>Make inferences on the basis of what is being said and done.</i></p> <p><i>Make simple inferences about characters' thoughts and feelings and reasons for actions.</i></p>	<p><i>Predict what might happen from details stated and implied.</i></p> <p><i>Draw plausible inferences, often supported through reference to the text.</i></p> <p><i>Draw inferences such as inferring feelings, thoughts and motives of main characters from their actions.</i></p> <p><i>Justify inferences with evidence.</i></p>	<p><i>Predict what might happen from details stated and implied.</i></p> <p><i>Draw sound inferences, supported through reference to the text.</i></p> <p><i>Draw inferences such as inferring characters' feelings, thoughts and motives of main characters from their actions, and justifying inferences with evidence.</i></p> <p><i>Infer underlying themes and ideas.</i></p>

Predict

<i>EYFS</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>
<i>Answer the questions: 'What might happen next?'</i>	<i>Predict what might happen on the basis of what has been read so far.</i>	<i>Predict what might happen on the basis of what has been read so far and their own experience.</i>	<i>Predict what might happen from details stated and implied.</i>	<i>Predict what might happen from details stated and implied.</i>

<i>Explain (Responding)</i>				
<i>EYFS</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>
<p><i>Shows interest in illustrations and print in books and print in the environment.</i></p> <p><i>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</i></p> <p><i>Enjoys an increasing range of books.</i></p>	<p><i>Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what they read or hear read to their own experiences.</i></p> <p><i>Ask questions and express opinions about main events and characters in stories.</i></p> <p><i>Explain clearly their understanding of what is read to them.</i></p> <p><i>Talk about significant features of layout, e.g., enlarged text, bold, italic, etc.</i></p>	<p><i>Participate in discussions 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.</i></p> <p><i>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</i></p>	<p><i>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books and textbooks.</i></p> <p><i>Discuss words and phrases that capture the reader's interest and imagination.</i></p> <p><i>Begin to use vocabulary from the text to support responses and explanations.</i></p> <p><i>Use specific vocabulary and ideas expressed in the text to support own views.</i></p>	<p><i>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</i></p> <p><i>Discuss words and phrases that capture the reader's interest and imagination.</i></p> <p><i>Use specific vocabulary, and ideas expressed in the text, to support own responses.</i></p>

<i>Retrieve and select</i>				
<i>EYFS</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>
<p><i>Listens to and joins in with stories and poems, one-to-one and also in small groups.</i></p> <p><i>Joins in with repeated refrains and anticipates.</i></p>	<p><i>Participate in discussion about what is read to them, taking turns and listening to what others say.</i></p> <p><i>Find key points in a story or some key facts from an information text.</i></p>	<p><i>Answer questions.</i></p> <p><i>Extract information from the text and discuss orally with reference to the text.</i></p>	<p><i>Uses text features to locate information e.g. contents, indices, subheadings.</i></p> <p><i>Locate and retrieve information using skimming, scanning and text marking.</i></p> <p><i>Begin to recognise fact and opinion. Retrieve and record information from non-fiction.</i></p> <p><i>Extract information and make notes.</i></p>	<p><i>Retrieve and record information from non-fiction.</i></p> <p><i>Recognise and distinguish between fact and opinion.</i></p>

Summarise

EYFS	Year 1	Year 2	Year 3	Year 4
<p>Listens to stories with increasing attention and recall.</p> <p>Describes main story settings, events and principal characters.</p>	<p>Check that the text makes sense to them as they read and correcting inaccurate reading.</p> <p>Recall the main points of a narrative in the correct sequence.</p>	<p>Identify and discuss the main events or key points in a text.</p> <p>Retell a story clearly and with appropriate detail.</p> <p>Discuss the sequence of events in books and how items of information are related.</p> <p>Identify or provide own synonyms for specific words within the text.</p>	<p>Show understanding of the main points drawn from one paragraph.</p> <p>Show understanding of the main points drawn from more than one paragraph.</p>	<p>Identify main ideas drawn from more than one paragraph and summarise these.</p> <p>Summarise the main details from more than one paragraph in a few sentences, using vocabulary from the text.</p>

Evidence for greater depth

EYFS	Y1	Y2	Y3	Y4
<p>Children listen attentively with sustained concentration to follow a story without pictures or props.</p> <p>After listening to stories, children can express views about events or characters in the story and answer questions about why things happened.</p> <p>Children can read phonically regular words of more than 1 syllable as well as many irregular but high frequency words. They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary.</p> <p>They can describe the main events in the simple stories they have read.</p>	<p>There is no specific national guidance for working at greater depth for Years 1, 3, 4. However, we would use some of the following to begin to assess for greater depth in these year groups:</p> <p>A Read write inc assessment of higher than the expected for end of year. Evidence that children are applying this standard of reading across other areas of their learning.</p> <p>ov.uk/government/uploads/system/uploads/attachment_data/file/762971/2018_key_stage_1_teacher_assessment_exemplification_greater_depth.pdf for Y2 reading exemplification details on the above.</p> <p>Evidence that children are applying this standard of reading across other areas of their learning. Children are applying their knowledge consistently, confidently and fluently.</p>	<p>The pupil can, in a book they are reading independently:</p> <ul style="list-style-type: none"> • make inferences on the basis of what is said and done independently • make a plausible prediction about what might happen on the basis of what has been read so far • make links between the book they are reading and other books they have read <p>Visit https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/762971/2018_key_stage_1_teacher_assessment_exemplification_greater_depth.pdf</p> <p>Children are beginning to use the next year group's word reading objectives. Read write inc assessment of Grey before Autumn 2.</p> <p>Being able to explain their thought process confidently and justify answers.</p> <p>Some evidence taken from reading test scores.</p>	<p>There is no specific national guidance for working at greater depth for Years 1, 3, 4.</p> <p>Evidence that children are applying this standard of reading across other areas of their learning. Children are applying their knowledge consistently, confidently and fluently.</p> <p>Children are beginning to use the next year group's word reading objectives.</p> <p>Being able to explain their thought process confidently and justify answers.</p> <p>Some evidence taken from reading test scores.</p>	

