



English: Reading Skills Progression

EYFS

Statutory ELG: Word Reading

Children at the expected level of development will:

- 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.

Statutory ELG: Comprehension (Literacy)

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play

Statutory ELG: Speaking

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Nursery and Pre-School (Birth to 5 Matters Range 4 and 5)

Reception (Range 6)

RANGE 4

Writing

- Has some favourite stories, rhymes, songs, poems or jingles
- Repeats and uses actions, words or phrases from familiar stories
- 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
- 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

Speaking

Reading

- Enjoys an increasing range of print and digital books, both fiction and non-fiction
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading
- Describes main story settings, events and principal characters in increasing detail
- Re-enacts and reinvents stories they have heard in their play
- Knows that information can be retrieved from books, computers and mobile digital devices



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- Uses language to share feelings, experiences and thoughts
- Holds a conversation, jumping from topic to topic
- Learns new words very rapidly and is able to use them in communicating
- Uses a variety of questions (e.g. *what, where, who*)
- Uses longer sentences (e.g. *Mummy gonna work*)
- Beginning to use word endings (e.g. *going, cats*)

Understanding

- Identifies action words by following simple instructions, e.g. *Show me jumping*
- Beginning to understand more complex sentences, e.g. *Put your toys away and then sit on the carpet*
- Understands who, what, where in simple questions (e.g. *Who's that? Who can? What's that? Where is?*)
- Developing understanding of simple concepts (e.g. *fast/slow, good/bad*)

RANGE 5

Reading

- Listens to and joins in with stories and poems when reading one-to-one and in small groups
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories
- Begins to be aware of the way stories are structured, and to tell own stories
- Talks about events and principal characters in stories and suggests how the story might end
- Shows interest in illustrations and words in print and digital books and words in the environment
- Recognises familiar words and signs such as own name, advertising logos and screen icons
- Looks at and enjoys print and digital books independently
- Knows that print carries meaning and, in English, is read from left to right and top to bottom

- Is able to recall and discuss stories or information that has been read to them, or they have read themselves
- Begins to recognise some written names of peers, siblings or "Mummy"/"Daddy" for example
- Begins to develop phonological and phonemic awareness
- Continues a rhyming string and identifies alliteration
- Hears and says the initial sound in words
- Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them
- Starts to link sounds to letters, naming and sounding the letters of the alphabet
- Begins to link sounds to some frequently used digraphs, e.g. *sh, th, ee*
- Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences
- Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text
- Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc.

Speaking

- Extends vocabulary, especially by grouping, naming, exploring the meaning and sounds of new words.
- Use language to imagine and recreate roles and experiences in play situations
- Links statements and sticks to a main theme or intention.
- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.
- Introduces a storyline or narrative into their play.

Understanding



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- Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print)
- Handles books and touch screen technology carefully and the correct way up with growing competence
- Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps
- Begins to develop phonological and phonemic awareness
- Shows awareness of rhyme and alliteration
- Recognises rhythm in spoken words, songs, poems and rhymes
- Claps or taps the syllables in words during sound play
- Hears and says the initial sound in words

Speaking

- Beginning to use more complex sentences to link thoughts (e.g. using *and*, *because*)
- Able to use language in recalling past experiences • Can retell a simple past event in correct order (e.g. *went down slide*, *hurt finger*)
- Uses talk to explain what is happening and anticipate what might happen next
- Questions why things happen and gives explanations. Asks e.g. *who*, *what*, *when*, *how*
- Beginning to use a range of tenses (e.g. *play*, *playing*, *will play*, *played*)
- Continues to make some errors in language (e.g. *runned*) and will absorb and use language they hear around them in their community and culture
- Uses intonation, rhythm and phrasing to make the meaning clear to others
- Talks more extensively about things that are of particular importance to them
- Builds up vocabulary that reflects the breadth of their experiences
- Uses talk in pretending that objects stand for something else in play, e.g. *This box is my castle*

- Understands a range of complex sentence structures including negatives, plurals, and tense markers.



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<p>Understanding</p> <ul style="list-style-type: none"> Shows understanding of prepositions such as <i>under, on top, behind</i> by carrying out an action or selecting correct picture Responds to instructions with more elements, e.g. <i>Give the big ball to me; collect up all the blocks and put them in the box</i> Beginning to understand <i>why</i> and <i>how</i> questions 	
<p style="text-align: center;">Key Vocabulary</p> <p>Letter, word, letter names (a-z), alphabet, book, beginning, end, ending, story, page, front cover, back cover, phoneme, grapheme, digraph, trigraph, special friends, sound buttons and bars, blend, segment, rhyme, decode, alliteration, illustration, prediction, predict, rhyme, setting, key event, problem, character information, non-fiction, contents, repeat</p>	

Key Stage 1	
End of KS1 National Curriculum Expectations (Teacher assessment framework 2018)	
<p>The pupil can:</p> <ul style="list-style-type: none"> read accurately most words of two or more syllables read most words containing common suffixes* read most common exception words* <p>In age-appropriate books, the pupil can:</p> <ul style="list-style-type: none"> read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words sound out most unfamiliar words accurately, without undue hesitation. <p>In a book that they can already read fluently, the pupil can:</p> <ul style="list-style-type: none"> check it makes sense to them, correcting any inaccurate reading answer questions and make some inferences explain what has happened so far in what they have read. 	
Year 1	
Word Reading	Comprehension



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- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- 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
- re-read these books to build up their fluency and confidence in word reading.

develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear read to their own experiences
- becoming very familiar with key stories, fairy stories and traditional tales,
- retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known

understand both the books they can already read accurately and fluently and those they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- discussing the significance of the title and events
- making inferences on the basis of what is being said and done
- predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them

Key Vocabulary

Letter, word, letter names (a-z), alphabet, book, beginning, end, ending, story, page, front cover, back cover, phoneme, grapheme, digraph, trigraph, special friends, sound buttons and bars, blend, segment, rhyme, decode, alliteration, illustration, prediction, predict, rhyme, setting,



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key event, problem, character, information, contents, repeat, CVCC/CCVC, consonant, vowel, suffix, contraction, text, re-read, strategy, infer, title, non-fiction, fiction, poetry, retell, recite, glossary, caption, red word, voice choice, speechmarks

Year 2

Word Reading

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading.

Comprehension

develop pleasure in reading, motivation to read, vocabulary and understanding by:

- 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
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

understand both the books that they can already read accurately and fluently and those that they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading
- making inferences on the basis of what is being said and done answering and asking questions
- predicting what might happen on the basis of what has been read so far



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- 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
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Key Vocabulary

Letter, word, letter names (a-z), alphabet, book, beginning, end, ending, story, page, front cover, back cover, phoneme, grapheme, digraph, trigraph, special friends, sound buttons and bars, blend, segment, rhyme, decode, alliteration, illustration, prediction, predict, rhyme, setting, key event, problem, character, information, contents, repeat, CVCC/CCVC, consonant, vowel, suffix, contraction, text, re-read, strategy, infer, title, non-fiction, fiction, poetry, retell, recite, glossary, caption, red word, alternative sounds, syllable, fluency, sequence, question, link, phrase, intonation, index, sub-heading, heading, voice choice, speechmarks, commas