

Progression of Skills for Reading

EYFS Reception **Reading**

30-50months

Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words.

Listens to and joins in with stories and poems, one-to-one and also in small groups. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Beginning to be aware of the way stories are structured. Suggests how the story might end. Listens to stories with increasing attention and recall. Describes main story settings, events and principal characters.

Shows interest in illustrations and print in books and print in the environment. Recognises familiar words and signs such as own name and advertising logos. Looks at books independently. Handles books carefully. Knows information can be relayed in the form of print. Holds books the correct way up and turns pages. Knows that print carries meaning and, in English, is read from left to right and top to bottom.

40-60months

Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences.

Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books. Knows that information can be retrieved from books and computers.

ELG

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Exceeding

Can read phonetically regular words of more than 1 syllable.

Can read many irregular but high frequency words.

Use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary.

Can describe main events in simple stories they have read.

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	Year 1	Year 2	End of KS1 expectations
AF1	<p>Follow print with eyes, finger pointing only at difficulty</p> <p>Re-read to enhance phrasing and clarify precise meaning</p> <p>Apply phonic knowledge and skills as the route to decode words</p> <p>Read simple sentences and, where appropriate, check understanding with picture cues</p> <p>Take more note of punctuation in order to support the use of grammar and oral language rhythms</p> <p>Show fluency and confidence whilst re-reading familiar texts and begin to use analogy (e.g. look, took)</p> <p>Blend and read simple words containing adjacent consonants (e.g. stop, best)</p> <p>Begin to identify constituent parts of simple two-syllable words (e.g. into, outside)</p> <p>Read accurately by blending sounds in unfamiliar words containing known GPCs and link to meaning</p> <p>Read other words of more than one syllable that contain known GPCs (e.g. cowboy, playground).</p> <p>Read fluently, attending to a greater range of punctuation and text layout</p> <p>Read words with common inflections (e.g. -s, -es, -ing, -ed, -er and -est endings)</p> <p>Read common exception words (e.g. English Curriculum Appx. 1)</p>	<p>Continue to apply phonic knowledge and skills to decode words until automatic decoding has become embedded and reading is fluent</p> <p>Tackle unfamiliar words by blending long vowel phonemes, recognising and using them in longer and more complex words</p> <p>Read silently or quietly at a more rapid pace, taking notice of punctuation and using it to keep track of longer sentences</p> <p>Read accurately by blending the sounds in words that contain the common graphemes and alternative sounds for graphemes and check the text makes sense</p> <p>Read accurately more complex words of two or more syllables (e.g. downstream, hideaway, comfortable)</p> <p>Read silently or quietly at a fluent pace, taking notice of punctuation and using it to keep track of longer and more complex sentences</p> <p>Read a wider range of exception words (e.g. English Curriculum Appendix 1)</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>Read words containing common suffixes (e.g. English Curriculum Appendix 1)</p>	<p>Read accurately by blending the sounds in words that contain the common graphemes and alternative sounds for graphemes and check the text makes sense</p> <p>Read accurately more complex words of two or more syllables (e.g. downstream, hideaway, comfortable)</p> <p>Read silently or quietly at a fluent pace, taking notice of punctuation and using it to keep track of longer and more complex sentences</p> <p>Read a wider range of exception words (e.g. English Curriculum Appendix 1)</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>Read words containing common suffixes (e.g. English Curriculum Appendix 1)</p>

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	<p>Read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s) (e.g. couldn't, I've)</p> <p>Greater depth: <i>Use punctuation and text layout to read with a greater range of expression and control</i> <i>Sustain reading through longer sentence structures and paragraphs to gain meaning from texts</i> <i>Tackle more complex unfamiliar words using phonic knowledge, known vocabulary and syllables</i></p>		
<p>AF2</p>	<p>Answer questions about the main points of a simple text, indicating precise understanding</p> <p>Answer simple literal retrieval questions about a text e.g. about character and plot</p> <p>Check information in text against the illustrations, particularly in Non Fiction and comment on the content</p> <p>Use contents page and glossary in non-fiction books to locate information in response to simple questions</p> <p>Notice when the text does not make sense and re-read to self-correct any misread words</p> <p>Greater depth: Recall the main events or facts with prompting Locate pages/sections of interest (e.g. favourite characters, events or pictures).</p>	<p>Recall the main events or facts of a text with growing independence</p> <p>Make simple comments on obvious features by referring back to the text, (e.g. main character, beginning, middle and end)</p> <p>Locate pages/sections of interest (e.g. favourite characters, events or pictures).</p> <p>Discuss and clarify the meanings of words, linking new meanings to known vocabulary</p> <p>Show how items of information are related in non-fiction texts</p>	<p>Locate key vocabulary and specific information in fiction text to find answers to simple questions</p> <p>Locate and interpret information in non-fiction, making full use of non-fiction layout</p> <p>Demonstrate understanding by sequencing events in books</p> <p>Discuss and clarify the meanings of words, linking new meanings to known vocabulary</p> <p>Show how items of information are related in non-fiction texts</p>

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	<p>Make simple comments on obvious features by referring back to the text (e.g. main character, beginning, middle and end)</p>		
AF3	<p>Predict what might happen on the basis of what has been read so far Interpret character and plot more fully e.g. when there are more characters involved and events are sustained over several pages Make simple inferences from the text <i>Greater depth:</i> <i>Use an understanding of the text to make simple predictions</i> <i>Comment on events, characters or ideas in stories, making links to own experience supported by the teacher's questioning</i></p>	<p>Use an understanding of a variety of fiction and non-fiction to predict content, layout and story development Comment more fully on characters or ideas in texts, making links where appropriate to own experience, in response to teacher's questioning Look through a variety of books with growing independence to predict content and story development, drawing on experience of reading similar books Make inferences on the basis of what is being said and done by answering and asking questions</p>	<p>Look through a variety of books with growing independence to predict content and story development, drawing on experience of reading similar books Make inferences on the basis of what is being said and done by answering and asking questions</p>
AF4	<p>Begin to recognise some differences between fiction and non-fiction texts Discuss character and plot Begin to notice some of the features of non-fiction texts (e.g. non-fiction texts can be written in different ways) Recognise that print may be located in captions, fact boxes and diagrams in NF texts Use the contents page in a non-fiction text to select which sections of a text to read <i>Greater depth:</i></p>	<p>Begin to identify and discuss the way texts are organised in a wider variety of genre (e.g. headings, chapters, or different non-fiction text formats) Use alphabetically ordered texts such as indexes, glossaries and dictionaries Identify and discuss the format and text layout of fiction and poetry Become familiar with non-fiction books that are structured in different ways</p>	<p>Identify and discuss the format and text layout of fiction and poetry Become familiar with non-fiction books that are structured in different ways</p>

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	<p><i>Identify how text features, such as punctuation, paragraphs and illustrations can contribute to more elaborate layout on the page.</i></p> <p><i>Begin to navigate around alphabetically ordered texts such as indexes, glossaries and dictionaries</i></p>		
AF5	<p>Greater depth: Identify more unusual vocabulary in fiction and non-fiction</p>	<p>With the help of the teacher, notice literary effects used by fiction writers and the formal language of different types of non-fiction</p> <p>Identify words and phrases chosen for effect on the reader and discuss their favourite words and phrases</p> <p>Recognise simple recurring literary language in stories and poetry</p>	<p>Identify words and phrases chosen for effect on the reader and discuss their favourite words and phrases</p> <p>Recognise simple recurring literary language in stories and poetry</p>
AF6	<p>Comment on the significance of the title of a book and how this relates to the text</p>	<p>Begin to understand the purpose of different non-fiction texts (e.g. to tell you about...or to show you how...)</p> <p>Identify an event or idea in a text and express how it makes the reader feel</p>	<p>Begin to understand the purpose of different non-fiction texts (e.g. to tell you about...or to show you how...)</p> <p>Identify an event or idea in a text and express how it makes the reader feel</p>
AF7	<p>Notice relationships between one text and others (e.g. common themes)</p> <p><i>Greater depth:</i> <i>Choose and talk about a favourite book from a selection</i></p>	<p>identifies and comments on similar stories by the same author</p>	<p>Show some awareness of texts being set in different times and places</p>