

Progression of Skills for Reading

YR progression Checkpoint	Literacy – Comprehension	Literacy – Word Reading
September	Listen to a story and comment on the events. Name the characters from a familiar story.	Identify an object when given the initial sound. Say the initial sound in a given word. Clap the syllables in a word.
Christmas	Identify the characters and setting of a familiar book. Join in with the repeated refrain from a familiar story. Begin to use language from the story when discussing it.	Say a sound for all Phase 2 GPCS. Blend CVC words verbally.
Easter	Sequence a familiar story using images or objects. Tell the story to another person using the book or images. Make a simple prediction based on the events of a story so far. Use the language from a story within role play and discussions.	Say the phonemes from phase 2 and 3 Blend and read VC/CVC words (e.g. is, cat). Read all phase 2 and 3 common exception on sight.
EOY incl. ELG	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.	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. Recognise all Phase 2 and 3 phonemes when reading unfamiliar words. Read Phase 4 common exception words by sight.
Those working in Greater Depth may...	Recycle familiar stories verbally (or in written form), recalling the structure of the original story. Substantiate their predictions and opinions with evidence from the story. Use newly acquired language from books in different contexts.	

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	YR	Year 1	Year 2	End of KS1 expectations
AF1	<p>Reception steps: Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter- sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>ELG: Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>	<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>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 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>ELG: Say a sound for each letter in the alphabet and at least 10 digraphs</p> <p>ELG: Read words consistent with their phonic knowledge by sound-blending;</p> <p>ELG: Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</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>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>blending, when they have been frequently encountered</p> <p>Read words containing common suffixes (e.g. English Curriculum Appendix 1)</p>	
<p>AF2</p>	<p>ELG: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</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>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 key vocabulary and specific information in fiction text to find answers to simple questions</p>

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		<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:</p> <p>Recall the main events or facts with prompting</p> <p>Locate pages/sections of interest (e.g. favourite characters, events or pictures).</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 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>
<p>AF3</p>	<p>ELG: Anticipate - where appropriate - key events in stories.</p>	<p>Predict what might happen on the basis of what has been read so far</p> <p>Interpret character and plot more fully e.g. when there are more characters involved and events are sustained over several pages</p> <p>Make simple inferences from the text</p> <p>Greater depth:</p>	<p>Use an understanding of a variety of fiction and non-fiction to predict content, layout and story development</p> <p>Comment more fully on characters or ideas in texts, making links where appropriate to own experience, in response to teacher's questioning</p> <p>Look through a variety of books with growing independence to predict content and story development,</p>	<p>Look through a variety of books with growing independence to predict content and story development, drawing on experience of reading similar books</p> <p>Make inferences on the basis of what is being said and done by answering and asking questions</p>

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		<p><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>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>AF4</p>		<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 Greater depth: <i>Identify how text features, such as punctuation, paragraphs and illustrations can contribute to more elaborate layout on the page.</i> <i>Begin to navigate around alphabetically ordered texts such as indexes, glossaries and dictionaries</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>AF5</p>		<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 Identify words and phrases chosen for effect on the reader and discuss their favourite words and phrases 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 Recognise simple recurring literary language in stories and poetry</p>
<p>AF6</p>		<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...) 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...) Identify an event or idea in a text and express how it makes the reader feel</p>
<p>AF7</p>		<p>Notice relationships between one text and others (e.g. common themes) <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>

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