

Reading: Progression Grid



Reading: Word Reading

The areas of EYFS that prepare children for the National Curriculum programmes of study.

Phonics and Decoding

Reception	Literacy	<ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of 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, where necessary, a few exception words.
ELG	Literacy	<div style="display: flex; justify-content: space-between;"> <div style="width: 25%;">Word Reading</div> <div style="width: 75%;"> <ul style="list-style-type: none"> • 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. </div> </div>

Common Exception Words

Reception	Literacy	<ul style="list-style-type: none"> • Read a few common exception words matched to the school's phonic programme.
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Fluency		
Reception	Literacy	<ul style="list-style-type: none"> • Blend sounds into words, so that they can read short words made up of letter-sound correspondences. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
ELG	Literacy	Reading <ul style="list-style-type: none"> • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Reading: Comprehension		
Understanding and Correcting Inaccuracies		
Reception	Communication and Language	<ul style="list-style-type: none"> • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Listen carefully to rhymes and songs, paying attention to how they sound. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
ELG	Literacy	Comprehension <ul style="list-style-type: none"> • 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.
Comparing, Contrasting and Commenting		
Reception	Understanding the World	<ul style="list-style-type: none"> • Compare and contrast characters from stories, including figures from the past.

ELG	Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none"> 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.
		Speaking	<ul style="list-style-type: none"> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Words in Context and Authorial Choice

Reception	Communication and Language	<ul style="list-style-type: none"> Learn new vocabulary. Use new vocabulary throughout the day. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
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ELG	Communication and Language	Speaking	<ul style="list-style-type: none"> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
	Literacy	Comprehension	<ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Inference and Prediction

ELG	Communication and Language	Speaking	<ul style="list-style-type: none"> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
	Literacy	Comprehension	<ul style="list-style-type: none"> Anticipate (where appropriate) key events in stories.

Poetry and Performance			
Reception	Communication and Language		<ul style="list-style-type: none"> Engage in storytimes. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Learn rhymes, poems and songs.
	Expressive Arts and Design		<ul style="list-style-type: none"> Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play.
ELG	Literacy	Comprehension	<ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
	Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> Make use of props and materials when role playing characters in narratives and stories.
		Being Imaginative and Expressive	<ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with their peers and their teacher. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.
Non-Fiction			
Reception	Communication and Language		<ul style="list-style-type: none"> Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
ELG	Communication and Language	Speaking	<ul style="list-style-type: none"> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
	Literacy	Comprehension	<ul style="list-style-type: none"> Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Reading Skills– Word Reading						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Application of phonics	<p>Apply phonics knowledge as route to decode words; read accurately by blending sounds in unfamiliar words containing GPCs that have been taught; at least up to phase 5.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught in an</p>	<p>Applies phonic knowledge and skills consistently to consistently decode age appropriate texts quickly and accurately.</p> <p>Recognises and effortlessly decodes alternative sounds for graphemes.</p> <p>Sounds out all unfamiliar words accurately (within age appropriate range)</p>	<p>Reads fluently to decode most words in age-related texts, pausing only to ensure the correct pronunciation is being used.</p>	<p>Automatic decoding is established to read a range of age appropriate texts.</p>		
Word recognition	<p>Recognises and reads at least 50 common exception words.</p>	<p>Reads all common exception words</p>	<p>Recognises some common suffixes and root words and uses this knowledge to read new words.</p>	<p>Beginning to use their growing knowledge of prefixes, suffixes and root words to read and determine meaning from new words.</p>	<p>Determines the meaning of new words by applying knowledge of the root words, prefixes and suffixes as taught so far from Appendix 1</p>	<p>Determines the meaning of all new words by applying knowledge of the root words, prefixes and suffixes as taught from (Appendix 1) as well as context.</p>
Other strategies/spelling links	<p>Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</p> <p>Reads words of more than one syllable that contain taught GPCs.</p>	<p>Read accurately most words of three or more syllables</p> <p>Reads most words with common suffixes</p>	<p>Recognises and effortlessly decodes words of two or more syllables and words with common suffixes and root words</p>	<p>When reading aloud, can read fluently and accurately without undue hesitation all words from the national curriculum year 3- and 4-word list.</p>	<p>When reading aloud, can read fluently and accurately without undue hesitation most words from the national curriculum year 5- and 6-word list.</p>	<p>When reading aloud, can read fluently and accurately - without undue hesitation - all words from the national curriculum year 5- and 6-word list.</p>
Fluency/ Reading aloud	<p>Reads aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to decode words.</p> <p>Rereads these books to build up their fluency and confidence in word reading.</p> <p>Uses simple punctuation (full stop and capital letter) when reading to pause appropriately.</p>	<p>Reads 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</p>	<p>When reading aloud, sounds out unfamiliar words accurately without undue hesitation, and reads age related texts with confidence and fluency.</p>	<p>When reading aloud, sounds out unfamiliar words accurately without undue hesitation, and reads age related texts with confidence and fluency for an increasing period of time</p>	<p>Reads at length for long periods of time. Can recite poems as part of a group.</p>	<p>Can read aloud with intonation that shows understanding.</p> <p>Has learned a wide range of poetry by heart and can quote from poems.</p>

	Reading Skills– Comprehension					
Content Domain	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>KS1</u> 1a draw on knowledge of vocabulary to understand texts VOCABULARY	Discusses word meanings, linking new meanings to those already known	Recognises simple recurring literary language in stories and poetry Clarifies the meaning of new words through discussion, and by making links to known vocabulary Had learned and can recite a repertoire of poems by heart, using appropriate intonation	New words are understood by making links to known vocabulary	Draws upon context and knowledge of words around and within sentence to make meaning	Identifies phrases within text that are used to compare, such as similes or simple analogies	Evaluate how authors use language, including figurative language, considering the impact on the reader
<u>KS2</u> 2a give / explain the meaning of words in context DEFINE						
<u>KS1</u> 1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information FEATURES	Able to discuss the particular characteristics of key stories, traditional tales and fairy stories	Demonstrates understanding of a wide range of poetry, stories and non-fiction that is read independently, and of more challenging books that are listened to, through identification of key aspects of the text, explanation and active discussion that takes account of what others say	Can identify key aspects of age appropriate, challenging fiction and non-fiction books Offers simple explanations of how and why texts are structured according to their purpose Can use the structure of a non-fiction book to navigate simple information text	A good understanding of age appropriate, challenging texts is demonstrated through the identification of key aspects of fiction and non-fiction; and simple explanations of how and why texts are structured according to their purpose Can use dictionaries accurately to check the meaning of words they have read Can use non-fiction texts to retrieve and record answers to specific questions	Asks multi-layered questions to enhance understanding of the text Can check that the book makes sense to them by drawing on knowledge of similar books and plots Can record answers to questions concisely, where they are asked to summarise or precis events taken place	Identifies the difference between fact and opinion and can identify where a viewpoint is presented through an author's bias towards a subject Explains and discusses their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where possible
<u>KS2</u> 2b retrieve and record information / identify key details from fiction and non-fiction RETRIEVE						
<u>KS1</u> 1c identify and explain the sequence of events in texts SEQUENCE	Checks that the text makes sense to them by rephrasing back key words and sentences	Identifies sequences of events in texts and offers simple explanations of how items of information relate to one another			Identifies themes and conventions demonstrating, through discussion and comment, their understanding of their use in and across a wide range of writing	Identifies themes and conventions demonstrating, through discussion and comment, understanding of their use in and across a range of writing
<u>KS2</u> 2c summarise main ideas from more than one paragraph SUMMARISE						

<p><u>KS1</u></p> <p>1d make inferences from the text</p> <p>INFER</p>	<p>Can say how a character might feel because of an event</p>	<p>Answers questions and makes some inferences (in a book they can already read fluently)</p>	<p>Offers plausible inferences and predictions and can explain them referring to key parts of the text</p>	<p>Draws accurate inferences such as characters' feelings and thoughts from their actions</p>	<p>Draws inferences from characters portrayed in books regarding motives and uses these to make plausible predictions</p>	<p>Draws inferences such as inferring characters' feelings, thoughts and motives from across a whole text where evidence is built up over time</p>
<p><u>KS2</u></p> <p>2d make inferences from the text / explain and justify inferences with evidence from the text</p> <p>INFER</p>						
<p><u>KS1</u></p> <p>1e predict what might happen on the basis of what has been read so far</p> <p>PREDICT</p>	<p>Can suggest what a character might do next because of what has taken place in the text</p>	<p>Makes a plausible prediction about what might happen on the basis of what has been read so far</p>	<p>Offers some predictions about what might happen next based on what has been read</p>	<p>Make predictions based on own experience and knowledge of the text and how texts of this genre may work</p>	<p>With appropriate questioning, can make predictions based on implied details</p>	<p>Makes plausible predictions (beyond those that are implied) that are in style of author and genre, drawing upon wide knowledge of reading</p>
<p><u>KS2</u></p> <p>2e predict what might happen from details stated and implied</p> <p>PREDICT</p>						
<p><u>KS2</u></p> <p>2f identify / explain how information / narrative content is related and contributes to meaning as a whole</p> <p>COHESION</p>			<p>Is familiar with a wide range of fiction and non-fiction, including information books that may have a narrative feel to them</p>			<p>Has read widely and can talk at length in a discussion about a wide range of books, including myths, legends, traditional stories, modern and classical fiction, as well as books from other cultures and traditions and longer narrative poems</p>
<p><u>KS2</u></p> <p>2g identify / explain how meaning is enhanced through choice of words and phrases</p> <p>LANGUAGE</p>			<p>Can recognise when an author has used a word for impact and may use the language of grammar to support this, e.g. adjective, adverb or verb</p>	<p>Can identify and discuss words and phrases that capture the reader's interest and imagination</p>	<p>Chooses words that have effects that are subtle, such as when an author has used particular verbs to present bias towards a character</p>	
<p><u>KS2</u></p> <p>2h make comparisons within the text</p> <p>COMPARE</p>			<p>Uses comparisons within the text to analyse and start identifying patterns and themes</p>	<p>Can identify books by the same author and explain the similarities and differences</p>	<p>Reads different genres of fiction and non-fiction and can make comparisons, e.g. fantasy and science fiction</p>	<p>Makes comparisons of setting, language, theme, genre and layout within and across texts and different authors</p>

