



Reading knowledge & skills progression map



	EYFS	KSI		KS2			
Reading Skill	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading for Pleasure							
Reading for Pleasure	<p>I can enjoy a range of books and can begin to explain why.</p> <p>I enjoy rhyming and rhythmic activities.</p>	<p>I enjoy listening to a range of stories, poems and non-fiction read to me.</p> <p>I enjoy reading different books and talking about them.</p> <p>I am beginning to explain what type of books I like and dislike.</p>	<p>I enjoy listening to a range of stories, classic, contemporary poetry and non-fiction.</p> <p>I chose to read different books and enjoy sharing them.</p> <p>I am able to explain what types of books I like and dislike and why.</p>	<p>I can enjoy listening to, reading and discussing a wide range of fiction, poetry, plays, non-fiction and reference books.</p> <p>I can discuss books written by a familiar author.</p> <p>I can read a range of books, including fairy stories, myths and legends, and retelling some of these orally with increasing familiarity.</p>	<p>I can enjoy listening to, reading and discussing a wide range of fiction, poetry, plays, non-fiction and reference books.</p> <p>I can talk about books by a familiar author and explain why I like or dislike them.</p> <p>I can read a range of books, including fairy stories, myths and legends, and retelling some of these orally with increasing familiarity.</p>	<p>I enjoy continuing to read and discuss an increasingly wide range of texts (fiction, poetry, plays, non-fiction books) to read for a range of purposes.</p> <p>I can read a wide range of books, including myths, legends and traditional tales, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p> <p>I can select and read books written by a favourite author.</p>	<p>I enjoy continuing to read and discuss an increasingly wide range of texts (fiction, poetry, plays, non-fiction books) to read for a range of purposes.</p> <p>I can read a wide range of books, including myths, legends and traditional tales, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p> <p>I can select and read books written by a favourite author.</p>

						I can recommend and comment positively on texts that I have read.	I can recommend authors and texts to others and give reasons for my choices.
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	EYFS	KS1		KS2			
Reading Skill	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Reading - Word Reading

Phonics and Decoding	<p>30-50 months: To enjoy rhyming and rhythmic activities.</p> <p>To show an awareness of rhyme and alliteration.</p> <p>To recognise rhythm in spoken words.</p>	<p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>To read words containing taught GPCs.</p> <p>To read words with one or more syllable.</p> <p>To read multisyllabic words containing</p>	<p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables.</p> <p>To read most words containing common suffixes.</p>	<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer words).</p> <p>To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.</p> <p>To apply their growing knowledge of root words and suffixes / word endings, including –ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and –cian, to begin to read aloud.</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes / word endings to read aloud fluently.</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual clues.</p> <p>To apply their growing knowledge of root words, prefixes and suffixes / word endings, including –sion, -tion, -cial, -tial, -ant /-ance /-ancy, -ent /-ence /-ency, -able /-ably and –ible /-ibly, to read aloud fluently.</p> <p>Use the syntax and semantics which surround a new word to support</p>	<p>To read fluently and with full knowledge of all Y5/6 exception words, root words, prefixes, suffixes / word endings and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual clues.</p> <p>Read and pronounce unfamiliar words using knowledge of letter strings – linked to spelling patterns.</p> <p>Use the syntax and semantics which surround a new word to support their understanding</p>
	<p>40-60 months: To continue a rhyming string.</p> <p>To hear and say the initial sound in words.</p> <p>To segment the sounds in simple words and blend them together and know which letter</p>						

	<p>represents some of them.</p> <p>To link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>ELG: To use phonic knowledge to decode regular words and read them aloud accurately.</p>	<p>taught letter / sound correspondences.</p> <p>To read words containing –s, -es, -ing, -ed and –est endings.</p> <p>To read words with contractions, e.g. I'm, I'll and we'll.</p> <p>Read aloud a phonetically decodable text.</p>				<p>their understanding of its meaning – read around the word.</p>	<p>of its meaning – read around the word.</p>
Common Exception Words	<p>ELG: To read some common irregular words.</p>	<p>To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</p>	<p>To read all Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</p>	<p>To begin to read Y3 / Y4 exception words.</p>	<p>To read all Y3 / Y4 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>To read all Y3 / Y4 exception words.</p> <p>To read most Y5 / Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>To read all Y5 / Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>
Phonic levels	<p>Level 1-5</p>	<p>Revision of level 3 and 4 moving quickly onto level 5</p>	<p>Level 6</p>	<p>Catch up intervention Fast Track Phonics</p>	<p>Catch up intervention Fast Track Phonics</p>	<p>Catch up intervention Fast Track Phonics</p>	<p>Catch up intervention Fast Track Phonics</p>
	<p>30-50 months: To show interest in illustrations and print in books and print in the environment.</p>	<p>To accurately read texts that are consistent with their developing phonics knowledge, that do not require them to use other strategies to work out words.</p>	<p>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and</p>	<p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically using 'Love to Read'. Any focus on word reading should support the development of vocabulary.</p>			

Fluency	To recognise familiar words and signs such as own name and advertising logos.	To reread texts to build up fluency and confidence in word reading.	without due hesitation.	
	To look and handle books independently (holds books the correct way up and turns pages).		To reread these books to build up fluency and confidence in word reading.	
	40-60 months: To ascribe meanings to marks that they see in different places.		To read words accurately and fluently without overt sounding and blending.	
	To begin to break the flow of speech into words.			
	To begin to read words and simple sentences.			
ELG: To read and understand simple sentences.				

	EYFS	KS1		KS2			
Reading Skill	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading Comprehension							
Developing 'reading sense'	30-50 months: To know that print carries meaning and, in English, is read from left to right and top to bottom.	To check that a text makes sense to them as they read and to self-correct.	To check that the text makes sense to them as they read and correct inaccurate reading.	Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.	Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.		

<p>(Understanding and correcting inaccuracies)</p>	<p>40-60 months: To understand humour, e.g. nonsense rhymes, jokes.</p> <p>ELG: To read with growing fluency texts linked to their ability and that meet the ELG by the end of Reception.</p>	<p>To draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Explain clearly their understanding of what is read to them.</p>	<p>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading.</p>	<p>Asking questions to improve their understanding of a text.</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these.</p>	<p>Asking questions to improve their understanding of a text.</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these and provide reasoned justifications for their view.</p>		
<p>Exploring Language / Vocabulary</p> <p>(Words in Contextual and Authorial Choice)</p> <p><i>Skills link:</i> V = Vocabulary</p>	<p>30-50 months: To build up vocabulary that reflects the breadth of their experiences.</p> <p>40-60months: To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p>	<p>To identify and discuss word meaning and link new meanings to those already known.</p> <p>Find words with similar meanings.</p>	<p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>To discuss their favourite words and phrases.</p> <p>Begin to use dictionaries to check the meaning of words with support and discuss how this fits into the text.</p>	<p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>To discuss authors' choice of words and phrases that capture the readers' interest and imagination and begin to explain why.</p> <p>Use dictionaries to check the meaning of words.</p>	<p>To check a text makes sense using an understanding of the words in context and explain it.</p> <p>To discuss authors' choice of words and phrases that capture the readers' interest and imagination and begin to explain why.</p> <p>Confidently use dictionaries to check the meaning of words and a thesaurus to find words of similar meaning.</p> <p>Within wider reading, identify</p>	<p>To discuss vocabulary used by the author to create effect including figurative language.</p> <p>To evaluate the use of authors' language and explain how it has created an impact on the reader.</p> <p>Distinguish between statements of fact and opinion with evidence.</p> <p>Understand, explore and explain the meaning of words in context with growing</p>	<p>Understand, explore and explain the meaning of words in context with growing independence across all texts.</p> <p>Discuss the vocabulary and phrases chosen by authors and its intended impact on the reader.</p> <p>Use evidence to explain how authors' use of language impacts on the reader.</p>

					topic specific vocabulary and explore the meaning.	independence across all texts.	
<p><u>Retrieving, Recounting and Summarising / Sequencing</u></p> <p><i>Key Skills link: R = Retrieval S = Sequencing (KS1) S = Summarising (KS2)</i></p>	<p>30-50 months: Begin to retell familiar stories.</p> <p>Describe main story settings, events and main characters.</p> <p>Follow a story without pictures or props.</p> <p>40-60 months: Know that information can be retrieved from books and computers.</p> <p>ELG: Tell others about what I have read with growing confidence.</p>	<p>Sequence and retell the events of a story they are familiar with e.g. traditional tales and fairy stories.</p> <p>Identify the beginning, middle and end of a text / story.</p> <p>Talk about what I have read with others.</p> <p>Develop their knowledge of retrieval through images.</p> <p>Retell familiar stories orally and sequence the events of a story they are familiar with.</p>	<p>Retell a range of stories, traditional tales and fairy stories which shows a good understanding of the sequence of events.</p> <p>Asking and answering retrieval questions.</p> <p>Discuss the sequence of events in books and how items of information are relayed.</p>	<p>Understand what the purpose of summarising is.</p> <p>Identify and summarise main ideas in a text.</p> <p>Retell a wider range of stories orally e.g. fairy stories, myths and legends.</p> <p>Retrieve and record information from a fiction text.</p>	<p>Identify main ideas drawn from more than one paragraph and summarising these.</p> <p>Identify and summarise main ideas in a text.</p> <p>Retell a wider range of stories orally e.g. fairy stories, myths and legends.</p> <p>Retrieve and record information from a fiction text.</p>	<p>Use skimming and scanning techniques to quickly locate key words / phrases to aid in summarising and comprehension.</p> <p>Accurately summarise key points from paragraphs and then link my paragraph summaries to main ideas.</p>	<p>Independently use skimming and scanning techniques to quickly locate key words / phrases to aid in summarising and comprehension.</p> <p>Summarise main ideas from more than one paragraph by identifying key details to support the main ideas.</p>
	<p>30-50 months: To suggest how a story might end.</p> <p>To begin to understand 'why' and 'how' questions.</p>	<p>To begin to make simple inferences through the use of pictures.</p> <p>Find clues in a text based on what has been said and done.</p>	<p>Discussing the significance of the title and events.</p> <p>To make inferences on the basis of what is being said and done.</p>	<p>Infer a characters' feelings, thoughts and motives through their actions and interactions with others.</p>	<p>To draw inferences from the characters' feelings, thoughts and motives that justifies their actions, supporting their views with</p>	<p>To draw inferences from the characters' feelings, thoughts and motives through their actions and interactions between other</p>	<p>To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).</p>

<p><u>Inference and Prediction</u></p> <p><i>Skills Link: I = Inference P = Prediction E = Explain</i></p>	<p>ELG: To answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	<p>To predict what might happen on the basis of what has been read so far and begin to justify answers orally.</p>	<p>To predict what might happen on the basis of what has been read so far in a text.</p>	<p>To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p> <p>Make predictions based on evidence from the text and begin to explain how this supports your prediction</p>	<p>evidence from the text.</p> <p>To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p> <p>To justify predictions using evidence from the text.</p>	<p>characters and the environment.</p> <p>Use evidence from the text to support my decisions and explain how this evidence supports my view points.</p> <p>To make predictions based on details stated and implied, justifying them in detail with evidence from the text.</p>	<p>Use evidence from the text to support my decisions and explain how this evidence supports my view points.</p> <p>To make predictions based on details stated and implied, justifying them in detail with evidence from the text.</p> <p>To discuss how characters, change and develop through texts by drawing inferences based on indirect clues.</p>
<p><u>Identifying Features and Conventions in Texts</u></p> <p><i>Skills Link: R = Retrieval</i></p>	<p>30-50 months: Knows the different parts of a book.</p>	<p>Recognise and join in with repeated patterns and phrases.</p> <p>Name and explain different parts of a book e.g. front cover, page, title, back page, blurb.</p>	<p>Identify a sequence of events in a book.</p> <p>Identify and use the structure of non-fiction books.</p>	<p>Identify common themes in a wide range of books.</p> <p>Recognise different forms of poetry.</p> <p>Use the structure of a non-fiction book to retrieve information.</p>	<p>Identify themes and conventions in a wide range of books.</p> <p>Recognise different forms of poetry (narrative and free verse).</p> <p>Understand how language, structure and presentation add meaning to text.</p>	<p>Understands the features of different texts.</p> <p>Comments on why texts have been structured in different ways.</p> <p>Retrieve, record and present information from non-fiction texts.</p>	<p>Confidently comment on the structure and layout of a text.</p> <p>Compare structures of different texts and comment on their effectiveness.</p> <p>Identify how the structure of texts supports and guides the reader.</p>

<p>Comparing / Connecting Texts</p> <p>Skills Link: C- connect</p>	<p>30-50 months: To listen to stories with increasing attention and recall.</p> <p>To anticipate key events and phrases in rhymes and stories.</p> <p>To describe main story settings, events and principal characters.</p> <p>40-60 months: To enjoy an increasing range of books.</p> <p>To follow a story without pictures and props.</p> <p>ELG: To listen to stories accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>To demonstrate understanding when talking with others about what they have read.</p>	<p>To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.</p> <p>To link what they have read or have read to them to their own experiences.</p> <p>To retell familiar stories in increasing detail.</p> <p>To join in with discussions about a text, taking turns and listening to what others say.</p> <p>To discuss the significance of titles and events.</p>	<p>To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.</p> <p>To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p> <p>To discuss the sequence of events in books and how items of information are related.</p> <p>To recognise simple recurring literary language in stories and poetry. To ask and answer questions about a text.</p> <p>To make links between the text they are reading</p>	<p>To recognise, listen to and discuss a wide range of fiction, poetry, plays non-fiction and reference books or textbooks.</p> <p>To use appropriate terminology when discussing texts (plot, character, setting).</p> <p>Compare texts that are structured in different ways.</p> <p>Participate in discussions about both books that are read to them and those they can read themselves.</p>	<p>To discuss and compare texts from a wide variety of genres and writers.</p> <p>To read for a range of purposes.</p> <p>To identify themes and conventions in a wide range of books.</p> <p>To identify how language, structure and presentation contribute to meaning.</p> <p>To identify main ideas drawn from more than one paragraph and summarise these.</p> <p>Participate in discussions about both books that are read to them and those they can read themselves.</p>	<p>To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.</p> <p>To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</p> <p>To identify main ideas drawn from more than one paragraph and to summarise these.</p> <p>Compare themes and conventions across a wide range of genres and asking comparisons within and across books.</p> <p>To recommend texts to peers based on personal choice.</p>	<p>To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p> <p>To recognise more complex themes in what they read to explain and discuss their understanding of what they have read, using notes where necessary.</p> <p>To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.</p> <p>To draw out key information and to summarise the main ideas in a</p>
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			<p>and other texts they have read (in texts that they can read independently).</p>				<p>text. To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.</p> <p>To compare characters, settings and themes within a text and across more than one text.</p>
<p><u>Poetry and Performance</u></p>	<p>30-50 months: To listen to and join in with stories and poems, one-to-one and also in small groups.</p> <p>To join in with repeated refrains in rhymes and stories.</p> <p>To use intonation, rhythm and phrasing to make the meaning clear to others.</p> <p>To develop preference for forms of expression.</p> <p>40-60 months: To play cooperatively as part of a group to develop and act out a narrative.</p>	<p>To recite simple poems by heart.</p>	<p>To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.</p>	<p>To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</p> <p>To begin to use appropriate intonation and volume when reading aloud.</p>	<p>To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).</p> <p>To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.</p>	<p>To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.</p>	<p>To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.</p>

	<p>ELG: To express themselves effectively, showing awareness of listeners' needs.</p>						
<p>Non-Fiction</p>	<p>30-50 months: To know that information can be relayed in the form of print.</p> <p>40-60 months: To know that information can be retrieved from books and computers.</p>		<p>To recognise that non-fiction books are often structured in different ways.</p>	<p>To retrieve and record information from non-fiction texts.</p>	<p>To use all of the organisational devices available within a non-fiction text to retrieve record and discuss information.</p>	<p>To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.</p>	<p>To retrieve, record and present information from non-fiction texts.</p> <p>To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science texts) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).</p>