



Reading Progression of Knowledge and Skills

Year group	Reading – Word Reading
EYFS Nursery Reception ELG	<ul style="list-style-type: none"> • Understand print has meaning • Understand that print can have different purposes • Understand that we read English text from left to right, and from top to bottom • Understand the names of the different parts of a book • Understand page sequencing • Is developing phonological awareness, so they can spot and suggest rhymes • Is developing phonological awareness so they can count or clap syllables in words • Is developing phonological awareness, so they can recognise words with the same initial sound, such as money and mother • Read individual letters by saying the sounds for them • Is able to blend sounds into words so they can read short words made up of known letter-sound correspondences • Can read some letter groups that each represent one sound and say the sounds for them • Can read a few common exception words matched to Twinkl Phonics program levels • Is able to read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few common exception words • Reads aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words • Can read words consistent with their phonic knowledge by sound-blending • Is able to say a sound for each letter in the alphabet and at least 10 digraphs
Year 1	<ul style="list-style-type: none"> • Apply phonic knowledge and skills as the route to decode words • Blend sounds in unfamiliar words using the GPCs that they have been taught • Respond speedily, giving the correct sound to graphemes for all the 40+ phonemes, including, where applicable, alternative sounds for graphemes • Say sounds for 40+ graphemes, including one grapheme for each of the 40+ phonemes • Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings • Read words with contractions eg. I'm, I'll, and we'll and understand that the apostrophe represents the omitted letter(s) • Read many common exception words • Read other words of more than one syllable that contain taught GPCs • Read aloud accurately books that are consistent with developing phonic knowledge and that do not require use of other strategies, such as guessing words from pictures or the context of the sentence, to work out words.

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	<ul style="list-style-type: none"> Re-read phonically decodable books to build up fluency and confidence in word reading.
Year 2	<ul style="list-style-type: none"> 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 for all 40+ phonemes Recognise alternative sounds for graphemes Read accurately words of two or more syllables that contain graphemes taught so far Read most words containing common suffixes Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Read words in age-appropriate books accurately and fluently without overt sounding and blending, and sufficiently fluently to allow them to focus on understanding rather than decoding
Year group	Reading – Comprehension
EYFS Nursery Reception ELG	<ul style="list-style-type: none"> Engages in extended conversations about stories, learning new vocabulary Re-reads books to build up their confidence in word reading, their fluency and their understanding and enjoyment Anticipate, where appropriate, key events in stories Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary Uses and understands recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play
Year 1	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> 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 talk about events in what is read or heard read, and link them to their own experience. joining in with predictable phrases becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics learning to appreciate rhymes and poems, and to recite some by heart discussing word meanings, linking new meanings to those already known <p>Understand both books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> drawing on what is already known or on background information and vocabulary provided by the teacher checking that the text makes sense as they read, and correct 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

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	<ul style="list-style-type: none"> • Participate in discussion about what is read to them, taking turns and listening to what others say • Retell some of a familiar story/rhyme, when being read to by an adult (one-to-one or small group) • Explain clearly their understanding of what is being read to them • Answer questions in discussion with the teacher and make simple inferences
Year 2	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • 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 • Recognising simple recurring literary language in stories and poetry • Discussing and clarifying the meaning 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 <p>Understand both books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> • 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 corrects inaccurate reading • answering questions and making inferences on the basis of what is being said and done • answering and asking questions and making links • making plausible predictions about what might happen on the basis of what has been read so far <ul style="list-style-type: none"> • Make inferences on the basis of what is said and done in a book they are reading independently • 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 • Explain what has happened so far in what they have read



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