



## English – Reading Progression



### EYFS Reading Progression

<b>Reading: Word Reading</b>		
<b>Phonics and Decoding</b>		
Three and Four-Year-Olds	Literacy	<ul style="list-style-type: none"> <li>• Develop their phonological awareness, so that they can:               <ul style="list-style-type: none"> <li>• spot and suggest rhymes</li> <li>• count or clap syllables in words</li> <li>• recognise words with the same initial sound, such as money and mother</li> </ul> </li> </ul>
Reception	Literacy	<ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them.</li> <li>• Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</li> <li>• Read some letter groups that each represent one sound and say sounds for them.</li> <li>• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> </ul>
ELG	Literacy	<div style="display: flex; justify-content: space-between;"> <div style="width: 30%;">Word Reading</div> <div style="width: 65%;"> <ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>• Read words consistent with their phonic knowledge by sound-blending.</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> </div> </div>
<b>Common Exception Words</b>		



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Reception	Literacy	<ul style="list-style-type: none"><li>• Read a few common exception words matched to the school's phonic programme.</li></ul>
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## English – Reading Progression



<b>Fluency</b>		
Three and Four-Year-Olds	Literacy	<ul style="list-style-type: none"> <li>• Understand the five key concepts about print:               <ul style="list-style-type: none"> <li>• print has meaning</li> <li>• print can have different purposes</li> <li>• we can read English text from left to right and from top to bottom</li> <li>• the names of different parts of a book</li> <li>• page sequencing</li> </ul> </li> <li>• Develop their phonological awareness, so that they can:               <ul style="list-style-type: none"> <li>• spot and suggest rhymes</li> <li>• count or clap syllables in words</li> <li>• recognise words with the same initial sound, such as money and mother</li> </ul> </li> </ul>
Reception	Literacy	<ul style="list-style-type: none"> <li>• Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</li> <li>• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>• Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> </ul>
ELG	Literacy	<div style="display: flex; justify-content: space-between; align-items: center;"> <span>Reading</span> <ul style="list-style-type: none"> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> </div>

**Reading: Comprehension**



## English – Reading Progression



Understanding and Correcting Inaccuracies		
Three and Four-Year-Olds	Communication and Language	<ul style="list-style-type: none"><li>• Enjoy listening to longer stories and can remember much of what happens.</li><li>• Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</li><li>• Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.</li></ul>
	Literacy	<ul style="list-style-type: none"><li>• Engage in extended conversations about stories, learning new vocabulary.</li></ul>
Reception	Communication and Language	<ul style="list-style-type: none"><li>• Listen to and talk about stories to build familiarity and understanding.</li><li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li><li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li><li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li></ul>



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ELG	Literacy	Comprehension	<ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Anticipate (where appropriate) key events in stories.</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul>
<b>Comparing, Contrasting and Commenting</b>			
Three and Four-Year-Olds	Communication and Language		<ul style="list-style-type: none"> <li>• Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.</li> </ul>
Reception	Understanding the World		<ul style="list-style-type: none"> <li>• Compare and contrast characters from stories, including figures from the past.</li> </ul>
ELG	Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
		Speaking	<ul style="list-style-type: none"> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> </ul>
<b>Words in Context and Authorial Choice</b>			
Three and Four-Year-Olds	Communication and Language		<ul style="list-style-type: none"> <li>• Use a wider range of vocabulary.</li> </ul>
	Literacy		<ul style="list-style-type: none"> <li>• Engage in extended conversations about stories, learning new vocabulary.</li> </ul>



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Reception	Communication and Language		<ul style="list-style-type: none"> <li>• Learn new vocabulary.</li> <li>• Use new vocabulary throughout the day.</li> <li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>• Use new vocabulary in different contexts.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>
ELG	Communication and Language	Speaking	<ul style="list-style-type: none"> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> </ul>
	Literacy	Comprehension	<ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul>
<b>Inference and Prediction</b>			
Three and Four-Year-Olds	Communication and Language		<ul style="list-style-type: none"> <li>• Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</li> </ul>
ELG	Communication and Language	Speaking	<ul style="list-style-type: none"> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> </ul>
	Literacy	Comprehension	<ul style="list-style-type: none"> <li>• Anticipate (where appropriate) key events in stories.</li> </ul>



## English – Reading Progression



<b>Poetry and Performance</b>			
Three and Four-Year-Olds	Communication and Language	<ul style="list-style-type: none"> <li>• Sing a large repertoire of songs.</li> <li>• Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> </ul>	
	Expressive Arts and Design	<ul style="list-style-type: none"> <li>• Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>• Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</li> <li>• Remember and sing entire songs.</li> <li>• Sing the pitch of a tone sung by another person ('pitch match').</li> <li>• Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs.</li> <li>• Create their own songs, or improvise a song around one they know.</li> </ul>	
Reception	Communication and Language	<ul style="list-style-type: none"> <li>• Engage in storytimes.</li> <li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>• Learn rhymes, poems and songs.</li> </ul>	
	Expressive Arts and Design	<ul style="list-style-type: none"> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>• Develop storylines in their pretend play.</li> </ul>	
ELG	Literacy	Comprehension	<ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> </ul>
	Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul>



## English – Reading Progression



		Being Imaginative and Expressive	<ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with their peers and their teacher.</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</li> </ul>
<b>Non-Fiction</b>			
Reception	Communication and Language		<ul style="list-style-type: none"> <li>• Engage in non-fiction books.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>
ELG	Communication and Language	Speaking	<ul style="list-style-type: none"> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> </ul>
	Literacy	Comprehension	<ul style="list-style-type: none"> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul>



## Year 1 – Reading Progression – National Curriculum

### Reading - word reading

Pupils should be taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- reread these books to build up their fluency and confidence in word reading

### Reading - comprehension

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - 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 link what they read or hear to their own experiences
  - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
  - recognising and joining in with predictable phrases
  - learning to appreciate rhymes and poems, and to recite some by heart



## English – Reading Progression

- discussing word meanings, linking new meanings to those already known
- understand both the books they can already read accurately and fluently and those they listen to by:
  - 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 correcting 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
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them





# English – Reading Progression



Year 1

Planning Themes teach word reading and retrieval and response every week	Term 1
Decoding Summarising Predicting  Some phase 5 alternatives decoded without undue hesitation	1. Link what they read or hear to their own experiences
	2. Check that the text makes sense to them as they read and correct inaccurate reading
	3. Recognise and use predictable phrases in known stories e.g. 'I'll huff and <sup>[1]</sup> <sub>[SEP]</sub> puff once upon a time happily ever after <sup>[1]</sup> <sub>[SEP]</sub>
	4. Draw on what they already know to understand a text e.g. through relating to their own experiences (linking learning about penguins to 'Happy Feet')
	5. Identify the significance of the title and events in stories e.g. why is this story called 'Where The Wild Things Are?' Why did they make Max king? <sup>[1]</sup> <sub>[SEP]</sub>
	6. Make simple predictions based on their own experiences e.g. I think mum will be cross because my mum gets cross
	7. Correctly and quickly read the graphemes for all 40+ phonemes, including the alternatives taught so far e.g. children should be confident up to phase 4 and decode <b>some phase 5 alternatives</b>
Decoding and Reading aloud Vocabulary Summarising and understanding Introduce Non-fiction Many phase 5 alternatives decoded without undue hesitation	8. Read aloud books matched to Y1 phonic knowledge e.g. focus on the skill of reading aloud and decoding grapheme within phase 5 (not all graphemes may have been taught at this point – see 21 and
	9. Discuss the meaning of new words by linking to vocabulary they know e.g. unkind = means not kind <sup>[1]</sup> <sub>[SEP]</sub>
	10. Understand that non-fiction texts provide information <sup>[1]</sup> <sub>[SEP]</sub>
	11. Identify the significance of the title and events in non-fiction <sup>[1]</sup> <sub>[SEP]</sub>
	12. Demonstrate their understanding e.g. through role play, story mapping, discussion, drama
	13. Accurately blend sounds in unfamiliar words that contain the GPCs that have been taught so far e.g. children should be able to decode <b>many phase 5 alternatives</b>
Inference Fiction and Non-fiction Most phase 5 alternatives and Year 1 spelling rules decoded without undue hesitation	14. Orally retell known stories, linked to the Y1 range
	15. Consider the key characteristics of familiar stories e.g. good and evil characters, happy endings, happening in the past <sup>[1]</sup> <sub>[SEP]</sub>
	16. Read words with contractions
	17. Read words of more than one syllable and those that end in: -s, -es, -ing, - <sup>[1]</sup> <sub>[SEP]</sub> ed, -er and -est
	18. Make simple inferences e.g. I think Red Riding Hood was scared because the wolf was frightening
	19. Answer questions orally about a shared non-fiction text e.g. what do penguins eat? <sup>[1]</sup> <sub>[SEP]</sub>
	20. Apply phonic knowledge and skills to decode words e.g. children should be decoding <b>most</b> phase 5 graphemes and unfamiliar words. Children should be able to do this 'without undue hesitation
Fluency Explanation	21. Accurately read aloud books that are consistent with their developing phonic knowledge e.g. focus on the skill of reading aloud with application of decoding up to <b>phase 5 and beyond</b>



## English – Reading Progression



Most phase 5 alternatives, Year 1 spelling rules and unfamiliar words decoded without undue hesitation

22. Note unusual correspondences and identify where these occur in the word, in relation to the Y1 common exception words

23. Discuss a wide range of poems, stories and non-fiction beyond their independent reading level

24. Recite some simple poems by heart e.g. nursery rhymes, *Surrounded by Noise* (Ian Souter) *The Horseman* (Walter de la Mare)

25. Use age appropriate dictionaries to check the meanings of words e.g. picture dictionaries, first dictionaries, word banks developed during English Lessons



Year 2 – Reading Progression – National Curriculum

**Reading - word reading**

Pupils should be taught to:

- 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 taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- reread these books to build up their fluency and confidence in word reading

**Reading - comprehension**

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - 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
  - being introduced to non-fiction books that are structured in different ways
  - recognising simple recurring literary language in stories and poetry
  - discussing and clarifying the meanings 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



## English – Reading Progression



- understand both the books that they can already read accurately and fluently and those that they listen to by:
- 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 correcting inaccurate reading
  - making inferences on the basis of what is being said and done
  - answering and asking questions
  - predicting what might happen on the basis of what has been read so far
- 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



# English – Reading Progression



Decoding Summarising Identifying Key features Prediction  Most phase 5 alternatives decoded without undue hesitation	1. Recognise simple, recurring literary language across poetry and narratives e.g. <i>in a land far away long ago once there lived it wasn't long before;</i>
	2. Read accurately words of two or more syllables <sup>[SEP]</sup>
	3. Draw on what they already know to understand a text e.g. <i>through: the vocabulary, grammar or context cause and effect (thinking about what's prompted a character's behaviour)</i> <sup>[SEP]</sup>
	4. Use titles, headings, pictures and blurbs to locate relevant information <sup>[SEP]</sup>
	5. Predict what may happen on the basis of what has been read so far e.g. <i>I think mum will get cross because she told Tom not to lie again</i> <sup>[SEP]</sup>
	6. Accurately blend sounds in unfamiliar words, especially recognising alternative sounds e.g. <i>children should revise and be able to decode most phase 5 alternatives secured at the end of Y1</i>
Fluency Retrieval/Scanning/ locating information Vocabulary  Many Y2 spelling rules read without undue hesitation	7. Identify the sequence of events in fiction and how these are related <sup>[SEP]</sup> e.g. <i>understanding beginning/middle/end</i> <sup>[SEP]</sup>
	8. Use scanning to locate a single piece of information, in response to <sup>[SEP]</sup> questions from the teacher <i>they searched far and wide</i> <sup>[SEP]</sup>
	9. Discuss favourite words and phrases e.g. <i>linked to use of dictionaries</i>
	10. Express a single point of view about a text <sup>[SEP]</sup>
	11. Read words containing common suffixes e.g. <i>-ment, -less, -ful, -ness</i> – see also range of spelling rules taught in Y2
	12. Read aloud books matched to Y2 phonic knowledge e.g. <i>Children should be able to decode most phase 5 alternatives and many Y2 alternatives - see NC appendices</i>
Fluency Non-fiction Vocabulary	13. Orally retell known stories, linked to the Y2 range <sup>[SEP]</sup>
	14. Use age appropriate dictionaries to check the meanings of words e.g. <i>first dictionaries, infant dictionaries, word banks developed in English lessons</i>
	15. Clarify and discuss the meanings of new words, by linking to vocabulary they know e.g. <i>I think 'kindly' means he spoke in a nice way. Link to use of dictionaries</i>
	16. Identify the sequence of events in non-fiction and how these are related e.g. <i>introductions /conclusions</i>
	17. Recognise and understand the structure of the non-fiction texts used <sup>[SEP]</sup>
	18. Check that the text makes sense to them as they read and correct inaccurate reading <sup>[SEP]</sup> e.g. <i>Use this statement as an opportunity to assess fluency. Children should be able to decode phase 5 and many Y2 spelling rules without undue hesitation</i>
Fluency Inference	19. List key information orally or through text marking (highlighting/ <sup>[SEP]</sup> underlining) in response to teachers' questions <sup>[SEP]</sup>
	20. Make inferences on the basis of what is said and done e.g. <i>I think something bad will happen to Hansel and Gretel because they've been left on their own</i>
	21. Automatically read unfamiliar words accurately and <b>without undue hesitation</b> when reading aloud e.g. <i>Read most phase 5 alternatives and most Y2 spelling rules. Use decoding strategies to read many unfamiliar words</i>
Fluency Explaining	22. Discuss their understanding of stories, poems and non-fiction (see range) at a level beyond which they can read independently
	23. Recite poems by heart, using intonation to make the meaning clear



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|---|
| 24. Note unusual correspondences and identify where these occur in the word, in relation to the Y2 common exception words e.g. children should be able to decode most Y2 spelling rules |
| 25. Reading fluently and confidently in line with the Y2 range e.g. children should be able to read age-appropriate texts without undue hesitation                                      |