

# The White Horse Federation: Reading Progression of Skills

Fluency (Rich)							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Birth to 3 Years</b></p> <p><b>Communication &amp; Language</b></p> <ul style="list-style-type: none"> <li>Use intonation, pitch and changing volume when 'talking.'</li> <li>Say multi-syllabic words such as 'banana' and 'computer.'</li> </ul> <p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>Say some of the words in songs and rhymes.</li> <li>Repeat words and phrases from familiar stories.</li> </ul> <p><b>3 – 4 Years</b></p> <p><b>Communication &amp; Language</b></p> <ul style="list-style-type: none"> <li>Use a wider range of vocabulary.</li> <li>Develop their pronunciation but may have problems saying: some sounds: r, j, th, ch and sh and multi-syllabic words.</li> </ul> <p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>Develop their phonological awareness so that they can: spot and suggest rhymes; count or clap syllables in a word; recognise words with the same initial sound.</li> </ul>	<p><b>Communication &amp; Language</b></p> <ul style="list-style-type: none"> <li>Learn new vocabulary.</li> <li>Use new vocabulary through the day.</li> </ul> <p><b>Literacy</b></p> <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 known letter-sound correspondences.</li> <li>Read some letter groups that represent one sound and say sounds for them.</li> <li>Read a few common exception words matched to the school's phonic programme.</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>	<ul style="list-style-type: none"> <li>apply phonic knowledge to decode words</li> <li>instantly recognise all 40+ letters or groups of letters</li> <li>read accurately by blending sounds in unfamiliar words</li> <li>read common exception words</li> <li>read common suffixes (-s, -es, -ing, -ed...)</li> <li>read multi-syllabic words containing taught GPCs.</li> <li>read words with contractions</li> <li>read and re-read books aloud, accurately, that are closely matched to their developing phonic knowledge to develop fluency and confidence.</li> <li>check that the text makes sense to them as they read, and correcting inaccurate reading</li> <li>Use appropriate expression when reading words are emphasised.</li> <li>Pause at full stops.</li> </ul>	<ul style="list-style-type: none"> <li><b>Secure phonic decoding until reading is fluent.</b></li> <li><b>read accurately by blending, including the alternative sounds for graphemes.</b></li> <li><b>Read multisyllabic words containing these graphemes.</b></li> <li><b>read words containing common suffixes</b></li> <li><b>read further common exception words, noting unusual correspondences.</b></li> <li><b>read most words quickly and accurately, without overt sounding and blending</b></li> <li><b>read, reread books closely matched to their phonic knowledge, sounding out unfamiliar words accurately and automatically.</b></li> <li><b>check the text makes sense to them / correct inaccurate reading</b></li> <li>Use appropriate expression when reading a sentence with a question or exclamation mark.</li> <li>Begin to pause for a comma in a list.</li> </ul>	<ul style="list-style-type: none"> <li>Use knowledge of root words to understand the meaning of words.</li> <li>apply their knowledge prefixes to understand the meaning of new words. prefixes: 'dis-', 'mis-', 'in-', 'im-' and 're-':</li> <li>apply their knowledge of suffixes to understand the meaning of new words. suffixes: 'ation' and 'ous'</li> <li>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (see CEW table below).</li> <li>Be able to read age appropriate texts accurately and at a speed that is sufficient to allow a focus on understanding rather than decoding individual words.</li> <li>Use appropriate expression when reading dialogue (including a slight pause to mark the reporting clause when appropriate).</li> </ul>	<ul style="list-style-type: none"> <li>Use knowledge of root words to understand the meaning of words.</li> <li>apply their knowledge prefixes to understand the meaning of new words. prefixes: 'sub-', 'inter-', 'super-', 'anti-', 'auto-':</li> <li>apply their knowledge suffixes to understand the meaning of new words. suffixes which sound like /jən / spelt 'tion', 'sion' 'ssion' and 'cian':</li> <li>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (see CEW table below).</li> <li>Be able to read age appropriate texts accurately and at a speed that is sufficient to allow a focus on understanding rather than decoding individual words.</li> <li>Use appropriate expression when reading fronted adverbials (including slight pause)</li> </ul>	<ul style="list-style-type: none"> <li>Use knowledge of root words to understand the meaning of words.</li> <li>apply their knowledge suffixes to understand the meaning of new words. suffixes: ant, ance, ancy, ent, ence, ency, ible, ably, ibly, ably</li> <li>Read age appropriate texts accurately and at a reasonable speaking pace.</li> <li>Use appropriate expression and pausing when reading</li> </ul> <p>Specifically around:</p> <ul style="list-style-type: none"> <li>a complex sentence</li> <li>a relative clause</li> <li>parenthesis demarcated with commas, brackets or dashes</li> </ul>	<ul style="list-style-type: none"> <li>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in <a href="#">English appendix 1</a>, both to read aloud and to understand the meaning of new words that they meet</li> <li>Read age appropriate texts accurately and at a reasonable speaking pace.</li> <li>Alter reading voice for purpose (narrative, persuasive advert, persuasive letter, information text) and audience (formal/informal).</li> <li>Use appropriate expression when reading ironic or sarcastic sentences (nb. this may be indicated by italic or bold fonts, or scare quotes)</li> </ul>

The White Horse Federation: Reading Progression of Skills  
Oral and Written Comprehension (Rich)

Nursery / Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Birth to 3 Years</b></p> <p><b>Communication &amp; Language</b></p> <ul style="list-style-type: none"> <li>Understands single words in context e.g. cup, milk, daddy.</li> <li>Understands frequently used words such as 'all gone', 'no' and 'bye-bye.'</li> <li>Understand and act on longer sentences</li> <li>Understand simple questions about 'who', 'what' and 'where' (but generally not 'why')</li> </ul> <p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>Ask questions about the book. Make comments and shares their ideas.</li> <li>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</li> </ul> <p><b>3 – 4 Years</b></p> <p><b>Communication &amp; Language</b></p> <ul style="list-style-type: none"> <li>Understand a question or instructions that has two parts.</li> <li>Understand 'why' questions.</li> <li>Be able to express a point of view and to debate when they disagreed with an adult or a friend, using words as well as actions.</li> </ul> <p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>Understand the 5 key concepts about print: print has meaning; print can have different purposes; we read English text from left to right and top to bottom; the names of different parts of a book; page sequencing.</li> </ul> <p><b>Reception</b></p> <p><b>Communication &amp; Language</b></p> <ul style="list-style-type: none"> <li>Ask questions to find out more and to check they understand what has been said to them.</li> <li>Describe events in some detail.</li> </ul>	<ul style="list-style-type: none"> <li>discuss <b>word meanings</b>, linking new meanings to those already known</li> <li>draw on what they already know or on <b>background information and vocabulary</b></li> <li>discuss the significance of the title and events</li> <li>make <b>inferences</b> on the basis of what is being said and done</li> <li><b>predict</b> what might happen on the basis of what has been read so far</li> <li>participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>explain their understanding of what is read to them</li> </ul>	<ul style="list-style-type: none"> <li>draw on what they already know or on <b>background information</b> and vocabulary provided by the teacher</li> <li>discuss and clarify the meanings of words</li> <li><b>make inferences on the basis of what is being said and done</b></li> <li><b>answer and asking questions</b></li> <li>Use <b>scanning</b> to locate pieces of information.</li> <li><b>identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</b></li> <li><b>predict what might happen on the basis of what has been read so far</b></li> <li>discuss books and poems and other works that are read to them and those that they can read for themselves</li> <li>explain and discuss their understanding of books, poems and other material.</li> <li>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their characteristics</li> <li>discuss their favourite/ effective words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>checking that the text makes sense to them, discussing their understanding, and <b>explaining the meaning of words in context</b></li> <li>asking questions to improve their understanding of a text</li> <li><b>drawing inferences</b> such as inferring characters' thoughts and actions and justify inferences with evidence</li> <li><b>predict</b> what might happen from details stated and begin to use those implied.</li> <li>identify main ideas drawn from more than 1 paragraph and <b>summarise</b> these</li> <li>identifying how <b>language, structure, and presentation</b> contribute to meaning</li> <li><b>retrieve</b> and record information from non-fiction (Use <b>scanning</b> to locate pieces of information. Use <b>skimming</b> to locate main ideas in the text.)</li> <li><b>discuss words and phrases</b> that capture the reader's interest and imagination</li> </ul>	<ul style="list-style-type: none"> <li>checking that the text makes sense to them, discussing their understanding, and <b>explaining the meaning of words in context</b></li> <li>asking questions to improve their understanding of a text</li> <li><b>drawing inferences</b> such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li><b>predict</b> what might happen from details stated and implied</li> <li>identify main ideas drawn from more than 1 paragraph and <b>summarise</b> these</li> <li>identifying how <b>language, structure, and presentation</b> contribute to meaning</li> <li><b>retrieve</b> and record information from non-fiction (Use <b>skimming</b> to locate main ideas in the text. Use <b>scanning</b> to locate specific information)</li> <li><b>discuss words and phrases</b> that capture the reader's interest and imagination</li> </ul>	<ul style="list-style-type: none"> <li><b>explore the meaning of words in context</b></li> <li>asking questions to improve their understanding</li> <li><b>drawing inferences</b></li> <li><b>drawing inferences</b> – explicit focus on characters' feelings, thoughts and motives from their actions, justifying inferences with evidence</li> <li><b>drawing inferences</b> – explicit focus on themes/ knowledge from other texts, justifying inferences with evidence</li> <li><b>predict</b> what might happen from details stated and implied (based on content and themes)</li> <li>identify main ideas drawn from one or more paragraphs and <b>summarise</b> them.</li> <li>identifying how <b>language, structure and presentation</b> contribute to meaning</li> <li>Explain the impact on the reader of an <b>author's word choices</b> and other literary devices including the use of figurative language.</li> <li>distinguish between statements of fact and opinion</li> <li><b>retrieve</b> information from non-fiction. Use <b>skimming</b> and <b>scanning</b> to locate information selectively and precisely</li> <li>Provide explanations supported by several examples from different parts of the text.</li> </ul>	<ul style="list-style-type: none"> <li><b>explore the meaning of words in context</b></li> <li>ask questions to improve understanding</li> <li><b>drawing inferences</b> such as characters' feelings, thoughts, motives from their actions, (including themes and authors' viewpoint), justifying inferences with evidence</li> <li><b>predict</b> what might happen from details stated and implied (based on wider understanding content and themes)</li> <li>identify main ideas drawn from one or more paragraphs and <b>summarise</b> them.</li> <li>identifying how <b>language, structure and presentation</b> contribute to meaning</li> <li>Explain the impact on the reader of an <b>author's word choices</b> and other literary devices including the use of figurative language.</li> <li>distinguish between statements of fact and opinion</li> <li><b>retrieve</b> information from non-fiction. Use <b>skimming</b> and <b>scanning</b> to locate information supported by several examples from different parts of the text.</li> </ul>

## The White Horse Federation: Reading Progression of Skills

Range of Reading (Nourish)							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Birth to 3 Years</b> <b>Communication &amp; Language</b></p> <ul style="list-style-type: none"> <li>Start to develop conversation, often jumping from topic to topic.</li> <li>Listen to simple stories and understand what is happening with the help of pictures.</li> </ul> <p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>Enjoy rhymes, tuning in and paying attention.</li> <li>Enjoy sharing books with an adult.</li> <li>Pay attention and respond to the pictures or the words.</li> <li>Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</li> <li>Develop play around favourite stories using props.</li> </ul> <p><b>3 – 4 Years</b> <b>Communication &amp; Language</b></p> <ul style="list-style-type: none"> <li>Enjoy listening to longer stories and remember much of what happens.</li> <li>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> </ul> <p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>Engage in extended conversations about stories, learning new vocabulary.</li> </ul>	<p><b>Communication &amp; Language</b></p> <ul style="list-style-type: none"> <li>Engage in storytimes.</li> <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, paying attention to how they sound.</li> <li>Learn rhymes, poems and songs.</li> <li>Engage in non-fiction books.</li> <li>Listen to and talk about non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul> <p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> </ul>	<ul style="list-style-type: none"> <li>Enjoy listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>link what they read or hear to their own experiences</li> <li>recognising and joining in with predictable phrases</li> <li>learning to appreciate rhymes and poems, and to recite some by heart</li> </ul>	<ul style="list-style-type: none"> <li>listen to and discuss wide range of contemporary and classic poetry, stories and non-fiction</li> <li>discuss the sequence of events in books and how items of information are related</li> <li>become familiar with and retell a wider range of stories, fairy stories and traditional tales</li> <li>being introduced to non-fiction books that are structured in different ways</li> <li>recognise simple recurring literary language</li> <li>learn poems and recite with intonation.</li> </ul>	<ul style="list-style-type: none"> <li>listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>read books that are structured in different ways and reading for a range of purposes</li> <li>use dictionaries to check the meaning of words that they have read</li> <li>increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>identify themes and conventions in a wide range of books</li> <li>prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>recognise some different forms of poetry [for example, free verse, narrative poetry]</li> </ul>	<ul style="list-style-type: none"> <li>listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>read books that are structured in different ways and reading for a range of purposes</li> <li>use dictionaries to check the meaning of words that they have read</li> <li>increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>identify themes and conventions in a wide range of books</li> <li>prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>recognise some different forms of poetry [for example, free verse, narrative poetry]</li> <li>participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</li> <li><b>making comparisons within and across books</b></li> </ul>	<ul style="list-style-type: none"> <li>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>reading books that are structured in different ways and reading for a range of purposes</li> <li>increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>recommending books that they have read to their peers, giving reasons for their choices</li> <li>identifying and discussing themes and conventions in and across a wide range of writing</li> <li><b>making comparisons within and across books</b></li> <li>learning a wider range of poetry by heart</li> <li>preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> </ul>	<ul style="list-style-type: none"> <li>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>reading books that are structured in different ways and reading for a range of purposes</li> <li>increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>recommending books that they have read to their peers, giving reasons for their choices</li> <li>identifying and discussing themes and conventions in and across a wide range of writing</li> <li><b>making comparisons within and across books</b></li> <li>learning a wider range of poetry by heart</li> <li>preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> </ul>