

READING SKILLS PROGRESSION				
<u>EYFS</u> Range 2 6-12/12/18 in months Range 3 18-24/24-36 Range 4 24-36/36-48 Range 5 36-48/48-60 Range 6 48-60/60-71				
	F1	F2	YEAR 1	YEAR 2
DECODING Children should:	<p>Range 2 Responds to sounds in the environment such as cars, sirens and birds Is interested in and explores the sounds made by banging and tapping familiar objects and simple instruments</p> <p>Notices pictures and symbols and beginning to recognise what they stand for in their familiar experiences</p> <p>Range 3 Begins to join in with actions and sounds in</p>	<p>Range 5 Shows interest in illustrations and words in print and digital books and words in the environment Recognises familiar words and signs such as own name, advertising logos and screen icons Looks at and enjoys print and digital books independently Knows that print carries meaning and, in English, is read from left to right and top to bottom</p> <p>Handles books and touch screen technology carefully and the correct way up with growing competence Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps</p> <p>Begins to develop phonological and phonemic awareness Claps or taps the syllables in words during sound play Hears and says the initial sound in words</p>	<p>Apply phonic knowledge to decode words</p> <p>Read aloud phonically-decodable texts</p> <p>Re-read books to build fluency and confidence</p> <p>Read simple sentences and understand the meaning</p> <p>Speedily read all 40+ letters /groups for 40+ phonemes including alternative sounds for graphemes</p> <p>Read Year 1 common exception words noting unusual correspondences between spelling and sound sentences and (identifying where they appear)</p> <p>Read polysyllabic words containing taught GPCs read common suffixes (-s, -es, -ing, -ed, -er and -est)</p> <p>Read contractions and understand that the apostrophe represents the omitted letter(s)</p>	<p>Apply phonic decoding until automatic and reading is fluent</p> <p>Read common suffixes (-ed, -ing, -er, -est, -y, -er, -ment, -ful, -ness, -less, -ly</p> <p>Re-read books to build up fluency and confidence in word reading</p> <p>Note punctuation to read with appropriate expression</p> <p>Read accurately by blending, including alternative sounds for graphemes</p> <p>Read Year 2 common exception words, noting unusual correspondences</p> <p>Read aloud books matched to phonic knowledge by sounding out unfamiliar words automatically</p> <p>Read polysyllabic words containing above graphemes</p> <p>Read most words quickly & accurately without overt sounding and blending</p>

	<p>familiar song and book sharing experience</p> <p>Range 4 Begins to recognise familiar logos from children's popular culture, commercial print or icons for apps</p>	<p>Range 6 Begins to recognise some written names of peers, siblings or "Mummy"/"Daddy" for example</p> <p>Begins to develop phonological and phonemic awareness Is able to recall and discuss stories or information that has been read to them, or they have read themselves</p> <p>Hears and says the initial sound in words</p> <p>Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them</p> <p>Starts to link sounds to letters, naming and sounding the letters of the alphabet</p> <p>Begins to link sounds to some frequently used digraphs, e.g. <i>sh, th, ee</i></p> <p>Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences</p> <p>Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text</p> <p>Word Reading ELG Children at the expected level of development will: -</p>	<p>Read accurately by blending taught GPCs</p> <p>Develop some fluency and expression, pausing at full stops (extra)</p>	
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<p>RANGE OF READING Children should:</p>	<p>Range 2 Handles books, printed and digital reading material with interest</p> <p>Range 4 Has some favourite stories, rhymes, songs, poems or jingles</p>	<p>Range 5 Begins to be aware of the way stories are structured and to tell own stories</p> <p>Shows interest in illustrations and words in print and digital books and words in the environment</p> <p>Begins to navigate apps and websites on digital media using drop down menus to select websites and icons to select apps</p> <p>Range 6 Enjoys an increasing range of print and digital books, both fiction and non fiction</p>	<p>Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p>	<p>Listen to, discuss and express 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</p>
<p>FAMILIARITY WITH TEXTS Children should:</p>	<p>Range 3 Is interested in and anticipates books and rhymes and may have favourites</p> <p>Range 4 Has some favourite stories, rhymes,</p>	<p>Range 5 Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</p> <p>Talks about events and principles characters in stories and suggests how the story might end</p>	<p>Recognise and join in with predictable phrases</p> <p>Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p>	<p>Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales</p> <p>Recognise simple recurring literary</p>

	<p>songs, poems or jingles Repeats and uses actions, words or phrases from familiar stories</p>	<p>Recognises familiar words and signs such as own name, advertising logos and screen icons</p> <p>Range 6 Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading</p> <p>Describes main story settings, events and principal characters in increasing detail</p> <p>Is able to recall and discuss stories or information that has been read to them, or they have read themselves</p>		
<p>POETRY AND PERFORMANCE Children should:</p>	<p>Range 2 Waves and taps arms, bounces or stamps to simple rhythms in songs and rhymes</p> <p>Range 3 Begins to join in with actions and sounds in familiar song and book sharing experience</p> <p>Range 4 Fills in the missing word or phrase in a</p>	<p>Range 5 Listens to and joins in with stories and poems, when reading one-to-one and in small groups Shows awareness of rhyme and alliteration Recognises rhythm in spoken words, songs, poems and rhymes</p> <p>Range 6 Re-enacts and reinvents stories they have heard in their play Continues a rhyming string and identifies alliteration</p>	<p>Learn to appreciate rhymes and poems, and to recite some by heart</p>	<p>Continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear</p>

	<p>known rhyme, story or game, e.g. "Humpty Dumpty sat on a ..."</p> <p>Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes</p>			
<p>WORD MEANINGS Children should:</p>	<p>Range 2 Notices pictures and symbols and beginning to recognise what they stand for in their familiar experiences</p>	<p>Range 5 Recognises familiar words and signs such as own name, advertising logos and screen icons</p> <p>Knows that print carries meaning and in English is read from left to right and top to bottom</p> <p>Range 6 Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading Is able to recall and discuss stories or information that has been read to them, or they have read themselves</p>	<p>Discuss word meanings and link new meanings to words already known</p>	<p>Discuss and clarify the meanings of words and link new meanings to known vocabulary discuss their favourite words and phrases</p>

		Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words and their knowledge of language structure, subject knowledge and illustrations to interpret the text		
UNDERSTANDING Children should:	<p>Range 2 Handles books, printed and digital reading material with interest</p> <p>Notices pictures and symbols and beginning to recognise what they stand for in their familiar experiences</p>	<p>Range 5 Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</p> <p>Begins to be aware of the way stories are structured, and to tell own stories</p> <p>Talks about events and principal characters in stories and suggests how the story might end</p> <p>Range 6 Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading</p> <p>Describes main story settings, events and principal characters in increasing detail</p> <p>Is able to recall and discuss stories or information that has been read to them, or they have read themselves ELG (speaking strand) Offer explanations for why things might happen, making use of recently</p>	<p>Draw on what they already know or on background information and vocabulary provided by the teacher</p> <p>Be encouraged to link what they read or hear read to their own experiences</p> <p>Check that the text makes sense to them as they read and correct inaccurate reading</p> <p>Answer simple retrieval questions about a text and find evidence to support answers (Extra)</p>	<p>Discuss the sequence of events in books and how items of information are related</p> <p>Draw on what they already know or on background information and vocabulary provided by the teacher</p> <p>Make links between a current book and those already read</p> <p>Check that the text makes sense to them as they read and correct inaccurate reading</p>

		introduced vocabulary from stories, non-fiction, rhymes and poems where appropriate		
INFERENCE Children should:	Range 2 Responds to sounds in the environment such as cars, sirens and birds	Range 5 (speaking C&L) Uses talk to explain what is happening and anticipate what might happen next Uses intonation, rhythm and phrasing to make the meaning clear to others Range 6 Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words and their knowledge of language structure, subject knowledge and illustrations to interpret the text Range 6 (speaking C&L) Uses talk to organise, sequence and clarify thinking, ideas, feelings and events	Discuss the significance of the title and events Make inferences on the basis of what is being said and done	Make inferences on the basis of what is being said and done Answer and ask questions
PREDICTION Children should:	Range 4 Fills in the missing words or phrase in a known rhyme, story or game	Range 5 Joins in with repeated refrains and anticipates key events and phrases in rhythm and stories Talks about events and principal characters in stories and suggests how the story might end Range 6 Continues a rhyming string and identifies alliteration	Predict what might happen on the basis of what has been read so far	Predict what might happen on the basis of what has been read so far

<p>NON-FICTION Children should:</p>	<p>Range 2 Handles books, printed and digital reading material with interest</p>	<p>Range 5 Shows interest in illustrations and words in print and digital books and words in the environment</p> <p>Recognises familiar words and signs such as own name, advertising logos and screen icons</p> <p>Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print)</p> <p>Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps</p> <p>Range 6 Enjoys an increasing range of print and digital books, both fiction and non-fiction</p> <p>Knows that information can be retrieved from books, computers and mobile digital devices</p>	<p>Listen to and discuss a wide range of non-fiction at a level beyond that at which they can read independently</p>	<p>Be introduced to non-fiction books that are structured in different ways</p>
<p>DISCUSSING READING Children should:</p>	<p>Range 4 Has some favourite stories, rhymes, songs, poems or jingles</p>	<p>Range 5 Begins to be aware of the way stories are structured and to tell own stories</p> <p>Talks about events and principal characters in stories and suggests how the story might end</p> <p>Range 6</p>	<p>Participate in discussion about what is read to them by taking turns and listening to what others say</p> <p>Explain clearly their understanding of what is read to them</p>	<p>Participate in discussion about books, poems & other works that are read to them & those that they can read for themselves by taking turns and listening to what others say</p> <p>Explain and discuss their understanding of books, poems and other material,</p>

		<p>Describes main story settings, events and principal characters in increasing detail</p> <p>Is able to recall and discuss stories or information that has been read to them or they have read themselves</p>		<p>both those that they listen to and those that they read for themselves</p>
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