



READING - Progression of Key Skills and Knowledge

EYFS to Year 6

Phonics progression of skills and knowledge can be viewed in the Letters and Sounds Guidance Document

DECODING				
EYFS	YEAR 1	YEAR 2	LOWER KS2	UPPER KS2
<p>Begins to read words and simple sentences Links sounds to letters, naming and sounding the letters of the alphabet Can segment the sounds in simple words and blend them together and knows which letters represent some of them They use phonic knowledge to decode regular words and read them aloud accurately</p>	<p>Apply phonic knowledge to decode words Speedily read all 40+ letters/groups for 40+ phonemes Read accurately by blending taught GPC Read common exception words Read common suffixes (-s, -es, -ing, -ed, etc.) Read multisyllable words containing taught GPCs Read contractions and understanding use of apostrophe Read aloud phonically-decodable texts</p>	<p>Secure phonic decoding until reading is fluent Read accurately by blending, including alternative sounds for graphemes Read multisyllable words containing these graphemes Read common suffixes Read exception words, noting unusual correspondences Read most words quickly & accurately without overt sounding and blending</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</p>
RANGE OF READING				
EYFS	YEAR 1	YEAR 2	LOWER KS2	UPPER KS2
<p>Listens to stories with increasing attention and recall Recognises familiar words and signs such as own name and advertising logos</p>	<p>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 read to their own experiences</p>	<p>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</p>	<p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes</p>	<p>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes Making comparisons within and across books</p>

FAMILIARITY WITH TEXTS				
EYFS	YEAR 1	YEAR 2	LOWER KS2	UPPER KS2
Describes main story settings, events and principal characters Shows interest in illustrations and print in books and print in the environment Looks at books independently	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	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	Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally Identifying themes and conventions in a wide range of books	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 Identifying and discussing themes and conventions in and across a wide range of writing
POETRY AND PERFORMANCE				
EYFS	YEAR 1	YEAR 2	LOWER KS2	UPPER KS2
Enjoys rhyming and rhythmic activities Shows awareness of rhyme and alliteration Recognises rhythm in spoken words	Learning to appreciate rhymes and poems, and to recite some by heart	Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action Recognising some different forms of poetry	Learning a wider range of poetry by heart 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
WORD MEANINGS				
EYFS	YEAR 1	YEAR 2	LOWER KS2	UPPER KS2
Use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary	Discussing word meanings, linking new meanings to those already known	Discussing and clarifying the meanings of words, linking new meanings to known vocabulary Discussing their favourite words and phrases	Using dictionaries to check the meaning of words that they have read	Using dictionaries to check the meaning of words that they have read
UNDERSTANDING				
EYFS	YEAR 1	YEAR 2	LOWER KS2	UPPER KS2
Describe the main events in the simple stories they have read Demonstrate understanding when talking with others about what they have read Explain clearly their understanding of what is read to them	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 sequence of events in books and how items of information are related Drawing on what they already know or on background information and vocabulary provided by the teacher	Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context Asking questions to improve their understanding of a text	Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Asking questions to improve their understanding

		Checking that the text makes sense to them as they read and correcting inaccurate reading	Identifying main ideas drawn from more than one paragraph and summarising these	Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas
INFERENCE				
EYFS	YEAR 1	YEAR 2	LOWER KS2	UPPER KS2
	Discussing the significance of the title and events Making inferences on the basis of what is being said and done	Making inferences on the basis of what is being said and done Answering and asking questions	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
PREDICTION				
EYFS	YEAR 1	YEAR 2	LOWER KS2	UPPER KS2
Suggests how the story might end	Predicting what might happen on the basis of what has been read so far	Predicting what might happen on the basis of what has been read so far	Predicting what might happen from details stated and implied	Predicting what might happen from details stated and implied
AUTHORIAL INTENT				
EYFS	YEAR 1	YEAR 2	LOWER KS2	UPPER KS2
			Discussing words and phrases that capture the reader's interest and imagination Identifying how language, structure, and presentation contribute to meaning	Identifying how language, structure and presentation contribute to meaning Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
NON FICTION				
EYFS	YEAR 1	YEAR 2	LOWER KS2	UPPER KS2
		Being introduced to non-fiction books that are structured in different ways	Being introduced to non-fiction books that are structured in different ways	Distinguish between statements of fact and opinion Retrieve, record and present information from non-fiction
DISCUSSING READING				
EYFS	YEAR 1	YEAR 2	LOWER KS2	UPPER KS2
Listens to and joins in with stories and poems, one-to-one and in small groups	Participate in discussion about what is read to them, taking	Participate in discussion about books, poems & other works that are read to them & those	Participate in discussion about both books that are read to them and those they can read	Recommending books that they have read to their peers, giving reasons for their choices

<p>Participate in discussion about what is read to them, taking turns and listening to what others say</p>	<p>turns and listening to what others say Explain clearly their understanding of what is read to them</p>	<p>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</p>	<p>for themselves, taking turns and listening to what others say</p>	<p>Participate in discussions about books, building on their own and others' ideas and challenging views courteously Explain and discuss their understanding of what they have read, including through formal presentations and debates, providing reasoned justifications for their views</p>
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