

## Progression in Reading

### EYFS Statutory Educational Programme

*Literacy It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).*

	Nursery (3-4 year olds)	Reception	Year 1	Year 2	Year 3/4	Year 5/6
<b>Word Reading</b>	<p>(DM 2020: Literacy)</p> <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>print has meaning</li> <li>print can have different purposes</li> <li>we read English text from left to right and from top to bottom</li> <li>the names of the different parts of a book</li> <li>page sequencing</li> </ul> <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> <li>spot and suggest rhymes</li> <li>count or clap syllables in a word</li> <li>recognise words with the same initial sound, such as money and mother</li> </ul>	<p>(DM 2020: Literacy)</p> <p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school’s phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p><b>W1:</b> apply phonic knowledge and skills as the route to decode words</p> <p><b>W2:</b> respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p><b>W3:</b> read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p><b>W4:</b> read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p><b>W5:</b> read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</p> <p><b>W6:</b> read other words of more than one syllable that contain taught GPCs</p>	<p><b>WR1:</b> continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p><b>WR2:</b> read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p><b>WR3:</b> read accurately words of two or more syllables that contain the same graphemes as above</p> <p><b>WR4:</b> read words containing common suffixes</p> <p><b>WR5:</b> read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p><b>WR6:</b> read most words quickly and accurately, without overt sounding and</p>	<p><b>WR1:</b> apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</p> <p><b>WR2:</b> read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p><b>WR1:</b> apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p>

		<p><b>Early Learning Goal:</b> <b>Literacy</b> <b>ELG: Word Reading</b> Children at the expected level of development will:</p> <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>	<p><b>W7:</b> read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</p> <p><b>W8:</b> read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p> <p><b>W9:</b> re-read these books to build up their fluency and confidence in word reading</p>	<p>blending, when they have been frequently encountered</p> <p><b>WR7:</b> read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p><b>WR8:</b> re-read these books to build up their fluency and confidence in word reading</p>		
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Progression in Reading

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<p><b>Comprehension</b></p> <p>Develop/maintain motivation and positive attitudes towards reading:</p>	<p>(DM 2020: Communication and Language) Enjoy listening to longer stories and can remember much of what happens.</p> <p>Sing a large repertoire of songs.</p>	<p>(DM 2020: Communication and Language) Ask questions to find out more and to check they understand what has been said to them.</p> <p><b>Early Learning Goal: Literacy ELG: Comprehension</b> Children at the expected level of development will:</p> <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>	<p><b>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</b></p> <ul style="list-style-type: none"> <li>- 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>- being encouraged to link what they read or hear read to their own experiences</li> <li>- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>- recognising and joining in with predictable phrases</li> <li>- learning to appreciate rhymes and poems, and to recite some by heart</li> <li>- discussing word meanings, linking new meanings to those already known</li> </ul>	<p><b>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</b></p> <ul style="list-style-type: none"> <li>- 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</li> <li>- discussing the sequence of events in books and how items of information are related</li> <li>- becoming increasingly familiar with and retelling 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>- recognising simple recurring literary language in stories and poetry</li> <li>- discussing and clarifying the meanings of words,</li> </ul>	<p><b>Develop positive attitudes to reading and understanding of what they read by:</b></p> <ul style="list-style-type: none"> <li>- listening to and discussing a 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>-using dictionaries to check the meaning of words that they have read</li> <li>-increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>-identifying themes and conventions in a wide range of books</li> <li>-preparing poems and play scripts to read aloud and to perform, showing understanding through</li> </ul>	<p><b>Maintain positive attitudes to reading and understanding of what they read by:</b></p> <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> </ul>

				<p>linking new meanings to known vocabulary</p> <ul style="list-style-type: none"> <li>- discussing their favourite words and phrases</li> <li>-continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul>	<p>intonation, tone, volume and action</p> <ul style="list-style-type: none"> <li>-discussing words and phrases that capture the reader's interest and imagination</li> <li>-recognising some different forms of poetry [for example, free verse, narrative poetry]</li> </ul>	<ul style="list-style-type: none"> <li>-making comparisons within and across books</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>
<p><b>Comprehension</b></p> <p>Understanding</p>	<p>(DM 2020: Literacy) Engage in extended conversations about stories, learning new vocabulary.</p> <p>(DM 2020: Communication and Language) Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p>	<p>(DM 2020: Communication and Language) Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Describe events in some detail.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p><b>Early Learning Goals Communication and Language ELG: Listening, Attention and Understanding</b></p>	<p><b>Understand both the books they can already read accurately and fluently and those they listen to by:</b></p> <ul style="list-style-type: none"> <li>-drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>-checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>-discussing the significance of the title and events</li> <li>-making inferences on the basis of what is being said and done</li> <li>-predicting what might happen on the basis of what has been read so far</li> </ul>	<p><b>Understand both the books that they can already read accurately and fluently and those that they listen to by:</b></p> <ul style="list-style-type: none"> <li>-drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>-checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>-making inferences on the basis of what is being said and done</li> <li>-answering and asking questions</li> <li>-predicting what might happen on the basis of what has been read so far</li> </ul>	<p><b>Understand what they read, in books they can read independently, by:</b></p> <ul style="list-style-type: none"> <li>- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>-asking questions to improve their understanding of a text</li> <li>-drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>-predicting what might happen from details stated and implied</li> </ul>	<p><b>Understand what they read by:</b></p> <ul style="list-style-type: none"> <li>- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>- asking questions to improve their understanding</li> <li>- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>- predicting what might happen from details stated and implied</li> <li>- summarising the main ideas drawn from more</li> </ul>

Children at the expected level of development will:

- 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;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers

**ELG: Speaking**  
Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning

than one paragraph, identifying key details that support the main ideas

- identifying how language, structure and presentation contribute to meaning

<p><b>Comprehension</b></p> <p>Discuss and Explain</p>	<p>(DM 2020: Communication and Language)</p> <p>Use a wider range of vocabulary.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</p> <p>Use longer sentences of four to six words.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>	<p>(DM 2020: Communication and Language)</p> <p>Learn new vocabulary.</p> <p>Describe events in some detail.</p> <p>Engage in storytimes.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p><b>Early Learning Goals</b></p> <p><b>Communication and Language</b></p> <p><b>ELG: Listening, Attention and Understanding</b></p> <p>Children at the expected level of development will:</p> <p>- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class</p>	<p>Participate in discussion about what is read to them, 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 and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p> <p>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>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.</p> <p>Retrieve and record information from non-fiction</p>	<p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views.</p> <p>Distinguish between statements of fact and opinion</p> <p>Retrieve, record and present information from non-fiction</p>
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discussions and small group interactions;  
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 - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

*\*References for EYFS are taken from Development Matters. They are not intended to link into the Key stage One curriculum but rather to provide the foundation for children to acquire the knowledge, skills and understanding necessary for their future next steps.*

*\*\*EY practitioners will also consider the Characteristics of Effective Learning when considering the best ways to support children's progress*

