

## Reading Whole School Progression

EYFS

Comprehension	
Termly / Checkpoint On Track Expectations	Story Telling and Recall Prediction Vocabulary
<b>Pre School expectations</b> – From transition visits and discussions with pre schools	<ul style="list-style-type: none"> <li>• Enjoys listening to stories and is able to retell a simple story.</li> <li>• Joins in with familiar rhymes and songs.</li> </ul>
<b>Reception Checkpoint 1 - December</b>	<ul style="list-style-type: none"> <li>• Has a love of stories and listens attentively them.</li> <li>• Enjoys talking to others about favourite stories.</li> <li>• Is able to talk about the main events in a story and predict what might happen.</li> <li>• Can retell a story using role play or small world resources using some story language</li> </ul>
<b>Reception Checkpoint 2 - March</b>	<ul style="list-style-type: none"> <li>• Has a good understanding of story structure and can retell and make up their own stories using vocabulary that has been learnt.</li> <li>• Identifies non-fiction texts and can remember some facts.</li> </ul>
<b>ELG Expected at the End of EYFS</b>	<ul style="list-style-type: none"> <li>• Demonstrates understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Anticipates where appropriate key events in stories.</li> <li>• Uses and understands recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul>

Word Reading

Termly / Checkpoint On Track Expectations	Phoneme Recognition Segmenting and Blending
<b>Pre School expectations</b> – From transition visits and discussions with pre schools	<ul style="list-style-type: none"> <li>• Can discriminate between sounds.</li> <li>• Can keep a simple rhythm and match rhyming words.</li> <li>• Is able to recognise their own name.</li> <li>• Can say the initial sound in a word.</li> <li>• Can orally blend some simple cvc words.</li> </ul>
<b>Reception Checkpoint 1 – December</b>	<ul style="list-style-type: none"> <li>• Knows all single letter sounds</li> <li>• Is able to orally blend</li> <li>• Read cvc words</li> <li>• Spots rhymes and completes a rhyming string</li> <li>• Identifies words where they can hear the same initial sound</li> </ul>
<b>Reception Checkpoint 2 – March</b>	<ul style="list-style-type: none"> <li>• Knows all set 1 sounds including ‘Special Friends’</li> <li>• ‘Fred Talk’ words</li> <li>• Blends set 1 sounds</li> <li>• Read red words – put, the, I, no, of, for, he, my</li> </ul>
<b>ELG Expected at the End of EYFS</b>	<ul style="list-style-type: none"> <li>• Say a sound for each letter 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>

Reading Knowledge	Reception	Year 1 Knowledge	Year 2 Knowledge
<b>Word Reading</b>	<u>Early Learning Goal</u> <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>	<ul style="list-style-type: none"> <li>• Apply phonic knowledge to decode</li> <li>• Read speedily recognising GPCs for all 40+ phonemes</li> <li>• Read common exception words</li> <li>• Read words with suffix – s,es, ing, ed</li> <li>• Read contractions</li> <li>• Read aloud</li> <li>• Re-read books</li> </ul>	<ul style="list-style-type: none"> <li>• Read fluently using decoding skills</li> <li>• Read accurately by blending</li> <li>• Read words with more than one syllable</li> <li>• Read common suffixes</li> <li>• Read exception words</li> <li>• Read most words quickly and accurately</li> </ul>

<p><b>Comprehension</b></p>	<p><u>Early Learning Goal</u></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>	<ul style="list-style-type: none"> <li>• Listen to and discuss poems, stories and non-fiction</li> <li>• Use previous knowledge to understand</li> <li>• Retell familiar stories</li> <li>• Recognise and join in with predictable phrases</li> <li>• Learn to appreciate rhyme and poem and recite some by heart</li> <li>• Discuss word meanings</li> <li>• Discuss title and significance</li> <li>• Make inference on what is said and done</li> <li>• Explain clearly what is read to them</li> <li>• Predict what will happen</li> </ul>	<ul style="list-style-type: none"> <li>• Talk 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>• Recognise simple literary language in stories and poetry</li> <li>• Perform poetry learnt by heart</li> <li>• Explain the meanings of words</li> <li>• Discuss the sequence of events in books</li> <li>• Use what is being said and done to say what they think</li> <li>• Ask and answer questions on a text</li> <li>• Make a prediction on what has been read so far</li> <li>• Explain what they have read</li> </ul>
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Reading Knowledge	Year 3 knowledge	Year 4 Knowledge	Year 5 Knowledge	Year 6 knowledge
<b>Word Reading</b>	<ul style="list-style-type: none"> <li>• Read aloud and understand words using what they know about root words, prefix and suffix</li> <li>• Read exception words</li> <li>• Retell traditional tales from a characters point of view.</li> <li>• Identify themes in a range of books</li> <li>• Perform plays and poetry aloud</li> </ul>	<ul style="list-style-type: none"> <li>• Read aloud and understand words (root words, prefix, suffix)</li> <li>• Read words with unusual spelling/sound list</li> <li>• Retell fairy tales from different characters perspective</li> <li>• Talk about themes and conventions in a range of books</li> <li>• Perform plays and poetry aloud using intonation, tone, volume and action</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 English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</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 English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</li> </ul>
<b>Comprehension</b>	<ul style="list-style-type: none"> <li>• Recognise different forms of poetry (e.g. limericks, haiku)</li> <li>• Use dictionaries to check meanings of words, including homophones</li> <li>• Check that a text makes sense</li> <li>• Sum up the main ideas from one paragraph</li> </ul>	<ul style="list-style-type: none"> <li>• Understand some different forms of poetry</li> <li>• Use dictionaries to check meanings of words</li> <li>• Check that a text makes sense, including explaining the meaning of words.</li> <li>• Talk about the main ideas drawn from many sections of the text</li> <li>• Talk about feelings, thoughts and motives and find reasons to</li> </ul>	<ul style="list-style-type: none"> <li>• Use understanding of how words are made up to read aloud and understand new words.</li> <li>• Make comparisons within and across books.</li> <li>• Read a range of modern fiction, fiction from literacy heritage and other cultures and traditions.</li> <li>• Talk about theme and characteristics across writing</li> <li>• Discuss understanding of texts, including meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Use knowledge of morphology and etymology to read aloud and understand new words</li> <li>• Make comparisons of style within and across books</li> <li>• Read a range of modern fiction from other cultures and traditions</li> <li>• Identify and discuss themes and characteristics across writing</li> </ul>

	<ul style="list-style-type: none"> <li>• Talk about feelings and thoughts</li> <li>• Use evidence to back up what they think</li> <li>• Talk about words and phrases that capture the readers interest</li> <li>• Say how structure and presentation contribute to meaning</li> <li>• Retrieve and record information from non-fiction texts</li> </ul>	<p>explain where the answer may be hidden</p> <ul style="list-style-type: none"> <li>• Use evidence in the text to back up what they think</li> <li>• Identify how language adds to the meaning</li> <li>• Identify how structure and presentation contribute to meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Ask questions to improve understanding</li> <li>• Sum up ideas from more than one paragraph</li> <li>• Predict future events</li> <li>• Say how language, structure and presentation add to meaning</li> <li>• Say how authors use language to affect the reader</li> <li>• Make book recommendations</li> <li>• Take part in discussions about books, adding to ideas and challenging them</li> <li>• Explain and discuss understanding of what is read</li> <li>• Take part in formal presentations and debates about reading</li> <li>• Give reasons for views using evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss understanding of texts, including meaning of words in context</li> <li>• Ask questions</li> <li>• Summarise ideas from more than one paragraph</li> <li>• Predict future events from details stated and implied</li> <li>• Identify how language, structure and presentation contribute to meaning</li> <li>• Discuss how authors use language to affect the reader</li> <li>• Make book recommendations</li> <li>• Participate in discussions about books, building on and challenging ideas</li> <li>• Explain and discuss understanding of reading</li> <li>• Participate in formal presentations and debates about reading</li> <li>• Provide reasoned justifications for views using quotes</li> </ul>
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