



Reading Knowledge and Skills Progression Map

	EYFS	By the end of Year 1	By the end of Year 2	By the end of Year 3	By the end of Year 4	By the end of Year 5	By the end of Year 6
Word Reading	Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. 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, such as money and mother. Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter- sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme.	To apply phonic knowledge and skills as the route to decode words. To blend sounds in unfamiliar words using the GPCs that they have been taught. To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes. To read words containing taught GPCs. To read words containing -s, -es, -ing, -ed and -est endings. To read words with contractions, e.g. I'm, I'll and we'll. To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words. To accurately read texts that are consistent with their developing phonic knowledge, that do not	To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. To accurately read most words of two or more syllables. To read most words containing common suffixes. To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word. To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.	To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti and auto- to begin to read aloud. To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud. To begin to read Y3/Y4 exception words. To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age appropriate texts. <u>Greater Depth</u>	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently. To read all Y3/ Y4 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word. <u>Greater Depth</u> To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. To have some awareness of my audience when reading aloud: pause appropriately, give emphasis and keep the appropriate pace.	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. To apply their growing knowledge of root words, prefixes and suffixes/word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently. To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word. <u>Greater Depth</u> To read fluently with full knowledge of all Y5/Y6 exception words, root words, prefixes, suffixes/ word endings and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.	To read fluently with full knowledge of all Y5/Y6 exception words, root words, prefixes, suffixes/ word endings and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. <u>Greater Depth</u> To have full awareness of the reader and adjust pace and intonation accordingly. To read with fluency and speed, pausing appropriately and giving emphasis when needed. To accurately apply intonation and expression to show an understanding of meaning.



		Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading and their fluency Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	require them to use other strategies to work out words. To reread texts to build up fluency and confidence in word reading. <u>Greater Depth</u> Automatic decoding has become embedded and reading is fluent.	To reread these books to build up fluency and confidence in word reading. To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts. <u>Greater Depth</u> To use their phonic knowledge to decode longer words quickly and accurately with little support. I can spot connections between unfamiliar spellings when reading.	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.		To have good awareness of the reader and ensure the correct pace, intonation and expression are used when reading aloud so to entertain and keep the readers' interest.	
Comprehension	Understanding and correcting	Enjoy sharing books with an adult. Pay attention and respond to the pictures or the words. Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.	To check that a text makes sense to them as they read and to self-correct.	To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. To check that the text makes sense to them as they read and to correct inaccurate reading. <u>Greater Depth</u> With increasing independence, ask questions about texts to improve their own understanding.				



EYFS-KS2 Reading

		Repeat words and phrases from familiar stories. Ask questions about the book. Make comments and shares their own ideas. Develop play around favourite stories using props. Engage in extended conversations about stories, learning new vocabulary. Understand the five key concepts about print: print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book, page sequencing. Re-read these books to build up their confidence in their understanding and enjoyment.		
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Comparing, contrasting and commenting	Enjoy sharing books with an adult. Pay attention and respond to the pictures or the words. Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.	To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. To link what they have read or have read to them to their own experiences.	To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.	To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	To discuss and compare texts from a wide variety of genres and writers.	To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.	To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.
Comparing, contrasting and commenting	Repeat words and phrases from familiar stories. Ask questions about the book. Make comments and shares their own ideas. Develop play around favourite stories using props.	To retell familiar stories in increasing detail.	To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.	To use appropriate terminology when discussing texts (plot, character, setting).	To read for a range of purposes. To identify themes and conventions in a wide range of books.	To 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.	To recognise more complex themes in what they read (such as loss or heroism).
	Listen to simple stories and understand what is happening, with the help of the pictures.	To join in with discussions about a text, taking turns and listening to what others say.	To discuss the sequence of events in books and how items of information are related.	To discuss and compare texts from a wide variety of genres.	To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).	To identify main ideas drawn from more than one paragraph and to summarise these.	To 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.
Comparing, contrasting and commenting	Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').	To discuss the significance of titles and events.	To recognise simple recurring literary language in stories and poetry.	To begin to understand that reading is for a range of purposes. Pupils can read to retrieve information for a lesson as well as for pleasure and entertainment.	To identify how language, structure and presentation contribute to meaning.	To identify main ideas drawn from more than one paragraph and summarise these.	To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.
	Enjoy listening to longer stories and can remember much of what happens.	<u>Greater Depth</u> To listen to and discuss a wide range of texts and make links between them, recognise similarities in plot, settings and characters.	To ask and answer questions about a text.	To identify and comment on how the writer sets out their writing and the impact it has on the reader.	To identify features and characteristics of different genres and text types e.g. first person in a diary entry.	To recommend texts to peers based on personal choice.	To draw out key information and to
Comparing, contrasting and commenting	Be able to express a point of view and to debate when they	<u>Greater Depth</u> To discuss significant events in texts and begin to sequence these, recognising how events link together.	To make links between the text they are reading and other texts they have read.	<u>Greater Depth</u> To discuss and compare texts from a wide variety of genres.	<u>Greater Depth</u> To identify themes and conventions in a wide range of books.	<u>Greater Depth</u> To 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.	



		disagree with an adult or a friend, using words as well as actions. Re-read these books to build up their confidence in their understanding and enjoyment. Engage in storytimes. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;		To make links between texts they have read and what has been read to them, recognising literary conventions and language e.g. power of 3 in a fairy tale, rhyming structures in poetry. To begin to use terminology such as character, setting, plot, theme.		To read fictional accounts of historic events and compare them with the factual account. To appreciate how there is bias in persuasive writing, including articles and advertisements. To talk about different authors, give information about their backgrounds and the type of literature they produce. To compare language used in older texts with modern Standard English, including spelling, punctuation and vocabulary.	To begin to draw out key information from a text and summarise the main ideas across a whole text. To compare, discuss and analyse texts by the same writer or by different authors but the same topic. To understand and comment on how writers use different structures within their writing and compare these. To skim and scan texts to identify and find key information and summarise this information accurately.	summarise the main ideas in a text. <u>Greater Depth</u> To independently express personal views and responses from texts given to me, giving reasons and justifications for my choices. To refer back to the text when discussing it, including verbally quoting parts. To read as a writer and use texts as a model for their own writing as well as retrieve and learn new vocabulary and literary devices. They can recognise the different styles of authors and compare them. To identify main themes and conventions across a wide range of writing and discuss these confidently and independently. To independently notice links between similar texts and be able to compare and discuss them.
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	Words in context and authorial intent	Re-read these books to build up their confidence in their understanding and enjoyment. Use new vocabulary in different contexts. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	To discuss word meaning and link new meanings to those already known. <u>Greater Depth</u> To discuss and clarify the meanings of words, linking new meanings to known vocabulary.	To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To discuss their favourite words and phrases. <u>Greater Depth</u> To discuss their understanding of new words and explain their meaning in context. They can begin to talk about the effect of words in a text.	To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. To discuss authors' choice of words and phrases for effect. <u>Greater Depth</u> To begin to independently select words that have captured their interest. To discuss the way authors want you to feel about a character by the language they have chosen.	Discuss vocabulary used to capture readers' interest and imagination. To use dictionaries to check the meaning of words that they have read. <u>Greater Depth</u> To begin to recognise and discuss figurative language and how it conveys meaning to the reader. To find meaning beyond the literal meaning.	To discuss vocabulary used by the author to create effect including figurative language. To evaluate the use of authors' language and explain how it has created an impact on the reader. <u>Greater Depth</u> To begin to use technical language to evaluate and analyse the impact they have on them as a reader. To identify formal and informal language in a text and explain the impact it has on the reader. To identify, discuss and explain how a writer has used language, spelling and grammar within their writing and how it affects the reader.	To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect. <u>Greater Depth</u> To recognise a particular author's style by analysing and evaluating the use of language and style across a range of their texts. To use this to comment on their opinion of the books and the impact they had on them. Explain the effectiveness of the language choice chosen by the writer. To understand and identify when a writer might have used language which has more than one layer of meaning.
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	Inference and prediction	Understand 'why' questions Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; Anticipate – where appropriate – key events in stories	To begin to make simple inferences. To make simple predictions based what has been read to them or using pictures from the text. <u>Greater Depth</u> To confidently make predictions and inferences more independently. Their predictions should be plausible.	To make inferences on the basis of what is being said and done. To predict what might happen on the basis of what has been read so far in a text. <u>Greater Depth</u> To make plausible predictions about what might happen on the basis on what has been read so far and start to explain these.	To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. To justify predictions using evidence from the text. <u>Greater Depth</u> To justify predictions by independently referring back to the story and selecting words/phrases to support my argument. To find evidence in the text to understand what a character is like. To make inferences about characters using evidence from the text/picture/video to support my thoughts?	To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text. To justify predictions from details stated and implied. <u>Greater Depth</u> To use inference and deduction to work out and compare the characteristics of different people from a story. To refer to the text, including quotes, to support predictions and my own opinions.	To draw inferences from characters' feelings, thoughts and motives. To make predictions based on details stated and implied, justifying them in detail with evidence from the text. <u>Greater Depth</u> To infer meaning using evidence from the text to justify my thoughts. To use personal experiences and wider reading to infer meaning.	To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). To discuss how characters change and develop through texts by drawing inferences based on indirect clues. <u>Greater Depth</u> To predict confidently, supported by relevant references to explain my views. To offer an alternative prediction to my own and explain why others might think this.
	Poetry and performance	Enjoy songs and rhymes, tuning in and paying attention. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes. Copy finger movements and other gestures.	To recite simple poems by heart. <u>Greater Depth</u> To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.	To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear. <u>Greater Depth</u> To prepare and perform poems.	To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. To begin to use appropriate intonation and volume when reading aloud. <u>Greater Depth</u>	To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the	To continually show an awareness of audience when reading out loud using intonation, tone, volume and action. <u>Greater Depth</u> To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.	To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect. <u>Greater Depth</u> To confidently explain messages, moods, feelings and attitudes portrayed in poetry, using inference and deduction, referring back to the text at all times.



EYFS-KS2 Reading

		Sing songs and say rhymes independently, for example, singing whilst playing. Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. <i>Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Begin to learn and memorise some familiar nursery rhymes</i> <i>Comment on the rhymes they hear.</i> Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Offer explanations for why things might happen, making use of recently introduced vocabulary from rhymes and poems when appropriate; Use and understand recently introduced vocabulary during discussions about poems			Discuss the relationship between a poet and what the poem is about?	audience when reading aloud. <u>Greater Depth</u> To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.		
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	Non-fiction	Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from non-fiction. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	To recognise that non-fiction books are often structured in different ways. <u>Greater Depth</u> To retrieve and record information from short passages of non-fiction texts independently.	To retrieve and record information from non-fiction texts. <u>Greater Depth</u> To skim and scan to retrieve and record information from non-fiction texts quickly and with more ease.	To retrieve and record information from non-fiction texts and begin to use organisational devices to help themselves. <u>Greater Depth</u> To skim and scan materials independently and note down key information in an organised way independently.	To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information. <u>Greater Depth</u> To locate and use information from a range of non-fiction sources and record this in a logical way.	To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and nonfiction texts. <u>Greater Depth</u> To use nonfiction materials for purposeful information retrieval and in contexts where pupils are genuinely motivated to find out information.	To retrieve, record and present information from non-fiction texts. To use nonfiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review). <u>Greater Depth</u> To independently and accurately record information recorded from non-fiction in their own way.