



**Reading Progression of skills**  
**The Partnership of Bildeston Primary and Whatfield CEVC Primary Schools**



EYFS	
ELG - Areas of Learning	Reception Development Matters 2020 Statements
<p>Communication and Language</p> <p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"><li>• 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.</li><li>• Make comments about what they have heard and ask questions to clarify their understanding.</li><li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li></ul> <p>Speaking</p> <ul style="list-style-type: none"><li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li><li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li><li>• 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.</li></ul> <p>Literacy</p>	<p>Communication and Language</p> <p>Understand how to listen carefully and why listening is important.</p> <ul style="list-style-type: none"><li>• Learn new vocabulary.</li><li>• Use new vocabulary through the day.</li><li>• Ask questions to find out more and to check they understand what has been said to them.</li><li>• Articulate their ideas and thoughts in well-formed sentences.</li><li>• Connect one idea or action to another using a range of connectives.</li><li>• Describe events in some detail.</li><li>• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li><li>• Develop social phrases.</li><li>• Engage in story times.</li><li>• Listen to and talk about stories to build familiarity and understanding.</li><li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li><li>• Use new vocabulary in different contexts.</li><li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li><li>• Learn rhymes, poems and songs.</li><li>• Engage in non-fiction books.</li><li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li></ul> <p>Literacy</p>

<p>Comprehension</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, nonfiction, rhymes and poems and during role play.</li> </ul> <p>Word Reading</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>Read individual letters by saying the sounds for them.</p> <ul style="list-style-type: none"> <li>• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>• Read some letter groups that each represent one sound and say sounds for them.</li> <li>• Read a few common exception words matched to the school's phonic programme.</li> <li>• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> </ul>
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KS1 National Curriculum Expectations			KS2 National Curriculum Expectations	
	EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
Word Reading	<p>Phase 2,3 and 4 (see Little Wandle Progression Document)</p> <ul style="list-style-type: none"> <li>• Recognises familiar words and signs such as own name and advertising logos</li> <li>• Knows information can be relayed in the form of print</li> <li>• Knows that print carries meaning and, in English, is read from left to right and top to bottom</li> <li>• Begins to read words and simple sentences</li> <li>• Can read some irregular common words</li> <li>• Links sounds to letters, naming and sounding the letters in the alphabet</li> </ul>	<p>Review phase 3 and 4 Phase 5 (see Little Wandle Progression Document)</p> <ul style="list-style-type: none"> <li>• Read and understand simple sentences</li> <li>• Read aloud accurately books that are consistent with developing phonics knowledge and do not require the use of other strategies to work out words</li> <li>• Re-read books to build up fluency and confidence in word reading</li> <li>• read accurately most</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to use phonic knowledge to decode unfamiliar words</li> <li>• Apply knowledge of prefixes and suffixes to read aloud and understand the meaning of new words</li> <li>• Re-read books to build up fluency and confidence in word reading</li> <li>• Apply knowledge of root words (word families) to read aloud and understand the meaning of new words</li> </ul>	<ul style="list-style-type: none"> <li>• Apply knowledge of prefixes and suffixes to read aloud and understand the meaning of new words</li> <li>• Apply knowledge of root words (word families) to read aloud and understand the meaning of new words</li> </ul>

		words of two or more syllables		
Listen, Attention and Understanding (EYFS)	<ul style="list-style-type: none"> <li>• Enjoys looking at books and other printed material with familiar people</li> <li>• Handles books and printed material with interest</li> <li>• Is interested in books and rhymes and may have favourites</li> <li>• Fills in the missing word or phrase in a known rhyme, story or game</li> <li>• Listens to and joins in with stories and poems, one-to-one and also in small groups</li> <li>• Uses small world play to engage with songs, rhymes and stories</li> <li>• Recognises rhythm in spoken words</li> <li>• Continues a rhyming string</li> </ul>			
Vocabulary	<ul style="list-style-type: none"> <li>• Understands single words in context (first objects, then actions)</li> <li>• Identifies words by pointing to the right picture and selects familiar objects by name</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about what words mean and learn new vocabulary in order to understand what has been read</li> <li>• Make links to words already known</li> <li>• Discussing and clarifying the meaning of words, linking new meanings to known vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about what words mean and learn new vocabulary in order to understand what has been read</li> <li>• Discussing and clarifying the meaning of words, linking new meanings to known vocabulary</li> <li>• Check meanings of words using teacher prepared definitions</li> <li>• Explain the meanings of words used in a familiar context.</li> <li>• Discuss how adjectives, nouns and verbs have been used to build a picture for the reader</li> <li>• Discuss how words and phrases have been used to build a picture for the reader</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the meanings of words and know how to use in the correct context</li> <li>• Ask questions to improve understanding of vocabulary</li> <li>• Discuss how words and phrases have been used to build a picture for the reader</li> <li>• Use dictionaries to check the meaning of words read</li> <li>• Check the book makes sense, discussing and exploring the meaning of words in context</li> <li>• Discuss and evaluate how</li> </ul>

				authors use language, including figurative language, considering the impact on the reader
Retrieval	<ul style="list-style-type: none"> <li>• Begins to understand 'who', 'what', 'where', 'why' and 'how' questions when <b>listening</b> to a story</li> <li>• Describes main story settings, events and principal characters</li> <li>• Knows that information can be retrieved from books and computers</li> <li>• Demonstrates understanding when talking with others about what <b>they have read</b></li> </ul>	<ul style="list-style-type: none"> <li>• Retell familiar stories in the correct sequence</li> <li>• Check the text makes sense</li> <li>• Answer basic retrieval questions</li> <li>• Explain what has happened so far in what they have read</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss understanding of a text</li> <li>• Ask questions to improve understanding of a text</li> <li>• Retrieve and record information from non-fiction</li> <li>• Know and discuss setting, character and event changes across a text</li> <li>• Ask questions to improve understanding of a text</li> <li>• Identify how text structure/presentation contributes to meaning and understanding</li> <li>• Discuss how narrative content is related and contributes to meaning as a whole (discuss setting, character and event changes across a text)</li> </ul>	<ul style="list-style-type: none"> <li>• Check the book makes sense by discussing and re-reading the text</li> <li>• Ask questions to improve understanding of a text</li> <li>• Ask questions to improve understanding of a text</li> <li>• Explain and discuss what has been read</li> <li>• Distinguish between fact and opinion</li> <li>• Know and discuss setting, character and event changes across a text</li> <li>• Identify how text structure/presentation contributes to meaning and understanding</li> <li>• Discuss and explain how narrative content is related and contributes to meaning as a whole (explain setting, character and event changes across a text)</li> <li>• Identify and discuss themes and conventions in and across a wide range of writing</li> </ul>
Inference	<ul style="list-style-type: none"> <li>• When listening to a story, is beginning to be aware of the way stories are structured and suggests how the story might end</li> <li>• Listens to stories, accurately anticipating key events and responds to what they hear with relevant comments, questions or</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about characters' feelings</li> <li>• Make inferences on the basis of what is being said and done</li> <li>• Make a plausible prediction about what might happen on the basis of what has been read so far</li> </ul>	<ul style="list-style-type: none"> <li>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions</li> <li>• Identify main ideas from a paragraph and summarise</li> <li>• Predict what might happen from details stated</li> </ul>	<ul style="list-style-type: none"> <li>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence from the text and general knowledge</li> <li>• Summarise the main ideas drawn from more than one paragraph</li> </ul>

	actions	<ul style="list-style-type: none"><li>• Make links between the book they are reading and other books they have read</li></ul>		<ul style="list-style-type: none"><li>• Make plausible predictions about what might happen from details stated or implied and support with reference to the whole text</li><li>• Provide reasoned justifications for views expressed</li></ul>
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