

Strand	EYFS 30 – 50 months 40 – 60 months Early Learning Goals	1	2	3	4	5	6
<b>WORD READING</b>							
Phonics and word reading	Can hear and say the initial sound in words	Can respond speedily, giving the correct sound to graphemes for all of set 1, 2 and most of set 3 phonemes	Can read accurately by blending the sounds in words that contain the graphemes taught	Can use their phonic knowledge to decode quickly and accurately	Can read words accurately and attempt to decode any unfamiliar words with speed		
	Can segment the sounds in simple words and blend them together and know which letter represents some of them	Can apply phonic knowledge and skills as the route to decode words	Can continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent				
	Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words	Can blend sounds in unfamiliar words using the GPCs that they have been taught	Can accurately read most words of two or more syllables	Can read words with the following prefixes: dis-, mis-, re-, super, auto-	Can read words with the following prefixes: in-, im-, il-, ir-, anti-, inter-, sub-	Can read words with the following prefixes: auto-, bi-, quad-, oct-	Can read words with a range of prefixes and suffixes
	Can use phonic knowledge to decode regular words and read them aloud accurately	Can read words of 2 or more syllables that contain taught GPCs e.g. flower	Can read words with common suffixes. E.g. -ly, -ful, -ment -ly, -ful, -ment, -	Can read words with the following suffixes: -ly, -er, -ed, -ing,	Can read words with the suffix ous word	Can read words with the following suffixes: -cial,-tial, -cious, -tious, -ible, -able, -ibly and -ably	Can read words with the following: -silent letter 'h' -words with a hyphen

Reading Progression Map - skills in each year group is with age appropriate texts been used

		Can read words with contractions, e.g. I'm		Can read words with the following sounds: - 'u' sound spelt 'ou' - 'l' sound spelt 'y' - 's' sound spelt 'sc' - 'a' sound spelt 'ei, eigh, ey.'	Can read words with the following sounds: - different sounds spelt 'ch' e.g. chef and chemist - 'g' sound spelt 'gue' - 'k' sound spelt 'que' - /ʒən/ sound spelt '-sion' - ʒə/ or /tʃə/ sound spelt '-sure, -ture' - /ʃən/, sound spelt -tion, -sion, -ssion, -cian	Can read words with the following: - silent letter 'w' 'b' 'g' - the suffixes -ing, -ed and -er have been added to a word ending in -fer.	- words that end in -ant - ance, -ent, -ence/-ency
Common exception words	Can read some common irregular words	Can read the year 1 CEWs	Can read the year 2 CEWs	Can read the year 3 CEWs	Can read the year 4 CEWs	Can read the year 5 CEWs	Can read the year 6 CEWs
Fluency	<p>Can recognise familiar words and signs such as own name and advertising logos</p> <p>Can ascribe meanings to marks that they see in different places</p> <p>Can begin to read words and simple sentences</p> <p>Can read and understand simple sentences</p>	<p>Can read aloud an age appropriate book mostly correctly and with some expression</p> <p>Can re-read books to build up fluency and confidence</p>	<p>Can read aloud an age appropriate book fluently by: - reading at an appropriate pace - reading with occasional breaks - some intonation and aware of punctuation - with volume and expression</p> <p>Can re-read books to build up fluency and confidence</p>	<p>Can read aloud an age appropriate book fluently by: - reading at an appropriate pace - mostly self corrects words/sentences when needed - adhering to punctuation and intonation - reading with expression and volume</p>	<p>Can read aloud an age appropriate book fluently by: - reading at an appropriate pace - reads smoothly but self corrects words/sentences when needed - adhering to punctuation and intonation - reading with varying expression and volume</p>	<p>Can read aloud an age appropriate book fluently by: - reading at an appropriate pace - reads smoothly but self corrects words/sentences when needed - adhering to punctuation and intonation - reading with varying expression and volume</p>	<p>Can read aloud an age appropriate book fluently by: - reading at an appropriate pace - reads smoothly but self corrects words/sentences when needed - adhering to punctuation and intonation - reading with varying expression and volume</p>

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<p>DEVELOPING READING FOR PLEASURE AND POSITIVE ATTITUDES TO READING</p> <p>These are skills are developed by using the children’s banded books, their library books and books read by the teacher in class (the latter to be taken from the reading spine). Children need to be encouraged to read widely throughout each year group</p>							
Listening to books	<p>Can show an interest in illustrations and print in books and print in the environment</p> <p>Can look and handle books independently (holds books the correct way up and turns pages)</p> <p>Can listen to stories with increasing attention and recall</p> <p>Can enjoy an increasing range of books</p>	Can actively listen to a wide range of poems, stories (including fairy and traditional tales) and non-fiction at a level beyond that at which they can read independently	Can actively listen to a wide range of contemporary and classical poetry, fiction and non-fiction (including a wider range of fairy and traditional tales) at a level beyond which they can read independently	Can actively listen to a wide range of fiction (including fairy and traditional tales, and myths and legends) plays, poetry, non-fiction, reference books or textbooks		Can actively listen to an increasingly wide range of fiction (including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions), plays, poetry, non-fiction, reference books or textbooks	
Choosing books to read		Can select books for personal reading – appropriate to their year group	Can select books for personal reading, including chapter books – appropriate to their year group	Can sustain their reading for enjoyment and to find things out – appropriate to their year group	Can sustain their reading of longer texts – appropriate to their year group	Can begin to select their favourite authors and choose books to read that have been recommended of others	Can sustain their reading of longer chapter books and more challenging texts – appropriate to their year group

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	Can follow a story without pictures or props	Can extend the range of books they read by choosing <b>fairy tales, traditional tales</b> (retelling some of these orally) and <b>non-fiction</b>	Can extend the range of books they read by <u>also</u> including <b>modern and classic poetry</b> , and wider non-fiction and fiction	Can extend the range of books they read by <u>also</u> including <b>myths and legends</b> and retell some of these orally, and widening their reading of fiction, poetry and non-fiction	Can extend the range of books they read by <u>also</u> including books from a range of <b>genres</b> , reading <b>plays</b> and widening their reading of fiction, poetry and non-fiction	Can extend the range of books they read by <u>also</u> including books from our <b>literacy heritage, stories from other cultures and traditions</b> and widening their reading of fiction, poetry and non-fiction	Can extend the range of books they read by <u>also</u> including books from a wide range of genres, including a range of authors from within one genre
Discussing books	<p>Can listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions</p> <p>Can demonstrate understanding when talking with others about what they have read</p> <p>Use vocabulary and forms of speech that are increasingly influenced by their experiences of books</p>	Can listen to what someone says about a book and take turns to discuss	Can say what they like and dislike about a book – giving reasons and justifying their choice of reading book	Can discuss why they like particular books and authors	Can describe and review their own reading habits, discussing their personal reading habits with others, including possibly having a preferred genre type when reading	<p>Can use details and examples from the text when discussing books</p> <p>Can begin to challenge each other on what they have read – agreeing and disagreeing with views</p>	Can explain and discuss their understanding of what they have read through formal presentations and debates

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Poetry	<p>Can enjoy rhyming and rhythmic activities</p> <p>Can show an awareness of rhyme and alliteration.</p> <p>Can recognise rhythm in spoken words.</p> <p>Can continue a rhyming string</p>	Can appreciate simple poetry	<p>Rhyming poetry</p> <p>Can discuss patterns of rhyme and rhythm in a poem</p> <p>Know that poems are different to stories</p>	Can distinguish between rhyming and non-rhyming poetry	Can recognise some different forms of poetry including different patterns of rhyme and verse (e.g. rhyming couplets)	Poetry from literacy heritage, reading poems by significant poets and identify what is distinctive about their style and presentation	Can analyse how the structure or organisation of a poem supports the mood, feeling and attitude
Performance	<p>Can join in with repeated refrains in rhymes and stories</p> <p>Can use intonation, rhythm and phrasing to make the meaning clear to others</p> <p>Can listen to and join in with stories and poems, one-to-one and also in small groups.</p> <p>Can develop preference for forms of expression</p> <p>Can play cooperatively as</p>	Can read aloud to others	Can speak loudly and clearly when reading aloud to others	Can begin to use appropriate intonation and volume when reading aloud to groups	<p>Can use punctuation to determine intonation and expression when reading aloud to the class</p> <p>Can distinguish between narrator and character when reading aloud a story</p>	Can continually show an awareness of audience when reading out loud using intonation, tone, volume and action	Can employ dramatic effect to engage a wider audience and for effect whilst reading aloud
	<p>Can recognise and join in with predictable phrases</p> <p>Can recite some simple poems by heart</p>	<p>Can continue to build up a repertoire of poems learnt by heart and reciting some with appropriate intonation to make the meaning clear</p>	<p>Can prepare and perform poems and plays that show some awareness of the group they are performing to</p>	<p>Can prepare and perform poems and plays to the class with expression</p>	<p>Can prepare and perform poems and plays with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud</p>	<p>Can confidently prepare and perform poems and plays, varying their performance to convey the theme to the audience</p>	

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	part of a group to develop and act out a narrative						
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<b>COMPREHENSION</b>							
Checking that books make sense to them	<p>Know that print carries meaning and, in English, is read from left to right and top to bottom</p> <p>Can understand humour, e.g. nonsense rhymes, jokes</p>	Can listen to themselves and others read and self-correct words	Can develop their active reader skills by: <b>making connections</b> (using their own knowledge of the world or background information to make sense of what they have read) and <b>asking questions</b> (why, how)	Can develop their active reader skills by: <b>also visualising and identifying unknown words</b> (using the skills in word meaning below to help find them out)	Can develop their active reader skills by: <b>also making predictions and summaries</b> when reading a text	Can develop their active reader skills by: <b>also checking vocabulary and using TAP (text type, audience, purpose) on a text to identify the type</b>	Can apply the active reader skills (see year 5) automatically when reading a text
Word meaning	<p>Can build up vocabulary that reflects the breadth of their experiences</p> <p>Can link sounds to letters, naming and sounding the letters of the alphabet</p>	Can identify a word they do not understand	Can discuss unfamiliar words and their possible meaning	Can use their knowledge of root words, <b>prefixes</b> and <b>suffixes</b> to help their understanding ( <b>etymology</b> and <b>morphology</b> )	Can 'read around the word' and use the context to help find the meaning of the word	Can use appropriate strategies to identify the meaning of a word: using the context of the text, re-reading the sentence (and one prior and after) identifying root words, suffixes and prefixes, the syntax (grammatical structure), the possible word class, a sensible inference	Can identify the most appropriate meaning of a word used in a text from alternative definitions given in a dictionary
		Can link new words to what they already know	Can re-read a sentence to help infer the meaning of an unknown word	Can use the first 2 letters of a word to check the meaning in a dictionary	Can use the first 3/4 letters of a word to check the meaning in a dictionary		
		Know what a dictionary is used for and can put words in alphabetical order using the initial letter	Can use <b>dictionaries</b> to locate words by their initial letter down the spine of the book				

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Asking questions		Can ask <b>'who, what, where, when'</b> questions about a text	Can ask <b>'who, what, where, why, when'</b> questions about a text	Can ask questions to clarify the meaning of events or ideas introduced or explored in a text that they do not understand.	Can ask questions to explore meanings and explanations of the events or ideas introduced or developed in a text.	Can identify parts of a text they are not clear about. Ask questions to clarify their understanding or research the topic to find out more.	Ask effective questions that will help them clarify their understanding of the text or the topic they are researching.
Answering questions	Can answer 'how' and 'why' questions about their experiences and in response to stories or events	Can answer questions orally about a text (either read to them or one that they read) and can write 1 word answers and tick box answers	Can use different formats for recording their ideas: in a table, by ticking, by circling, copying, writing a sentence/word, matching, completing a table	Can begin to recognise different types of comprehension questions (retrieval, inference, word meaning)	Can recognise different types of comprehension questions (retrieval, inference, word meaning)	Can record details from a text in a variety of formats (eg. true/false grid, copying, comparison table, ticking, circling, writing one word for an answer, matching)	Can confidently use the different formats to answer a range of comprehension questions on a text
Retrieval	<p>Know that information can be relayed in the form of print</p> <p>Can describe main story settings, events and principal characters</p> <p>Know that information can be retrieved from books and computers</p>	Can use <b>skimming</b> to locate the correct section in a text	Can identify key words in a question and use these to <b>scan</b> a specific section in the text	Know how to use skimming to locate where an answer might be in a text and then scanning the section to find the exact answer within the section they found from scanning	<p>Can read a text to get an overview of it (skim), then scan for key words/phrases with increasing speed</p> <p>Sometimes, they may need to find more than 1 answer (e.g. 'Give 2 problems the storm caused')</p>	<p>Use the skills of skimming and scanning to answer questions accurately.</p> <p>Wording given in their answers needs to be more specific – i.e. children need to select the correct part of the text to give an accurate answer</p>	Can retrieve information from different parts of a text to answer a question – often needing to record 2-3 different points
Inference	Can begin to understand 'why' and 'how' questions	Can begin to link what they are reading to their own experience/knowledge of the world	Can talk about a topic prior to reading about it – making connections and link what they	Know that inferring means being a <b>reading detective</b> – getting clues from the text	Can re-read sections of the text to check their evidence for their inference they have made	Can draw information from different parts of the text to infer meaning	Can justify their inferences with evidence e.g. Point + Evidence + explanation

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	<p>Can answer 'how' and 'why' questions about their experiences and in response to stories or events</p>		<p>are reading to their own experience/knowledge of the world</p>				
		<p>Can verbally make an inference about a character from what they do</p>	<p>Can make written simple <b>inferences</b> about characters from what they say or do</p>	<p>Can draw and record inferences based on a characters feelings or thoughts – related to a section of text Can discuss how what a character does or says impacts on other characters and the story</p>	<p>Can draw and record inferences based on a characters feelings, thoughts and motives and use evidence from the text to support this</p>	<p>Can make written inferences about characters motivations and attitude from the dialogue or descriptions. They are given a wider text to find the answer in</p>	<p>Can make written inferences about characters through: thoughts, motives, feelings, actions, dialogue (including the use of a narrator) and the impact it has on the reader. Inference clues are more subtle</p>
<p>Words in context</p>		<p>Can identify unfamiliar words when reading</p>	<p>Can re-read sentences to help find the meaning of unfamiliar words  Can decide if unfamiliar words can be explained from the text, or if a glossary is needed to find out the meaning</p>	<p>Can identify the word class to help understand the word  Can use knowledge of <b>word families, prefixes, suffixes and root words</b> to find the meaning (morphology)</p>	<p>Can discuss unfamiliar words and their possible meaning by using the sentence/ extract the word has come from (reading the sentence before and after)  Can use knowledge of the text to support their understanding of the word</p>	<p>Can use syntax (arrangement of words) to help find the meaning  Can use etymology to help identify the meaning of a word e.g. microscope = micro (small) and scope (sight)</p>	<p>Can apply appropriate strategies (re-reading, morphology, etymology visualising, knowledge of the text, synonyms to find the meaning of the unfamiliar word</p>

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Language, structure and presentation	<p>Begin to be aware of the way stories are structured</p> <p>Describes main story settings, events and principal characters.</p>	Can explore the effect of repeated words and phrases	Can discuss why a writer may have chosen a certain word or phrase	Can discuss and record how the writers' choice of word or phrases have an impact on the text E.G. find words that have been used to create a feeling of happiness.	Can begin to discuss how figurative language creates images, moods and tension for the reader	Can understand the effects words and phrases have on the reader and how they build an image in the reader's mind  Can discuss the meaning of figurative language in a text and identify the purpose and impact it has – commenting on words/phrases and sentence types	Can describe the effect of: emotive language, figurative language, types of sentences, formal and informal language and direct addressing of the reader
		<p>Can identify beginning, middle and end of stories</p> <p>Can explore traditional and fairy language and plots</p>	Can discuss how settings and characters are developed in stories and how a problem is made and resolved	<p>Can discuss how new characters are introduced in stories</p> <p>Can identify how language changes during a story (e.g. between the opening and build up)</p> <p>Can discuss why paragraphs are used</p>	<p>Can discuss how settings are developed in stories for the reader.</p> <p>Can discuss how sentences are used to show emotion or build tension</p> <p>Can identify why the writer starts a new paragraph (TiPToP)</p>	Can discuss how characters are developed in narratives through action and dialogue. Can also discuss how suspense is used	Can understand how a narrative is built up and sustained for the reader e.g. use of paragraphs, referring to earlier points in the story, flashbacks

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		Can identify main features of non-fiction texts: front cover, contents, diagrams	Can identify the following in non-fiction texts: headings, alphabetical order, bullet points	Can identify the following in non-fiction texts: heading, sub-heading, glossary, captions, hyperlinks and discuss the purpose	Can explain how the organisation of non-fiction texts helps the reader to find information and identify the purpose	Can identify the structures and organisation of different non-fiction texts (instructions, explanations, recounts, persuasion, argument)	Can understand how writers use the features and structure of non-fiction texts to help convey information for their intended audience
Prediction	Can suggest how a story might end.	Can make predictions based on the front cover and blurb. They can also make predictions on what has happened in the story so far	Can make predictions based on what has already been said and done (fiction) or what they are going to find out (non-fiction)	Can make predictions about a text and give a reason for their prediction	Can make a prediction where they need to back to an early part of the text to look for clues	Can make predictions by: using evidence from the text and using what they already know about the topic	Can reflect on and evaluate their predictions as more information becomes available
Comparing and contrasting		Can discuss how different characters in stories may think and feel differently from each other	Can make links and comparisons between books they are reading and books they have already read	In fiction, can compare 2 different texts by the same author	Compare and contrast books and poems on similar themes	Can compare characters and consider different viewpoints of the same event	Can make comparisons and draw contrasts within and across different narratives
			Compare the information about different topics in non-fiction texts	Can compare a narrative and a play script	Can compare how things are depicted in different types of text (e.g. a penguin in a story vs a penguin in a report)	Can investigate different versions of the same story	Can compare and contrast texts that have a biased and more balanced view
Sequencing/ Summarising		Can <b>retell</b> a story by putting pictures in order and story mapping	Can <b>sequence</b> a text by ordering given sentences	Can write 1 sentence to say what happened in a paragraph by: drawing together information across a number of sentences to sum up	Can <b>summarise</b> more than one paragraph by identifying the most important parts	Can accurately summarise what has happened in a story or non-fiction text	Can identify key details that support the main idea when summarising

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				what is known about a character, event or idea			
Distinguish between fact and opinion		N/A	N/A	N/A	N/A	Can identify the difference between fact and opinion  Can investigate how language is used to present opinion (e.g. in persuasive texts) and influence the reader	Can distinguish between fact and opinion in texts written for different purposes (e.g. biography, a leaflet)
Themes and conventions		Can link familiar story themes to their own experiences (e.g. illness, getting lost)	Can (as a class) discuss themes in a story that they have heard	Can identify typical story themes (e.g. good vs evil or the use of magic in fantast texts)	Can identify themes in a range of stories, including myths and legends	Can explore more mature themes (e.g. loss and heroism)	Can identify mature themes and comment on how themes are developed over a text (e.g. linking the ending of a story to its opening)
Can identify and discuss the conventions of the text types they will be writing about (see progression of text types in writing)							