



Progression of Knowledge, Skills and Vocabulary in Reading 2023-24

EYFS	Characteristics of effective learning	Early Learning Goals
Nursery	<ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Understand the five key concepts about print: <ul style="list-style-type: none"> - 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 • Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary. 	<p>Communication and language</p> <ul style="list-style-type: none"> - Listening, Attention and Understanding - Speaking <p>Literacy</p> <ul style="list-style-type: none"> - Comprehension - Word reading
Reception	<ul style="list-style-type: none"> • Engage in story times. • 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. • Use new vocabulary in different contexts. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. • 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. • 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, their fluency and their understanding and enjoyment. 	



SKILLS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding	<p>Say the correct sound for each of the 40+ graphemes (RWI Set 1&2 sounds).</p> <p>Read words by segmenting and blending sounds they know (“Fred talk, say the word”).</p> <p>Read some common exception words (RWI ‘red words’).</p> <p>Read some words with suffixes.</p> <p>Read some multi-syllabic words by breaking them down into their syllables.</p> <p>Read some words with contractions.</p> <p>Re-read the same book and read more fluently and accurately each time.</p>	<p>Say the correct sound for all common graphemes (RWI Set 1, 2 & 3 sounds).</p> <p>Read words by segmenting and blending sounds they know (“Fred talk, say the word”).</p> <p>Read many familiar words without decoding (either ‘Fred in your head’ or by sight).</p> <p>Read further common exception words (RWI ‘red words’).</p> <p>Read words with suffixes.</p> <p>Read some multi-syllabic words by breaking them down into their syllables.</p> <p>Read words with contractions.</p> <p>Re-read the same book and read more fluently and accurately each time.</p>	<p>Read most words by sight.</p> <p>Read unfamiliar words by segmenting and blending the sounds.</p> <p>Read an unfamiliar word after a few times of seeing it.</p> <p>Read longer words with support.</p> <p>Read further exception words.</p> <p>Read accurately and speedily enough to understand what they are reading.</p>	<p>Read most words effortlessly.</p> <p>Read unfamiliar words with increasing automaticity.</p> <p>Read longer words.</p> <p>Read silently.</p>	<p>Read fluently, at a reasonable speaking pace.</p> <p>Read unfamiliar words with automaticity, usually with the correct pronunciation.</p> <p>Read words with a wider range of prefixes and suffixes.</p> <p>Read silently with growing understanding.</p>	<p>Read fluently, accurately and with expression.</p> <p>Decode and read any unfamiliar word.</p> <p>Look at all the letters in a word to read it accurately (e.g. ‘invitation’ rather than ‘imitation’).</p> <p>Read silently with good understanding.</p>



Comprehension	<p>Link what they read to their own experiences.</p> <p>Retell some traditional tales.</p> <p>Recognise and join in with predictable phrases.</p> <p>Learn and recite poems by heart.</p>	<p>Answer simple retrieval questions from texts, including some non-fiction texts.</p> <p>Recognise simple, recurring 'story language'.</p> <p>Discuss the meaning of new words.</p> <p>Learn and recite poems by heart, using appropriate intonation.</p> <p>Check the text makes sense as they read and correct inaccurate reading.</p> <p>Express views about a text, and listen to what others say.</p>	<p>Use dictionaries to check the meaning of words.</p> <p>Prepare poems and playscripts to read aloud and perform.</p> <p>Explain the meaning of words in context.</p> <p>Draw simple inferences.</p> <p>Predict what might happen next based on details stated.</p>	<p>Ask questions to improve their understanding of a text.</p> <p>Draw inferences, and justify with evidence.</p> <p>Predict what might happen next based on details stated and implied.</p> <p>Identify main ideas from more than one paragraph and summarise.</p> <p>Retrieve and record information from non-fiction.</p>	<p>Discuss texts and justify their views.</p> <p>Ask relevant questions to improve their understanding of the text.</p> <p>Independently draw inferences, and justify with evidence.</p> <p>Learn and prepare poems and playscripts to read aloud and perform.</p> <p>Make considered predictions about what might happen next based on details stated and implied.</p> <p>Summarise the main ideas from more than one paragraph and identify the key details.</p> <p>Retrieve, record and present information from non-fiction.</p>	<p>During discussions about texts, build on their own and other's views courteously.</p> <p>Recommend books they have read to their peers.</p> <p>Make comparisons within and across texts.</p> <p>Learn and prepare wide range of poems and playscripts to read aloud and perform.</p> <p>Summarise succinctly the main ideas from more than one paragraph and identify the key details.</p> <p>Make considered predictions about what might happen next based on details stated and implied, and from wider reading.</p> <p>Retrieve, record and present relevant</p>
----------------------	---	---	--	--	--	---



						information from non-fiction. Demonstrate their understanding of what they have read, including through formal presentations and debates.
KNOWLEDGE	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6



Decoding	<p>Know that a letter or a group of letters (digraph/trigraph – RWI “special friends”) makes a sound.</p>	<p>Know that some graphemes can make more than one sound (e.g. ‘ow blow the snow’ and ‘ow brown cow’).</p>	<p>Know that some words are made up of more than one syllable.</p>	<p>Know a range of prefixes and suffixes and know how they change the meaning of a root word.</p>	<p>Know a wider range of prefixes and suffixes and know how they change the meaning of a root word.</p>
	<p>Know that a word is made up of sounds.</p>	<p>Know that some sounds can be written as more than one grapheme (e.g. ‘ay’, ‘ai’, ‘a-e’).</p>	<p>Know that some words are more difficult to decode and to be able to explain why they don’t follow the rules.</p>		
	<p>Know that some words (RWI ‘red words’) are more difficult to decode and to be able to identify the letters that do not follow the rules (RWI ‘tricky letters’).</p>	<p>Know that some words (RWI ‘red words’) are more difficult to decode and to be able to identify the letters that do not follow the rules (RWI ‘tricky letters’).</p>	<p>Know that a letter or group of letters can be added to some words to create a new word (prefix + root word).</p>		
	<p>Know that endings can be added to some words (root word + suffix).</p>	<p>Know that endings can be added to some words to create a new word (root word + suffix).</p>			
	<p>Know that an apostrophe can be used in place of a letter or letters.</p>				



Comprehension	Know some of the features of fairy stories and traditional tales.	Know how items of information are related within a text. Know the features of stories, fairy stories and traditional tales. Know some of the features of non-fiction texts.	Know that texts can be structured in different ways. Know the features of a wide range of texts, including myths and legends.	Know some different forms of poetry. Know how language, structure and presentation are used in different texts.	Know the features of a wide range of texts including myths, legends, traditional stories, modern fiction, fiction from our literary heritage, books from other cultures and religions. Know how authors use language, including figurative language.	Know what themes and conventions are in texts. Know how authors use language, including figurative language, and understand the impact on the reader. Know the difference between a fact and an opinion.
	VOCABULARY for pupils	Year 1	Year 2	Year 3	Year 4	Year 5
	letter sound word sentence 'fred talk' 'special friends' 'red word' 'tricky letters' traditional tales poem	suffix tense (past, present) apostrophe syllable 'fred talk' 'fred in your head' 'special friends' 'red word' 'tricky letters' fairy stories fiction author blurb non-fiction text contents page poetry	word family prefix root word consonant vowel syllable myths and legends playscript structure dictionary feature vocabulary retrieve predict/prediction poet	note-taking reference book glossary index structure inference/infering summary/summarising paragraph compare	parenthesis bracket dash cohesion ambiguity implied cultures thesaurus stanza figurative language	synonym antonym active passive ellipsis hyphen bullet points theme convention recommend fact opinion debate comparison