



Mark First and Preschool CE Academy: READING PROGRESSION across the school (National Curriculum and EYFS ELG Objectives)

		EYFS	Year 1	Year 2	Year 3	Year 4
Reading – Word Reading Progression in Phonics and Decoding Objectives	<p>Phonics and Decoding: 30-50 Months:</p> <ul style="list-style-type: none"> • Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> • Spot and suggest rhymes • Count or clap syllables in words • Recognise words with the same initial sound, such as money and mother <p>40-60 Months:</p> <ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words <p>Early Learning Goal:</p> <ul style="list-style-type: none"> • 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. 	<p>Phonics and Decoding:</p> <ul style="list-style-type: none"> • 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. 	<p>Phonics and Decoding:</p> <ul style="list-style-type: none"> • 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.* 	<p>Phonics and Decoding:</p> <ul style="list-style-type: none"> • 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.* 	<p>Phonics and Decoding:</p> <ul style="list-style-type: none"> • 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.* 	
	<p><i>* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.</i></p>					

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Reading – Word Reading	Common Exception Words	<p>Common Exception Words:</p> <p>40-60 Months:</p> <ul style="list-style-type: none"> • Read a few common exception words matched to the school’s phonic programme. <p>Early Learning Goal:</p> <ul style="list-style-type: none"> • To read some common irregular words 	<p>Common Exception Words:</p> <ul style="list-style-type: none"> • To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words. 	<p>Common Exception Words:</p> <ul style="list-style-type: none"> • To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word. 	<p>Common Exception Words:</p> <ul style="list-style-type: none"> • To begin to read Y3/Y4 exception words.* 	<p>Common Exception Words:</p> <ul style="list-style-type: none"> • To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.
		<p><i>* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.</i></p>				
Reading – Word Reading	Fluency	<p>Fluency:</p> <p>30-50 Months:</p> <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> • Print has meaning • The names of different parts of a book • Print can have different purposes • Page sequencing • We read English text from left to right and from top to bottom <p>40-60 Months:</p> <ul style="list-style-type: none"> • Blend sounds into words, so that they can read short words made up of letter-sound correspondences. 2 • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. <p>Early Learning Goal:</p> <ul style="list-style-type: none"> • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<p>Fluency:</p> <ul style="list-style-type: none"> • To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. • To reread texts to build up fluency and confidence in word reading. 	<p>Fluency:</p> <ul style="list-style-type: none"> • To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. • To reread these books to build up fluency and confidence in word reading. 	<p>Fluency:</p> <ul style="list-style-type: none"> • At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary. 	

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Reading – Comprehension	Understanding and Correcting Inaccuracies	<p>Understanding and Correcting Inaccuracies:</p> <p>30-50 Months:</p> <ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions <p>40-60 Months:</p> <ul style="list-style-type: none"> • Listen to and talk about stories to build familiarity and understanding. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary <p>Early Learning Goal:</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. 	<p>Understanding and Correcting Inaccuracies:</p> <ul style="list-style-type: none"> • To check that a text makes sense to them as they read and to self-correct. 	<p>Understanding and Correcting Inaccuracies:</p> <ul style="list-style-type: none"> • 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. 		

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Reading – Comprehension	Comparing, Contrasting andn Commenting	<p>Comparing, Contrasting and Commenting: 30-50 Months:</p> <ul style="list-style-type: none"> • Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions. <p>40-60 Months:</p> <ul style="list-style-type: none"> • Compare and contrast characters from stories, including figures from the past. • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. <p>Early Learning Goal:</p> <ul style="list-style-type: none"> • 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. • 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. • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary 	<p>Comparing, Contrasting and Commenting:</p> <ul style="list-style-type: none"> • 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 retell familiar stories in increasing detail. • To join in with discussions about a text, taking turns and listening to what others say. • To discuss the significance of titles and events. 	<p>Comparing, Contrasting and Commenting:</p> <ul style="list-style-type: none"> • 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 become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales. • To discuss the sequence of events in books and how items of information are related. • To recognise simple recurring literary language in stories and poetry. • To ask and answer questions about a text. • To make links between the text they are reading and other texts they have read (in texts that they can read independently). 	<p>Comparing, Contrasting and Commenting:</p> <ul style="list-style-type: none"> • To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • To use appropriate terminology when discussing texts (plot, character, setting). 	<p>Comparing, Contrasting and Commenting:</p> <ul style="list-style-type: none"> • To discuss and compare texts from a wide variety of genres and writers. • To read for a range of purposes. • To identify themes and conventions in a wide range of books. • 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 how language, structure and presentation contribute to meaning. • To identify main ideas drawn from more than one paragraph and summarise these.
	Inference and Prediction	<p>Inference and Prediction:</p> <p>Early Learning Goal:</p> <ul style="list-style-type: none"> • 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 	<p>Inference and Prediction:</p> <ul style="list-style-type: none"> • To begin to make simple inferences. • To predict what might happen on the basis of what has been read so far. 	<p>Inference and Prediction:</p> <ul style="list-style-type: none"> • 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. 	<p>Inference and Prediction:</p> <ul style="list-style-type: none"> • 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. 	<p>Inference and Prediction:</p> <ul style="list-style-type: none"> • 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.

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Reading – Comprehension	Words in Context and Authorial Choice	<p>Words in Context and Authorial Choice:</p> <p>30-50 Months:</p> <ul style="list-style-type: none"> • Use a wider range of vocabulary. • Engage in extended conversations about stories, learning new vocabulary. <p>40-60 Months:</p> <ul style="list-style-type: none"> • Learn new vocabulary. • Use new vocabulary throughout the day. • 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 to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. <p>Early Learning Goal:</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. 	<p>Words in Context and Authorial Choice:</p> <ul style="list-style-type: none"> * To discuss word meaning and link new meanings to those already known. 	<p>Words in Context and Authorial Choice:</p> <ul style="list-style-type: none"> * To discuss and clarify the meanings of words, linking new meanings to known vocabulary. * To discuss their favourite words and phrases. 	<p>Words in Context and Authorial Choice:</p> <ul style="list-style-type: none"> * 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. 	<p>Words in Context and Authorial Choice:</p> <ul style="list-style-type: none"> * Discuss vocabulary used to capture readers' interest and imagination.

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Reading – Comprehension	Poetry and Performance	<p>Poetry and Performance: 30-50 Months:</p> <ul style="list-style-type: none"> • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. • Remember and sing entire songs. • Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs. • Create their own songs, or improvise a song around one they know. <p>40-60 Months:</p> <ul style="list-style-type: none"> • Engage in story times. • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. • Learn rhymes, poems and songs. Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play <p>Early Learning Goal:</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Make use of props and materials 	<p>Poetry and Performance:</p> <ul style="list-style-type: none"> • To recite simple poems by heart. 	<p>Poetry and Performance:</p> <ul style="list-style-type: none"> • 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. 	<p>Poetry and Performance:</p> <ul style="list-style-type: none"> • 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. 	<p>Poetry and Performance:</p> <ul style="list-style-type: none"> • 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 audience when reading aloud.

		<p>when role playing characters in narratives and stories.</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with their peers and their teacher. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music 				
Reading – Comprehension	Non-Fiction	<p>Non-Fiction: 30-50 Months:</p> <ul style="list-style-type: none"> • Engage in non-fiction books. • Listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary. <p>Early Learning Goal:</p> <ul style="list-style-type: none"> • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. 	<p>Non-Fiction:</p> <ul style="list-style-type: none"> • 	<p>Non-Fiction:</p> <ul style="list-style-type: none"> • To recognise that non-fiction books are often structured in different ways. 	<p>Non-Fiction:</p> <ul style="list-style-type: none"> • To retrieve and record information from nonfiction texts. 	<p>Non-Fiction:</p> <ul style="list-style-type: none"> • To use all of the organisational devices available within a nonfiction text to retrieve, record and discuss information. • To use dictionaries to check the meaning of words that they have read.