

Year group



Reading objectives for skills progression



ELG 8 - Comprehension		ELG 9 – Word Reading		ELG 10 - Writing	
- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.		- 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 common exception words.		- Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.	
	Pre-school	Nursery	Reception	Key stage 1	
Phonics	Can identify and name some familiar environmental sounds and animal noises Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes	Letters and Sounds Phase 1 phonics Aspect 1 – General sound discrimination, environmental sounds Aspect 2 - General sound discrimination, instrumental sounds Aspect 3 - General sound discrimination, body percussion Aspect 4 – Rhythm and Rhyme Aspect 5 – Alliteration Aspect 6 – Voice sounds Aspect 7 – Oral blending and segmenting Jolly phonic songs and sounds Begin phase 2 (summer term)	Can recognize, read and write Phase 2 sounds Can recognize, read and write Phase 2 tricky words Hears and says the initial sounds in words Continues a rhyming string and identifies alliteration Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them Starts to link sounds to letters, naming and sounding the letters of the alphabet Begins to link sounds to some frequently used diagraphs, e.g. sh, th, ee Can recognize, read and write some high frequency words linked to phonic phase learning Begins to read and write phonetically decodable captions and sentences	-Read other words of more than one syllable that contain taught sounds -Can recognise and use phase 4 consonant clusters -Read words with contractions (for example, I’m, I’ll, we’ll), and understand that the apostrophe represents the omitted letter(s). -Can recognise and use phase 5 alternative sounds -Respond speedily with the correct sound to graphemes (letter or group of letters) for all 40+ phonemes, including (where applicable) sounds for graphemes. -Read common exception words (phase 4 and beyond), noting unusual correspondents between spelling and sound and where these occur in words. -Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.	
Comprehension	Pays attention and responds to the pictures or the words Repeats and uses actions, words or phrases from familiar stories Develop play around some favourite stories using props	Use new words and words of own knowledge to talk about, describe and make comments about things you can see and new finds. Search and point to a given find on print or a screen.	Can make simple inferences using pictures and what has been read, through how and why questions Can retrieve simple information from a story/ book, e.g. who, what, where, when questions	-Can listen to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently;	

		<p>Understand and name what something is from given clues or a description (both)</p> <p>Talk about stories, rhymes and life events and experiences in conversation.</p>	<p>Can sequence a story independently focusing on the beginning, middle and end</p> <p>Describes main story settings, events and principle characters in increasing detail</p> <p>Is able to recall and discuss stories or information that has been read to them, or they have read themselves</p>	<p>- Can check that the text makes sense to them as they read and correcting inaccurate reading;</p> <p>-Can make inferences on the basis of what is being said and done;</p> <p>-Can read, understand and talk about phase 4 sentences independently</p> <p>-Can read, understand and talk about phase 5 sentences independently</p>
Word Reading	<p>Begin to recognize familiar signs, symbols, logo's and screen icons</p> <p>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo</p>	<p>Identify familiar signs, symbols, logo's and screen icons</p> <p>Recognise their name and begin to read other familiar words such as, mum, dad.</p> <p>Knows that print represents meaning and it is read from left to right and top to bottom</p> <p>Shows interest in illustrations and words in print and digital books and words in the environment</p> <p>Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print)</p>	<p>Can read phase 2 and 3 tricky words</p> <p>Can blend and segment all sounds in Phase 2 and 3</p> <p>Can read decodable words in Phase 2 and 3</p> <p>Can read compound words</p> <p>Is on Yellow book band reading books</p> <p>Beginning to recognize some written names of peers, siblings or "Mummy"/"Daddy" for example</p>	<p>-Can read Blue book band level</p> <p>-Can read Green book band level (links to phonics)</p>
Reading for enjoyment/book talk	<p>Has some favourite stories, rhymes, songs, poems or jingles</p> <p>Repeats words and phrases from familiar stories</p> <p>Fills in the missing word or phrase in a known rhyme, story or game</p> <p>Asks questions about the book. Makes comments and shares their own ideas</p>	<p>Begin to know about front/back cover, title, author</p> <p>Looks at and enjoys print and digital books independently</p> <p>Shares a book with another person by choice.</p> <p>Listens to and joins in with stories and poems, when reading one-to-one and in small groups</p> <p>Talks about a character and/or a scene from the story.</p> <p>Can answer questions and keep conversation about a story going.</p> <p>Begins to be aware of the way stories are structured, and to tell own stories</p>	<p>Enjoys an increasing range of print and digital books, both fiction and non-fiction</p> <p>Uses vocabulary and forms of speech that is increasingly influenced by their experiences of reading</p> <p>Can discuss why they did or did not enjoy a given story</p> <p>Can make a prediction about a book before reading it</p> <p>Can point out the main features of a book, e.g. title, author, illustrator, blurb, front cover, back cover</p> <p>Can explain what an author and illustrator does</p> <p>Can explain what a blurb is</p>	<p>-Can discuss what an author and illustrator do</p> <p>-Can talk about authors they like</p> <p>-Can use a contents/index page independently</p>

		<p>Turns pages in a book correctly and knows that this represents start to finish.</p> <p>Handles books and touch screen technology carefully and the correct way up with growing competence</p> <p><i>Begins to navigate apps and websites on digital media</i></p> <p>Begins to understand that non-fiction is factual information. (comp?)</p>	<p>Can understand the difference between fiction and non-fiction books</p> <p>Re-enacts and reinvents stories they have heard in their play</p>	
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Year 1

Word reading

Comprehension

- Apply phonic knowledge and skills as the route to decode words
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings
- Read other words of more than one syllable that contain taught GPCs
- Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- Re-read these books to build up their fluency and confidence in word reading.

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
- Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- Being encouraged to link what they read or hear read to their own experiences
- Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- Recognising and joining in with predictable phrases
- Learning to appreciate rhymes and poems, and to recite some by heart
- Discussing word meanings, linking new meanings to those already known
- Understand both the books they can already read accurately and fluently and those they listen to by:
- Drawing on what they already know or on background information and vocabulary provided by the teacher
- Checking that the text makes sense to them as they read and correcting inaccurate reading
- Discussing the significance of the title and events
- Making inferences on the basis of what is being said and done
- Predicting what might happen on the basis of what has been read so far
- Participate in discussion about what is read to them, taking turns and listening to what others say
- Explain clearly their understanding of what is read to them.

Year 2

-Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent

-Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes

-Read accurately words of two or more syllables that contain the same graphemes as above

-Read words containing common suffixes

-Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word

-Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered

-Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation

-Re-read these books to build up their fluency and confidence in word reading.

-Develop pleasure in reading, motivation to read, vocabulary and understanding.

-Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently

-Discussing the sequence of events in books and how items of information are related

-Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales

-Being introduced to non-fiction books that are structured in different ways

-Recognising simple recurring literary language in stories and poetry

-Discussing and clarifying the meanings of words, linking new meanings to known vocabulary

-Discussing their favourite words and phrases

-Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

-Understand both the books that they can already read accurately and fluently and those that they listen to by:

-Drawing on what they already know or on background information and vocabulary provided by the teacher

-Checking that the text makes sense to them as they read and correcting inaccurate reading

-Making inferences on the basis of what is being said and done

-Answering and asking questions

-Predicting what might happen on the basis of what has been read so far

-Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say

-Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Years 3 and 4

Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet

-Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

- Develop positive attitudes to reading and understanding of what they read
- Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks**
- Reading books that are structured in different ways and reading for a range of purposes -Using dictionaries to check the meaning of words that they have read
- Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally**
- Identifying themes and conventions in a wide range of books
- Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action**
- Discussing words and phrases that capture the reader's interest and imagination
- Recognising some different forms of poetry [for example, free verse, narrative poetry]**
- Understand what they read, in books they can read independently, by:
 - Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context**
 - Asking questions to improve their understanding of a text
 - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence**
 - Predicting what might happen from details stated and implied
 - Identifying main ideas drawn from more than one paragraph and summarising these**
 - Identifying how language, structure, and presentation contribute to meaning
 - Retrieve and record information from non-fiction**

	<p>-Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>
<p>Years 5 and 6</p>	
<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.</p>	<ul style="list-style-type: none"> -Maintain positive attitudes to reading and understanding of what they read. -Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks -Reading books that are structured in different ways and reading for a range of purposes -Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions -Recommending books that they have read to their peers, giving reasons for their choices -Identifying and discussing themes and conventions in and across a wide range of writing -Making comparisons within and across books -learning a wider range of poetry by heart -Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience -Understand what they read by: -checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context -Asking questions to improve their understanding -Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence -Predicting what might happen from details stated and implied -Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

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| | <ul style="list-style-type: none">-Identifying how language, structure and presentation contribute to meaning-Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader-Distinguish between statements of fact and opinion-Retrieve, record and present information from non-fiction-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-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-Provide reasoned justifications for their views. |
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