

Progression of Reading Skills

	Pre-Reception	Reception	Year 1	Year 2	Year 3
Vocabulary	<p>Fills in the missing word or phrase in a known rhyme or story, e.g. 'Humpty Dumpty sat on a ...'</p> <p>Builds up vocabulary that reflects the breadth of their experiences</p> <p>Repeats words or phrases from familiar stories.</p> <p>Shows and awareness of rhyme and alliteration.</p> <p>Uses repetitive language structures and pictures to 'tell the story'.</p>	<p>Continues a rhyming string.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>	<p>Check that a simple text, that they can read independently, makes sense to them as they read it.</p> <p>Begin to self- correct any mis- read words, using their phonic knowledge, if it is not making sense.</p> <p>Discuss word meaning with an adult and link new meanings to those words that they already know.</p> <p>Discuss a wide range of high-quality books (including those which they are unable to read independently) to broaden their growing vocabulary bank.</p>	<p>Check that a text, that they can read independently, makes sense to them as they read it.</p> <p>Continues to develop their ability to self-correct any mis-read words. Inaccuracies should become less common as the children's fluency grows.</p> <p>Discuss and clarify word meaning and link new meanings to those already known. Also draw on what they already know from the text, or on background information, to develop their understanding of what they are reading.</p> <p>Discuss their favourite words and phrases.</p>	<p>Check that a text makes sense to them as they read it, discussing their understanding and explaining the meaning of any new words that they come across, in context.</p> <p>Most of the time, will self-correct misread words when reading age-appropriate texts.</p> <p>Begin to use dictionaries as well as other known strategies (reading around the word, peer support) to check the meaning of any new words that they are exposed to.</p> <p>Discuss the authors' choice of words and phrases and the effect that specific language has on the reader.</p>
Retrieve and Record	<p>Describes main story settings, events and principal characters.</p> <p>Shows awareness of rhyme and alliteration.</p>	<p>Identifies and retains the title.</p> <p>Demonstrates understanding when talking with others about what they have read</p>	<p>Begin to identify and explain some of the key features of fiction and non-fiction texts.</p> <p>Explain orally their understanding of what</p>	<p>Identify and explain most of the key features of fiction and non-fiction texts such as: characters, events, titles and information.</p>	<p>Begin to locate information using skimming, scanning and text marking.</p> <p>Use text features, such as subheadings, to</p>

	<p>Listens to stories with increased attention and recall.</p> <p>Knows that print carries meaning and, in English, is read from left to right and top to bottom.</p>	<p>Makes connections between texts.</p> <p>Knows that information can be retrieved from books</p>	<p>has been read to them by retrieving some simple information from a text.</p>	<p>Recognise that non-fiction books are often structured in different ways.</p> <p>Ask and answer simple retrieval questions about a text, orally and in writing.</p>	<p>retrieve information from non-fiction texts.</p> <p>When retrieving and recording, make some notes using some reference to the text.</p>
Sequence and Summarise	<p>Describes main story settings, events and principal characters</p> <p>Beginning to be aware of the way stories are structured</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Able to follow a story without pictures or props.</p> <p>Introduces a storyline or narrative into their play.</p>	<p>Sequence the key events in a well-known story.</p> <p>Retell familiar stories.</p>	<p>Sequence the key events in a story.</p> <p>Become increasingly familiar with and retell a wide range of stories, fairy stories and traditional tales.</p> <p>Discuss the sequence of events in a book.</p>	<p>Identify and summarise the main details from more than one paragraph in a few sentences, using vocabulary from the text</p>
Inference	<p>Understands 'who', 'what', 'where' in simple questions (e.g. Who's that/can? What's that? Where is.?)</p> <p>Beginning to understand 'why' and 'how' questions</p>	<p>Answers 'how' and 'why' questions about their experience and in response to stories and events</p> <p>offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and</p>	<p>Expresses preferences linked to own experiences (e.g. I like to go to the beach too)</p> <p>Pupils link what they read to their own experiences.</p> <p>Makes simple inferences with support.</p>	<p>Make more complex inferences on the basis of what is being said and done.</p> <p>Identifies common themes in traditional tales (e.g. the use of magic objects, good overcoming evil, a bad character learning a lesson)</p>	<p>Draw generally accurate inferences such as inferring character's feelings from their thoughts and actions sometimes, but not always fully supported through reference to the text.</p>

		<p>poems when appropriate;</p>	<p>Makes simple inferences about characters' actions.</p> <p>Uses different voices for characters when reading dialogue.</p> <p>Make inferences on the basis of what is being said and done.</p>	<p>Demonstrates empathy with characters.</p> <p>Recognises that characters have different thoughts/feelings about events in the text.</p>	
<p>Predictions</p>	<p>Suggests how the story might end</p>	<p>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</p>	<p>Begin to make simple predictions about what might happen on the basis of what has been read so far.</p> <p>Uses brief introduction to make own speculations about the book's content.</p> <p>Predicts likely actions following a pivotal point in the story.</p>	<p>Begin to make more complex predictions about what might happen on the basis of what has been read so far in the text.</p> <p>Predicts some key events on the setting described in the story opening.</p> <p>Offers alternative endings of plotlines.</p>	<p>Make plausible predictions based on details stated in the text.</p> <p>Justify predictions using evidence from the text.</p>

<p>Compare, Contrast and Comment</p>			<p>Listen to and discuss a wide range of texts including fiction, non-fiction and poetry at a level beyond that which they can read independently.</p> <p>Become very familiar with key stories, fairy stories and traditional tales and consider their characteristics.</p> <p>Begin to link a text to their own experiences.</p> <p>Talk about the importance of the title.</p> <p>Talk about the importance of an event that has taken place in the text.</p>	<p>Listen to and discuss texts from a wide range of genres, at a level beyond which they can read independently and those that they can read themselves, explaining their understanding and expressing their views.</p> <p>Make simple links between the text they are reading and other texts that they have read or personal experience.</p>	<p>Recognise, listen to and discuss texts from a wide range of genres.</p> <p>Make increasingly more complex links between the text they are reading and other texts that they have read or personal experience.</p> <p>Use appropriate terminology when discussing texts</p>
<p>Ongoing throughout the year:</p> <p>Poetry and Performance</p> <p>Role Play</p>	<p>Has some favourite stories, rhymes, songs and poems.</p> <p>Listens to and joins in with stories and poems.</p>	<p>Enjoys an increasing range of books and poems.</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems</p>	<p>Learn to appreciate rhymes and poems and recite some simple poems by heart.</p> <p>Begin to try out some of the language that they have listened to in order to explore characters in the books that are read to them.</p> <p>Recognise and join in</p>	<p>Listen to, prepare and perform a developing repertoire of poetry, including contemporary and classical poetry, beginning to use appropriate intonation.</p>	<p>Listen to, prepare and perform a wide range of poems and play scripts that show some awareness of the audience when reading aloud, using appropriate intonation and volume.</p>

		<p>and stories with others, and – when appropriate – try to move in time with music</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>	<p>with predictable phrases in books that are read to them.</p>		
--	--	--	---	--	--

See Little Wandle Letters and Sounds Revised 2021 Programme overview for detailed Phonics progression.

Decoding	<p>Little Wandle Foundations for Phonics</p>	<p><i>Little Wandle Letters and Sounds Revised 2021</i> Teach Phase 2, 3 and 4.</p>	<p><i>Little Wandle Letters and Sounds Revised 2021</i> Review Phase 3 and 4. Teach Phase 5.</p>	<p><i>Little Wandle Letters and Sounds Revised 2021</i> Review Phase .</p> <p>Continues to apply phonics knowledge and skills as the route to decode until automatic decoding has become embedded.</p> <p>Reads most words quickly and accurately, without over sounding and blending.</p> <p>Read accurately by blending the sounds in words that contain graphemes taught so far, especially recognizing alternative sounds for graphemes.</p>	<p>Pupils read further exception words (see English Appendix1: Spelling) and note the unusual correspondences between spelling and sound, and where these occur in the word</p>
-----------------	--	---	--	--	---

				<p>Read accurately words with 2 or more syllables.</p> <p>Uses knowledge of a growing range of prefixes and suffixes to aid decoding, pronunciation and meaning-making.</p> <p>Read further common exception words.</p> <p>Reads quietly or silently to self, sustaining attention across longer sentences and paragraphs.</p> <p>Check that a text makes sense to them as they read, and correcting inaccurate reading.</p> <p>Sustains interest in longer narratives (e.g. short chapter books)</p> <p>Read words containing common suffixes.</p>	
--	--	--	--	---	--