

## Progression in Reading

### **EYFS Timescale Nursery**

Phase A – Prior learning birth to 3

Phase B – 3 and 4 year olds

End point

### **EYFS Timescale Reception**

Phase A

Phase B

ELG

### **Nursery (additional objectives)**

#### **Reading Behaviours:**

- I can handle books appropriately and take care of them as a valued resource. (End Point)

#### **Structure of Text:**

- I can understand and follow simple one step instructions (verbs). (Phases A)
- I understand the five key concepts about print:
  - 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 – cover, title and page.
  - Page sequencing. (Phase B)

Word Reading		1a draw on knowledge of vocabulary to understand texts.		2a give / explain the meaning of words in context.			
Nursery	Rec/ELG	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p><b><u>ELG: Word Reading</u></b></p> <p><i>Children at the expected level of development will:</i></p> <p>- Say a sound for each letter in the alphabet and at least 10 digraphs;</p>	I can match all 40+ graphemes to their phonemes.	I can blend sounds in words that contain the graphemes we have learnt.				
	<p><b><u>ELG: Word Reading</u></b></p> <p><i>Children at the expected level of development will:</i></p>	I can blend sounds in unfamiliar words.	I can sound out many unfamiliar words accurately.	I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.	I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.	I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.	I attempt the pronunciation of unfamiliar words drawing on my prior knowledge of similar looking words.

	- Read words consistent with their phonic knowledge by sound-blending;		I can read most words quickly and accurately when I have read them before, without sounding out and blending.				
		I can divide words into syllables.	I can read accurately words of two or more syllables that contain the same graphemes.				
		I can read words of more than one syllable that contain taught GPCs.					
		I can read compound words.					
		I can read words with contractions and understand that the apostrophe represents the missing letters.					

		I can read phonetically decodable words.	I can decode automatically and fluently.				I use my combined knowledge of phonemes and word derivations to pronounce words correctly, e.g. arachnophobia
		I can read words that end with 's, -ing, -ed, -est.	I can read most words with common suffixes.	I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.	I can apply my knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.	I can apply my knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.	I can apply my knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
		I can add -ing, -ed and -er to verbs. (Where no change is needed to the root word).					
		I can read words which start with un-.					
	<p><b><u>ELG: Word Reading</u></b></p> <p><i>Children at the expected level of development will:</i></p> <p>- Read aloud simple sentences</p>	I can read common exception words.	<p>I can read most common exception words.</p> <p>I can read and comment on unusual correspondence between</p>	I can read further exception words, noting the unusual correspondences between spelling and sound.	I can read further exception words, noting the unusual correspondences between spelling and sound.		

	and books that are consistent with their phonic knowledge, including some common exception words.		grapheme and phoneme.				
		I can check that my reading makes sense and go back to correct myself when it doesn't.	I can read for meaning and check that the text makes sense. I go back and re-read when it does not make sense.		I can check that the text makes sense to me, discuss my understanding and explain the meaning of words in context.	I can re-read and read ahead to check for meaning.	
			I can self-correct, look backwards and forwards in the text and search for meaning.			I can use meaning-seeking strategies to explore the meaning of words in context (see 2g).	
		I can discuss word meaning and link these new words to words I already know.	I can talk about new vocabulary and find the meaning of new words. I can link these new words with words I already know.			I can use meaning - seeking strategies to explore the meaning of idiomatic and figurative language. (see 2g).	

			I can talk about my favourite words and phrases in stories and poems (see 1b).		I can discuss and record words and phrases that writers use to engage and impact on the reader (see 2g).	I can identify and comment on a writer's use of language for effect, for example, precisely chosen adjectives, similes and personification (see 2g).	I can identify and comment on the writer's choice of vocabulary, giving examples and explanation (see 2g).
					I can identify where a writer has used precise word choices for effect to impact on the reader (see 2g).		
				I can use a dictionary to check the meaning of unfamiliar words.	I can use a dictionary to check the meaning of unfamiliar words.		
			I can read most suitable books accurately, showing fluency and confidence.				I can read fluently, using punctuation to inform meaning.
			When reading aloud I can improve my meaning through my expression and intonation.				I can read aloud with intonation that shows understanding.

Reading comprehension: Fiction and non-fiction		1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information		2b retrieve and record information / identify key details from fiction and non-fiction.			
Nursery	Rec/ELG	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I enjoy sharing books with an adult. (Phase A)</p> <p>I can ask for a specific story. (Phase A)</p> <p>I can show preference for a story when given a choice of 3. (Phase A)</p> <p>I know the difference between print and illustrations. (Phase A)</p> <p>I can look at the same book many times and point to</p>	<p>I can listen to stories, poetry and nursery rhymes with attention and interest. (Phase A)</p> <p>I can identify my favourite book. (Phase A)</p> <p>I can re-read my favourite books building fluency and my understanding and enjoyment. (Phase A)</p>	<p>I can say what I like and do not like about a text.</p>	<p>I can talk about and give an opinion on a range of texts including poetry, stories and non-fiction.</p>	<p>I can listen to and discuss a wide range of fiction, poetry, plays, and non-fiction texts.</p>		<p>I am familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. I can discuss the features of each.</p>	<p>I am familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. I can discuss the features of each and predict what might happen next (see 2c and 2e).</p>

<p>detail in the pictures. (Phase B)</p> <p>I can orally explain an event in response to what I have read. (Phase B)</p> <p>I can answer questions about the story, talk about the places and people in stories and important things that are happening. (Phase B)</p> <p>I can ask questions about a book, make comments and share my own ideas. (Phase B)</p> <p><b>End Point – Reading Behaviours</b></p>	<p>I can talk about my favourite stories and know books are written. (Phase B)</p> <p><b>ELG - For the love of Reading</b></p> <p><i>Children at the expected level of development will:</i></p> <p>-Be motivated to read and choose books independently. Show sustained interest in the books they are reading and</p>					<p>I can express a personal point of view about a text, giving reasons.</p>	<p>I can recommend books to others and give reasons for my recommendation.</p>
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<p>I can ask for a specific story several times and be able to identify my favourite character and explain why e.g., 'I like the cat because it's funny!'</p> <p><b>End Point – Structure of Text</b></p> <p>I can start to answer questions about the story, talking about places, people and events.</p>	<p>laugh at humour in a story.</p> <p>-Choose to read as part of their free play.</p> <p>-Enjoy listening to stories and be able to orally express opinions about their favourite books, explaining why they like them.</p>					<p>I can express opinions about a text, using evidence from the text, giving reasons and explanations. (Point, evidence, explanation)</p>	
						<p>I can present the author's viewpoint of a text.</p>	<p>I can recognise the writer's point of view and discuss it</p>
						<p>I can present a personal point of view based on what has been read.</p>	
						<p>I can explain a personal point of view and give reasons.</p>	<p>I can provide reasoned justifications for my views (see 2d).</p>
							<p>I can refer to the text to support opinion (see 2d).</p>
						<p>I can listen to others' personal point of view.</p>	

				I can participate in discussion about both books that are read to me and those that I read myself, taking turns and listening to others.	I can build on others' ideas and opinions about a text in discussion.	I can listen to and build on others' ideas and opinions about a text.	I can build on others' ideas and opinions about a text in discussion.  I can present a counter-argument in response to others' points of view (see 2d).
	I can relate some stories to my own experiences. (Phase B)	I can link what I have heard or read to my own experiences.	I use prior knowledge, including context and vocabulary, to understand texts.			I can make connections between other similar texts, prior knowledge and experience (see 2h).	I can make connections between other similar texts, prior knowledge and experience and explain the links (see 2h).
I can join in with words and phrases used over and over again. (E.g.- Fee, Fie, Fo, Fum...) (Phase A)  I can repeat words and phrases from familiar stories. (Phase B)		I can recognise and join in with predictable phrases.	I can find recurring language in stories and poetry.				

<p>I can identify familiar objects and properties when they are described by an adult: for example, 'Katie's coat', blue car, shiny apple. (nouns/adjectives) (Phase A)</p> <p>I can use a wider range of vocabulary. Engage in extended conversations about stories, learning new vocabulary. I can name things and people, then describe them. (Phase B)</p> <p>I can engage in extended conversations about stories, learning new vocabulary. (Phase B)</p>	<p>I can use the correct vocabulary to name text related concepts, for example: character, setting, beginning and end. (Phase A)</p> <p><b>ELG - Comprehensio n</b></p> <p><i>Children at the expected level of development will:</i></p> <p>- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and</p>		<p>I can talk about my favourite words and phrases in stories and poems (see 1a)</p>				
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	poems and during role-play.						
<p>I can join in with words and phrases used over and over again. (E.g.- Fee, Fie, Fo, Fum...) (Phase A)</p> <p>I know many rhymes. I am able to talk about familiar books and I am able to tell a longer story. (Phase B)</p> <p>I know a large repertoire of songs, nursery rhymes. (Phase B)</p>		<p>I can learn some poems and rhymes by heart</p>	<p>I can recite some poems by heart, with appropriate intonation</p>			<p>I can recite poems by heart, e.g. narrative verse, haiku.</p>	<p>I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p>
			<p>I can read poetry, using intonation and expression, and I can handle humour appropriately when needed.</p>			<p>I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p>	
<p>I can point to a named character. (Phase A)</p> <p>I can recognise a known character in a different context. (Phase B)</p>	<p><b><u>ELG - For the love of Reading</u></b></p> <p><i>Children at the expected level of development will:</i></p>	<p>I can talk about the main characters within a well-known story.</p>	<p>I can comment on the way the characters relate to one another.</p>			<p>I can identify significant ideas, events and characters; and discuss their significance.</p>	<p>I can identify how characters change during events in a longer novel (see 2c,d,e and h).</p>

	Compare stories and characters.						
I can listen to simple stories and understand what is happening with the help of the pictures. (Phase A)  I can develop play around favourite stories using props. (Phase B)	I can understand story 'middles', e.g.: problem, event and how they are solved at the end. (Phase B)	I can explain what I think a text is about.		I can identify the main ideas of a text from more than one paragraph (see 2c).	I can identify main ideas of a text drawing on more than one paragraph and summarising these (see 2c).	I can summarise the main ideas drawn from a text (see 2c).	I can summarise key information from different parts of a text (see 2c).
						I can present an oral overview or summary of a text see 2c).	I can identify the key points in a text (see 2c).
		I can talk about the meaning and importance of the title and events.	I can make links between the book they are reading and other books they have read.  I can recognise similarities in the plot or characters within different stories.	I can identify and discuss themes and conventions in a wide range of writing (see 2f and 2h).	I can identify some of the literary conventions in different texts (see 2f and 2h).		I can identify and discuss the themes and conventions in different text types see 2f and 2h).
I can notice some print, such as a bus or door number, or	I can recognise labels in their environment and		I can talk about non-fiction books and the different	I can explain how non-fiction books are structured in		I can read non-fiction texts and identify the purpose,	

<p>a familiar logo. (Phase A)</p> <p>I can recognise and interpret environmental texts such as the first letter of my name. (Phase B)</p> <p><b><u>End Point – Structure of Text</u></b></p> <p>I can recognise and read my full name, distinguishing it from other names.</p>	<p>classroom e.g., toilet, milk, etc. (Phase A)</p> <p>I can show an interest in Non-fiction books e.g. I love fire engines and want to read a book about fire engines. (Phase B)</p>		<p>layouts and features.</p>	<p>different ways and can use them effectively.</p>		<p>structure and grammatical features, evaluating how effective they are.</p>	
			<p>I can extract information from non-fiction texts, appropriately using contents, index, chapters, headings and glossary.</p>	<p>I can use non-fiction books to retrieve information.</p>	<p>I can retrieve information from non-fiction texts.</p> <p>I can skim, scan and organise non-fiction information under different headings.</p>	<p>I can use my knowledge of structure of text type to find key information.</p>	<p>I can read non-fiction texts to help with my learning.</p>

			I know how suspense and humour are built up in a story, including the development of the plot (see 1c).			I can identify grammatical features used by the writer (rhetorical questions, varied sentence lengths, varied sentence starters, empty words) to impact on the reader.	<p>I can identify and explain how writers use grammatical features for effect; for example, the use of short sentences to build tension.</p> <p>I can show awareness of the writer's craft by commenting on use of language, grammatical features and structure of texts (see 2g).</p>
							I can evaluate the impact of the grammatical features/ techniques used to create mood, atmosphere, key messages, attitudes (see 2g).
				I can explain how structure and presentation contribute to the meaning of texts (see 2f).	I can identify some text type organisational features, e.g. narrative, explanation and persuasion (see 2f).	I can identify how language, structure and presentation contribute to the meaning of a text (see 2f).	I can evaluate how effectively texts are structured and presented (see 2f).

							I can recognise texts that contain features from more than one text type (see 2h).
						I know the difference between fact and opinion (see 2h).	I can distinguish between statements of fact and opinion (see 2d and 2h).
					I can recognise some different forms of poetry, such as free verse and narrative poetry.		



					I can compare fictional accounts in historical novels with the factual account (see 2h).	I can compare different versions of texts and talk about their differences and similarities (see 2h).	I can compare different versions of texts and explain the differences and similarities (see 2h).
						I can use text marking to identify key information in a text.	I can text mark to make research efficient and fast and retrieve relevant information.
							I can find information using skimming to establish the main idea (see 2c).

							I can use scanning to find specific information.
<b>Retelling and sequencing</b>		<b>1c identify and explain the sequence of events in texts.</b>		<b>2c summarise main ideas from more than one paragraph.</b>			
<b>Nursery</b>	<b>Rec/ELG</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<p>I can use talk to retell the story. (Phase B)</p> <p><b>End Point - Structure of Text</b></p> <p>I can retell well-known stories, including Goldilocks and the Three Bears and The Gingerbread Man.</p>	<p>I can recount simple stories. (Phase A)</p> <p>I can start to retell verbally main events of a well-known story. (Phase B)</p> <p>I can recount simple stories, looking for patterns and be able to ask questions about</p>	<p>I can become familiar with and retell key stories, fairy stories and traditional tales.</p>	<p>I can talk in detail and retell stories, fairy stories and traditional tales.</p>	<p>I can increase my familiarity with a range of books, including fairy stories, myths and legends and re-telling some of these orally.</p>			<p>I am familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. I can discuss the features of each and predict what might happen next (see 2b and 2e).</p>

	<p>what happened before; for example; what happened before the troll fell in the water in the Three Billy Goats Gruff? (Phase B)</p> <p><b><u>ELG - Comprehension</u></b></p> <p><i>Children at the expected level of development will:</i></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>						
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<p>I can begin to be able to sequence a story using talk to retell the story. (Phase B)</p> <p>I can recognise that stories have beginnings, middle and ends. (Phase B)</p>	<p>I can sequence three or more events. (Phase A)</p>		<p>I can discuss the sequence of events in books and how they relate to each other.</p>				
				<p>I can explain how non-fiction books are structured in different ways and can use them effectively (see 2b)</p>			
				<p>I can begin to understand that narrative books are structured in different ways, e.g. quest stories and stories with dilemmas.</p>			
			<p>I know how suspense and humour are built up in a story,</p>	<p>I can identify the main ideas of a text from more than one paragraph (see 2b).</p>	<p>I can identify main ideas of a text drawing on more than one paragraph</p>	<p>I can summarise the main ideas drawn from a text see 2b).</p>	<p>I can summarise key information from different parts of a text (see 2b).</p>

			including the development of the plot (see 1b).		and summarising these (see 2b).	I can present an oral overview or summary of a text (see 2b).	I can identify the key points in a text (see 2b).
							I can find information using skimming to establish the main idea (see 2b).
							I can identify how characters change during events in a longer novel (see 2b,d,e and h).
<b>Inference</b>		<b>1d make inferences from the text.</b>			<b>2d make inferences from the text / explain and justify inferences with evidence from the text.</b>		
<b>Nursery</b>	<b>Rec/ELG</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
I can understand simple questions about who, what, where (but generally not why?) (Phase A)	I can begin to reason and explain events answering how questions. For example: How did the wolf trick Little Red Riding Hood? (Phase B)	I can use what I already know to understand texts.					

<p><b>End Point - Structure of Text</b></p> <p>I can understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p>	<p>I can answer why questions and begin to provide simple reasons for actions and events. For example: why did Little Red Riding Hood go to the woods? (Phase A)</p>	<p>I can draw inferences from the text based on what is being said and done.</p>	<p>I can draw (simple) inferences based on what is being said and done.</p> <p>I can make inferences on the basis of what is said and done.</p>	<p>I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions.</p>	<p>I can use inference and deduction to work out the characteristics of different people from a story.</p>	<p>I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions.</p>	<p>I can identify how characters change during events in a longer novel (see 2b,c,e and h).</p>
					<p>I can infer meanings and begin to justify them with evidence from the text.</p>	<p>I can justify inferences with evidence from the text.</p>	<p>I can explain and discuss my understanding of what I have read, drawing on inferences and justifying these with evidence.</p> <p>I can draw inferences from subtle clues across a complete text.</p>

						I can infer meaning using evidence from the text and wider reading and personal experience.	I can provide reasoned justifications for my views (see 2b).
	I can start to imagine and speculate 'What if....?' questions, for example; what would happen if the wolf didn't fall down the chimney? What would happen if Snow White did not eat the apple? What might have happened if the Rainbow Fish did not give away his scales? (Phase B)		I can answer and ask questions about a text.	I can ask relevant questions to get a better understanding of a text.	I can ask relevant questions to improve my understanding of a text.		I can raise queries about texts.
							I can present a counter-argument in response to others'

							points of view (see 2b).
							I can refer to the text to support opinion (see 2b).
							I can distinguish between statements of fact and opinion (see 2b and 2h).
<b>Prediction</b>		<b>1e predict what might happen on the basis of what has been read so far.</b>		<b>2e predict what might happen from details stated and implied.</b>			
<b>Nursery</b>	<b>Rec/ELG</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
I can pay attention and respond to the pictures or the words. (Phase A)	<b>ELG - Comprehension</b> <i>Children at the expected level of</i>	I can make predictions about the events in the text based on what I have read so far.	I can make predictions based on what I have read.	I can predict what might happen based on the details I have read.	I can predict what might happen from details stated and from the information I have deduced.	I can make predictions from what has been read.	I am familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories



	<p><i>development will:</i></p> <p>- Anticipate, where appropriate, key events in stories</p>		<p>I can make sensible predictions about what is likely to happen in the story and to different characters.</p>		<p>I can refer to the text to support my predictions and opinions.</p>		<p>and books from other cultures and traditions. I can discuss the features of each and predict what might happen next (see 2b and 2c).</p>
<b>2f identify / explain how information / narrative content is related and contributes to meaning as a whole</b>							
<b>Nursery</b>	<b>Rec/ELG</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
				<p>I can identify and discuss themes and conventions in a wide range of writing (see 2b and 2h).</p>	<p>I can identify some of the literary conventions in different texts (see 2b and 2h).</p>		<p>I can identify and discuss the themes and conventions in different text types (see 2b and 2h).</p>

				I can explain how structure and presentation contribute to the meaning of texts (see 2b).	I can identify some text type organisational features, e.g. narrative, explanation and persuasion (see 2b).	I can identify how language, structure and presentation contribute to the meaning of a text (see 2b).	I can evaluate how effectively texts are structured and presented (see 2b).
						I can identify the effect of the context on a text; for example, historical context or other cultures.	
							I can identify how characters change during events in a longer novel (see 2b,c,d and h).
		<b>2g identify / explain how meaning is enhanced through choice of words and phrases.</b>					
<b>Nursery</b>	<b>Rec/ELG</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
					I can discuss and record words and phrases that writers use to engage and impact on the reader (see 2a).	I can identify and comment on a writer's use of language for effect, for example, precisely chosen adjectives, similes	I can identify and comment on the writer's choice of vocabulary, giving examples and explanation (see 2a).

						and personification (see 2a).	I can show awareness of the writer's craft by commenting on use of language, grammatical features and structure of texts (see 2b).
					I can identify where a writer has used precise word choices for effect to impact on the reader (see 2a)		I can evaluate the impact of the grammatical features/ techniques used to create mood, atmosphere, key messages, attitudes (see 2b).
						I can use meaning-seeking strategies to explore the meaning of words in context (see 2a).	
						I can use meaning - seeking strategies to explore the meaning of idiomatic and figurative language.	

2h make comparisons within the text.							
Nursery	Rec/ELG	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
						I can make connections between other similar texts, prior knowledge and experience (see 2b).	I can make connections between other similar texts, prior knowledge and experience and explain the links (see 2b).
				I can identify and discuss themes and conventions in a wide range of writing (see 2b and 2f).	I can identify some of the literary conventions in different texts (see 2b and 2f).		I can identify and discuss the themes and conventions in different text types (see 2b and 2f).
					I can compare fictional accounts in historical novels with the factual account (see 2b).	I can compare different versions of texts and talk about their differences and similarities (see 2b).	I can compare different versions of texts and explain the differences and similarities (see 2b).
						I know the difference between fact and opinion (see 2b).	I can distinguish between statements of fact and opinion (see 2b and 2d).

							I can recognise texts that contain features from more than one text type (see 2b).
							I can identify how characters change during events in a longer novel (see 2b,c,d and e).

