



St Joseph's RCP School Ramsbottom  
National Curriculum Skills progression for Reading

Early Years Foundation Stage

*Early Learning Goal*

- Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

	<i>Year 1</i>	<i>Year 2</i>	<i>LKS2</i>	<i>UKS2</i>
<i>Decoding</i>	<ul style="list-style-type: none"> <li>• Knows Read, Write Inc Set 1, 2 and 3 sounds</li> <li>• Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught (-s, -es, -ing, -ed, -er and -est endings) including words with more than one syllable</li> <li>• Read aloud, accurately and independently books that are consistent with their developing phonic knowledge.</li> <li>• Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</li> <li>• Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</li> </ul>	<ul style="list-style-type: none"> <li>• Knows Read, Write Inc Set 1, 2 and 3 sounds</li> <li>• Read accurately by applying phonic knowledge and blending until decoding has become embedded and reading is fluent, including words with 2 or more syllables.</li> <li>• Read most words quickly and fluently without overt sounding/blending.</li> <li>• Read and recognise alternate sounds for different graphemes.</li> <li>• Read words with common suffixes (ed, ing).</li> </ul>	<ul style="list-style-type: none"> <li>• Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words that they meet.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words that they meet.</li> </ul>
<i>Comprehension/ retrieval</i>	<ul style="list-style-type: none"> <li>• Checking the text makes sense as they read and self-correct mistakes.</li> <li>• Explaining clearly their understanding of what is read to them.</li> <li>• Discussing word meanings and linking new meanings to words already known.</li> </ul>	<ul style="list-style-type: none"> <li>• Checking the text makes sense as they read and self-correcting mistakes.</li> <li>• Explaining clearly their understanding of what is read to them.</li> <li>• Asking and answering questions about books</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying the main ideas drawn from more than one paragraph and summarising these</li> <li>• Asking questions to improve their understanding</li> <li>• Retrieving, recording and presenting information from non-fiction</li> <li>• Checking that the book makes sense to them and exploring the meaning of words in</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguishing between statements of fact and opinion</li> <li>• Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas (precising longer passages)</li> <li>• Retrieving, recording and presenting information from non-fiction.</li> </ul>

		<ul style="list-style-type: none"> <li>Discuss the sequence of events in a book and how events are related</li> <li>Discussing word meanings and linking new meanings to words already known.</li> </ul>	context	<ul style="list-style-type: none"> <li>Asking questions to improve their understanding</li> <li>Checking that the book makes sense to them and exploring the meaning of words in context</li> </ul>
<i>Inference</i>	<ul style="list-style-type: none"> <li>Making inferences from the text based on what is said and done in the book.</li> <li>Predicting what might happen from what has been read so far</li> <li>Linking their own experiences to their reading and using these to help understand the text.</li> </ul>	<ul style="list-style-type: none"> <li>Making inferences from the text based on what is said and done in the book.</li> <li>Predicting what might happen from what has been read so far</li> <li>Linking their own experiences to their reading and using these to help understand the text.</li> </ul>	<ul style="list-style-type: none"> <li>Predicting what might happen from details stated and implied</li> <li>Drawing inferences such as inferring characters' feelings from their actions, and justifying inferences with evidence</li> </ul>	<ul style="list-style-type: none"> <li>Predicting what might happen from details stated and implied</li> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>
<i>Language for effect</i>		<ul style="list-style-type: none"> <li>Discussing favourite words and phrases and explaining why they like them</li> <li>Recognising recurring language in poems/stories</li> </ul>	<ul style="list-style-type: none"> <li>Discussing words and phrases that capture the reader's interest and imagination (WOW words – language choice) and how these contribute to meaning</li> <li>Identifying how language, structure, and presentation contribute to meaning</li> </ul>	<ul style="list-style-type: none"> <li>Discussing and evaluating how authors use language, including figurative language, considering the impact on the reader and how it contributes to meaning.</li> </ul>
<i>Genres</i>	<ul style="list-style-type: none"> <li>Understanding the particular characteristics of fairy tales and traditional stories</li> <li>Discussing the significance of the title and events</li> </ul>	<ul style="list-style-type: none"> <li>Reading non-fiction books organised in different ways</li> </ul>	<ul style="list-style-type: none"> <li>Identifying and discussing themes and conventions in and across a wide range of writing (features of a particular genre)</li> </ul>	<ul style="list-style-type: none"> <li>Identifying and discussing themes and conventions in and across a wide range of writing (features of a particular genre)</li> </ul>
<i>Other</i>	<ul style="list-style-type: none"> <li>Retelling well known stories such as fairy tales and traditional stories</li> <li>Learning to appreciate poetry/rhymes and recite some by heart</li> <li>Participating in discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</li> </ul>	<ul style="list-style-type: none"> <li>Retelling well known stories including fairy tales and traditional stories.</li> <li>Learning to appreciate poetry/rhymes and recite some by heart</li> <li>Participating in discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</li> </ul>	<ul style="list-style-type: none"> <li>Retelling well known stories (fairy tales, myths, legends) orally</li> <li>Recognising some different forms of poetry [for example, free verse, narrative poetry]</li> <li>Learning poetry / play scripts by heart to perform, showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience</li> <li>Participating in discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</li> </ul>	<ul style="list-style-type: none"> <li>Making comparisons within and across books (e.g. comparing characters or books by the same author)</li> <li>Participating in discussions about books, explaining their understanding of what they have read and providing reasoned justifications for their views. (Possibly in presentations and debates, using notes where necessary.)</li> <li>Recommending books that they have read to their peers, giving reasons for their choices.</li> <li>Learning poetry / play scripts by heart to perform, showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience</li> </ul>