



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

English Coordinator: Miss C Raftery

Early Years Foundation Stage

Pink, red, yellow, blue

30-50

- Enjoys rhyming and rhythmic activities.
- Shows awareness of rhyme and alliteration.
- Recognises rhythm in spoken words.
- Listens to and joins in with stories and poems, one-to-one and also in small groups.
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Beginning to be aware of the way stories are structured.
- Suggests how the story might end.
- Listens to stories with increasing attention and recall.
- Describes main story settings, events and principal characters.
- Shows interest in illustrations and print in books and print in the environment.
- Recognises familiar words and signs such as own name and advertising logos. • Looks at books independently.
- Handles books carefully.
- Knows information can be relayed in the form of print.
- Holds books the correct way up and turns pages.
- Knows that print carries meaning and, in English, is read from left to right and top to bottom.

40-60

- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together and knows which letters represent some of them.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Begins to read words and simple sentences.
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.
- Enjoys an increasing range of books.
- Knows that information can be retrieved from books and computers.

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.

	Year 1 Blue, green, orange, turquoise	Year 2 Turquoise, purple, gold, white, lime	Year 3 and Year 4 Lime, Band 1 and 2	Year 5 and Year 6 Band 2 and 3
Decoding	<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,</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</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>

	<p>–er and –est endings) including words with more than one syllable</p> <ul style="list-style-type: none"> <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>	<p>reading is fluent, including words with 2 or more syllables.</p> <ul style="list-style-type: none"> <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>		
<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> <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>	<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 context</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> <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>

<p><i>Other</i></p>	<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.</li> <li>• (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>
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