

## Reading Progression of Knowledge and Skills from EYFS to Year 2



### Rationale

- This document is for all teaching staff, support staff reference, Governors or other stakeholders.
- The skills are taught through individual and group reading, whole-class reading and other discrete reading opportunities. The skills are also consolidated through all curriculum areas and in the learning environment.
- Talk4Write follows Pie Corbett's strategy for developing children's understanding and use of story language and structure. Age-appropriate texts and stories are chosen by each year group to enhance topic work and to teach communication, language and Literacy skills. This is developed in writing through using imitation, innovation and invention.
- See also Reading Policy, Phonic's Progression document, Year group planning, list of definitions of terminology used (SDP evidence documents 2019-2020)

British Values: reference to traditional tales and stories from other cultures and faiths (tolerance and respect), sharing views and opinions on books and stories that are read in school or brought in from home (all children having a voice within the classroom, listening to others, freedom to express opinions) EI= elaborative inferencing (bringing own knowledge of the world in order to infer)

CI = Coherence inferencing, i.e. inference drawn at the point of reading e.g. linked to grammar aspects such as an !, or plurals, -er suffix etc

	Word reading	Skills to be taught					Outcomes/ Milestones <i>-Taught and modelled -applied collaboratively -demonstrated independently)</i>	Reading entitlement for whole class provision or guided reading	Terminology
		Comprehension monitoring	Strategies to aid comprehension	Retrieval	Inference	Choice/appreciation /evaluation			
<b>Prior learning /on entry base -line</b>	Recognise their own name in print	To ask questions about what they see in books and hear read to them (once questions have been modelled)	To discuss the sequence of experiences that are known, e.g their day, getting dressed  To listen to stories and respond to what they hear with a relevant comment  Regular re-reading and	To retrieve information from pictures of familiar objects  To discuss with children the characters in books being read	To infer character's feelings from pictures (EI)	To state which books they like and don't like	I enjoy listening to stories and looking at books.  I can hold and orientate a book correctly and turn pages  I can identify the front and back of books.  I can sequence the events in a story.	Provide opportunities to explore different sorts of print as well as books, e.g. comics, magazines, hard and soft books, pop-up books, big books, poems, stories from the different cultures of the children.  Engage in a variety of reading activities, e.g individual, paired, small group, whole class.	Book Page Front Back Title Author Left Right Print Picture Story Question Comic Magazine Newspaper Characters

			<p>singing of known songs and rhymes</p> <p>To join in and finish known sentences especially repeated phrases and rhyme in stories</p> <p>To know that the symbols on a page have meaning and can be read</p>	<p>Provide opportunities for children to retell familiar stories, or make up their own using other stories they have heard as a basis, both verbally (telling an adult or another child) or enacting them through non-verbal play with small world objects or role-play.</p>			<p>I can retell a known story with picture prompts.</p> <p>I can identify print in my environment and distinguish between words and pictures.</p> <p>I can use the stories I hear in my play.</p> <p>I can join in with stories and poems 1:1 and in small groups</p> <p>I can look at a book independently and handle a book carefully.</p> <p>I can respond to an offline (i.e. not happening at the point of reading) question, drawing a simple inference using a picture prompt</p>	<p>To encourage the children to use the stories they have heard in their play, e.g. using puppets, small world, role play, real objects.</p>	<p>Start</p> <p>End</p>
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<p><b>YR Term 1</b></p>	<p>To recognise and name advertising logos and signs in the environment</p> <p>Read words with 3 or more sounds including words containing consonant blends.</p>	<p>To identify words they do not understand and ask for clarification</p> <p>To identify parts of stories they do not understand and ask for clarification.</p>	<p>To discuss the sequence of experiences that are known, e.g. their week, their timetable.</p> <p>To listen to stories accurately, anticipating key events and responding to what they hear with relevant comments, questions or actions.</p> <p>To know print is read left to right and top to bottom.</p>	<p>To pick out familiar words and labels in the classroom.</p> <p>To identify the title, main events, settings and principal characters in a book they have been read.</p> <p>To pick out simple information from books (fiction, non-fiction) and computers.</p>	<p>To participate in generating shared inferences through discussion of the text, e.g. suggestion of key events that may happen</p> <p>Can infer character's feelings through linking them to my own/knowledge explicitly stated in the text. (EI)</p>	<p>To identify favourite parts of text in terms of either content or vocabulary</p>	<p>I can demonstrate understanding when talking with others about what I have read.</p> <p>I can listen to stories for a sustained period of time</p> <p>I can sequence the events in the story</p> <p>I can respond to what I have heard with relevant (linked) comments, actions or questions.</p> <p>I can continue a rhyming string</p> <p>I can join in with a repeated refrain</p> <p>I can use vocabulary and speech influence by my experience of books.</p> <p>I can read simple sentences</p> <p>I can accurately anticipate key events and suggest what</p>	<p>Stories, non-fiction, poems, fairy tales, traditional tales, stories from other cultures and faiths at a level beyond which they can read independently.</p> <p><b>Topic book: Supertato</b> Talk 4 Writing: The Farm Concert</p> <p>Stories, non-fiction, poems, fairy tales, traditional tales, stories from other cultures and faiths at a level beyond which they can read independently.</p> <p><b>Topic book: Lost &amp; Found</b> Mighty Writer: Sentence structure</p> <p>Stories, non-fiction, poems, fairy tales, traditional tales, stories from other cultures and faiths at a level beyond which they can read independently.</p> <p><b>Topic book: Yo Ho Ho</b> Talk 4 Writing: Rosie's Walk</p>	<p>Author, title, illustrator, blurb</p> <p>Fiction, non-fiction, fairy tale, character</p>
<p><b>YR T2</b></p>	<p>To also read some common irregular words.</p>								
<p><b>YR T3</b></p>			<p>To link feelings of characters with their own experiences</p> <p>To join in with repetitive phrases or words</p> <p>To listen to stories, accurately anticipating key events &amp; respond to what is heard with relevant</p>	<p>To identify the key features of fiction and non-fiction</p> <p>To retell simple stories using story language (Talk 4 writing &amp; Mighty</p>					

Provide opportunities for children to make up their own stories, using other stories they have heard as a basis, both verbally (telling an adult or another child) or enacting them through non-verbal play with small world objects or role play.

			comments, questions or actions				<p>might happen next.</p> <p>I can think of an alternative ending to stories and compare plots.</p> <p>I can retell a story using story language.</p> <p>I can respond to an offline question drawing an inference about a character's feelings by linking them to my own /information in the text</p> <p>To read and understand simple sentences. To demonstrate understanding when talking with others about a book they have read.</p> <p><b>By the end of YR I can decode and read fluently a minimum of Yellow banded books, demonstrating YR</b></p>		
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							<b>comprehension skills.</b>		
<b>Y1 Term 1</b>	Read words containing s, es (and some irregular forms of plurals), ing, er, est, and and know these change the meanings of the words. Read common contractions e.g <i>I'm, can't, don't, I'll, we'll</i> , and understand that the apostrophe represents the omitted letters	Check that the text makes sense to them as they read, and correct inaccurate reading	To contribute to the sequence of experiences, e.g their day	To find the title of the book and identify main events	= To make inferences on the basis of what is being said (once it has been modelled)	Clarify choice of favourite stories, rhymes, non-fiction books and poems	Discuss significance of the title and main events	<i>Stories, non-fiction, poems, fairy tales, traditional tales, stories from other cultures and faiths at a level beyond which they can read independently.</i> <b>Topic book:</b>	Retrieve Retrieval Find Pick out
<b>Y1 Term 2</b>	Recognise known words within new words		To link what they read or hear to their own experiences outside of school.	To find simple comparisons and differences e.g. between characters and settings					
<b>Y1 T3</b>	To break up unknown polysyllabic words into syllables/chunks and break down each part individually.  Use known patterns		To draw on what they have learned in school – activating prior knowledge (e.g. in their topic)	To link cause and effect in stories	Inference development, CI – pronouns, sequencing, plurals, tenses EI – link to what they already know		Participate in discussion about what is read to them, taking turns and listening to what others say.	Talk 4 Writing: <b>Goldilocks</b> <b>Chimney Boy Poem</b>	Predict Prediction
			To use vocabulary they have been taught	To link and effect in stories			Explain clearly their understanding of what is read to them.	Stories, non-fiction, poems, fairy tales, traditional tales, stories from other cultures and faiths at a level beyond which they can read independently. <b>Topic book: The Snail and the Whale</b>	Title Characters Order
			To link new word meanings to words already known	To find and join in with predictable phrases within a book	To answer increasingly complex questions based on what has been read, including 'How...' 'Why...' 'Explain how you know...'		Be able to: Retell fairy tales, key stories and traditional tales Recognise and join in with predictable phrases. Recite some rhymes and poems by heart.	Talk 4 Writing: Gingerbread man	Fairy tale Traditional tale Poem
			To use vocabulary they have been taught	To find characteristics of fairy tales and traditional tales: -Repeated language			Be able to give simple offline	Stories, non-fiction, poems, fairytales, traditional tales, stories from other cultures and faiths	Rhyme Rhythm  Scan  Re-read
									Fairy tales, traditional tale, title, characters, events, settings

	(analogy) to read unknown words		To link new word meanings to those already known	<p>-Simple story structure -Good and bad characters</p> <p>To support answers to questions with information from the text</p>			<p>inferences in response to a given question, drawing on simple CI and linking content to what they have heard or read inside/outside of school.</p> <p>Predict what might happen on the basis of what has been read so far within the book, and their own understanding of the world.</p> <p><b>By the end of Y1 I can decode and read fluently a minimum of Orange banded books, demonstrating YR comprehension skills.</b></p>	<p>at a level beyond which they can read independently.</p> <p><b>Topic book:</b> <b>The Gruffalo</b> Talk 4 Writing: Jack and the Beanstalk</p>	
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<p><b>Y2 Term 1</b></p>	<p>Read most words quickly and accurately without overt sounding and blending, when they have been frequently encountered</p> <p>Sound out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Read words containing common suffixes ( - ly, -ful, -ment, -ness) and know this changes the meaning of the word.</p>	<p>Check that the text makes sense to them as they read, and correct inaccurate reading</p>	<p>Draw on what is already known and vocabulary provided by the teacher</p>	<p>To pick out the sequence of events in books (fiction and non-fiction)</p> <p>To identify items of information which are related within a text (e.g. how a character develops through a story)</p> <p>To find simple, recurring literary language across different stories and poems, e.g. Once upon a time....</p>	<p>To make inferences on the basis of what is being said and/or done</p> <p>To link cause and effect where not explicitly stated</p> <p>Inference development CI – punctuation, tenses, prefixes and suffixes, coordinating and subordinating conjunctions EI – link to what they already know and an increasing vocabulary.</p>	<p>Clarify choice of favourite words and phrases (once retrieved)</p> <p>To express and explain their view about a text.</p>	<p>To participate in discussion about what is read to them and that they have read themselves, taking turns and listening to what each other say.</p> <p>Explain, discuss and express views about books, poems and other material that is read to them and that they have read themselves</p>	<p>Stories, non-fiction, poems, fairy tales, traditional tales, stories from other cultures and faiths at a level beyond which they can read independently.</p> <p><b>Topic book:</b> Up the Rainforest Tree</p> <p>Monkey Puzzle</p> <p>Selection of non-fiction books about The Great Fire of London</p> <p>Talk 4 Writing: Monkey Puzzle – to develop both reading and writing skills</p>	<p>Locate Sequence Structure Inference Retrieval Prediction Explain Opinion View Skim Fiction Non-fiction Narrative</p>
<p><b>Y2 Term 2</b></p>	<p>Read words containing common suffixes ( - ly, -ful, -ment, -ness) and know this changes the meaning of the word.</p>	<p>Check that the text makes sense to them as they read, and correct inaccurate reading</p>	<p>Draw on background information and vocabulary provided by the teacher</p> <p>Identify a word they don't understand. Then suggest what is meant by linking it to another word they know.</p> <p>Identification of the word class/job of the new vocabulary</p>	<p>To pick out the sequence of events in books (fiction and non-fiction)</p> <p>To identify items of information which are related within a text (e.g. how a character develops through a story)</p> <p>To find simple, recurring literary language across different stories and poems, e.g. Once upon a time....</p> <p>Pick out favourite words and phrases</p> <p>To retrieve and explain details about characters, events and information.</p>	<p>To make inferences on the basis of what is being said and/or done</p> <p>To link cause and effect where not explicitly stated</p> <p>Inference development CI – punctuation, tenses, prefixes and suffixes, coordinating and subordinating conjunctions EI – link to what they already know and an increasing vocabulary.</p>	<p>Clarify choice of favourite words and phrases (once retrieved)</p> <p>To express and explain their view about a text.</p>	<p>To participate in discussion about what is read to them and that they have read themselves, taking turns and listening to what each other say.</p> <p>Explain, discuss and express views about books, poems and other material that is read to them and that they have read themselves</p>	<p>Stories, non-fiction, poems, fairy tales, traditional tales, stories from other cultures and faiths at a level beyond which they can read independently.</p> <p><b>Topic book:</b> Tinga Tinga Tales Powder Monkey</p> <p>Talk 4 Writing: Why Elephant has a trunk – to develop both reading and writing skills</p>	<p>Locate Sequence Structure Inference Retrieval Prediction Explain</p>

			<p>in the sentence (e.g. adjective, verb) and how this contributes to meaning</p> <p>To read with appropriate intonation (following modelling initially), understanding how it aids comprehension.</p>				<p>Answer and ask relevant questions.</p> <p>Discuss and clarify meanings of new words</p> <p>Continue to build up a repertoire of poems learned by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.</p>		
<p><b>Y2</b> <b>Term</b> <b>3</b></p>				<p>To identify items of information which are related within a text, e.g. how a character develops through a story</p>		<p>To make links between books</p>	<p><b>By the end of Y2 I can decode and read fluently a minimum of White banded books, demonstrating YR comprehension skills.</b></p>	<p>Stories, non-fiction, poems, fairy tales, traditional tales, stories from other cultures and faiths at a level beyond which they can read independently.</p> <p><b>Topic book:</b> George's Marvellous Medicine Tell Me a Dragon</p> <p>Talk 4 Writing:</p>	<p>Locate Sequence Structure Inference Retrieval Prediction Explain</p>