



# READING PROGRESSION DOCUMENT



## EYFS Literacy – Word Reading

4 19-24 months	5 25-30 months	6 31-36 months	7 37-42 months	8 43-48 months	9 49-54 months	10 55-60 months	11 61- 66 months	12 67-72 months	ELG
When looking at picture books or on a screen can point to a named object for example, 'Where is the dog?'	Points to objects, coloured pictures or photographs to indicate a choice.	Can recognise and match picture labels and silhouettes to objects in the environment, in books, pictures or when playing using digital devices.	Beginning to track from left to right and discriminate between similar and familiar letter like shapes.	Knows that print carries meaning.	Recognises familiar signs and labels, and their own name. Hears and says initial sounds in words.	Links sounds to letters when segmenting and blending CVC words.	Uses phonic knowledge to decode regular words, reading them aloud accurately. Can read some common irregular words. Able to demonstrate speedy recognition of familiar printed words.	Uses phonic, semantic and syntactic knowledge to read phonically regular words of more than one syllable. Reads many common exception words and irregular words to understand new vocabulary in a familiar story or text.	Say a sound for each letter in the alphabet and at least 10 digraphs. <ul style="list-style-type: none"> <li>• Read words consistent with their phonic knowledge by sound-blending.</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>

## EYFS Literacy - Comprehension

4 19-24 months	5 25-30 months	6 31-36 months	7 37-42 months	8 43-48 months	9 49-54 months	10 55-60 months	11 61- 66 months	12 67-72 months	ELG
Shows an emotional response when looking at or sharing a book. Able to fill in the missing word (sign or speech) when a story or rhyme is read to them.	Uses finger puppets/props and everyday resources to play with songs, rhyme or stories.	Listens attentively, showing pleasure, to a familiar story published or created in the provision.	Uses their own illustrations or props to retell a story. Engages in story talk when in the role play or in small world.	Knows how to handle books. Plays with rhyming words, alliteration and hears and says some letter sounds.	Will request favourite rhymes, poems, fiction or non fiction books based on own interest, enjoyment and pleasure. Plays with new vocabulary of particular interest when engaged in activities such as reading, role play and small world.	Talks about what they have read showing some understanding, drawing on new vocabulary. Demonstrates emotional engagement with the content. Will retell stories and poems in their play using vocabulary acquired from their reading experiences.	Reads and understands simple sentences. Able to anticipate key events in stories. Will select a book to share or read for own pleasure and may show preference for theme, particular characters or familiar authors.	Describes in their own words what they have read in a non-fiction or fiction text using a range of new vocabulary with accuracy and confidence, answering questions, making inferences and predictions about what might happen next	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. <ul style="list-style-type: none"> <li>• Anticipate (where appropriate) key events in stories.</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul>

	Y1	Y2	Y3	Y4	Y5	Y6
Vocabulary	Drawing on what they already know or on background information and vocabulary provided by the teacher	Understand and recognise simple recurring literary language in stories and poetry  Discuss and clarifying the meanings of words linking new meanings to known vocabulary	Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding of words  Understand what he/she reads independently by identifying how language, structure, and presentation contribute to meaning to include paragraphs, headings, sub-headings, inverted commas to punctuate speech	Maintain positive attitudes to reading and understanding of what he/she reads by using dictionaries to check the meaning of words that he/she has read  Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding and explaining the meaning of words in context	Understand what he/she reads by checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context  Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	Understand what he/she reads by identifying how language, structure and presentation contribute to meaning  Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

<b>Inference</b>	Make inference based on what is being said and done	Make inferences based on what is being said and done	Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text	Understand what he/she reads by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
<b>Prediction</b>	Predicting what might happen based on what has been read so far.  Participation in discussion about what is read to them, taking turns and listening to what others say	Make plausible predictions about what might happen based on what has been read so far	Understand what he/she reads independently by predicting what might happen from details stated	Understand what he/she reads independently by predicting what might happen from details stated and implied	Understand what he/she reads in increasingly complex texts by predicting what might happen from details stated and implied	Predict what might happen from details stated and implied
<b>Explaining</b>	Explain clearly their understanding of what is read to them	Explain what has happened so far in what he/she has read	Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context  Identifying how language, structure, and presentation contribute to meaning	Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within a book	Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
<b>Reference</b>	Answering simple questions	Answering and asking questions	Understand what he/she reads independently by asking questions to improve his/her understanding of a text  Retrieve and record information from non-fiction	Retrieve and record information from non-fiction over a wide range of subjects Understand what he/she reads independently by asking questions to improve his/her understanding of text with increasing complexity	Understand what he/she reads by asking questions to improve his/her understanding of complex texts Retrieve, record and present information from non-fiction	Ask questions to improve their understanding
<b>Sequence / Summarise</b>	Retell a familiar story Sequence events in a story they are familiar with	Discussing the sequence of events in books and how items of information are related	Understand what he/she reads independently by identifying main ideas drawn from within one paragraph and summarise these	Understand what he/she reads independently by identifying main ideas drawn from more than one paragraph and summarise these	Summarise main ideas from more than one paragraph, identifying key details which support these.	Understand what he/she reads by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and using quotations for illustration