



English: Reading Skills Progression Map (Infants)

Each skill at a glance for each year group so that planning can build on previous knowledge.

(Year 3 included to enable tracking forward) Skills need to be identified on long term and medium-term planning
















































Skill	Reception	Year 1	Year 2	Year 3
Comprehension: Inference & Deduction	ELG: Comprehension <i>Children at the expected level of development will:</i> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play	Talk about the main events in a text and highlight the important parts. Draw inferences from the text and or illustrations based on what is said or done. Predict based on the events in the text. Explain what they understand about a text from what they have read. Locate specific information in the text to find answers to simple questions. Recall straight forward information about characters. Link the title of a book to its events.	Show an ability to predict what happens next based on what has been read so far. Identify comments on main characters in stories and the way they relate to one another. Extract information from non-fiction texts appropriately. Use contents, index, chapters, headings and glossary and use this to summarise. Recall the qualities of a character. Make inferences about thoughts, feelings and actions. Use evidence in the text to answer questions. Link characters behaviour to events in the text.	Explore underlying themes and ideas referring to the text. Draw inferences such as inferring characters feelings, thoughts and motives from their actions. Ask questions to improve understanding of a text. Show an understanding of the main ideas and events with reference to the text. Develop an ability to skim materials to note down different views and arguments. Start to justify predictions by referring to the text. Use details stated and implied to build up predictions. Deduce from evidence in the text what characters are like or their motives based on events. Reread and read ahead to look for clues to determine the meaning of a character's actions or words.
	Comprehension: Vocabulary & Viewpoint ELG: Comprehension <i>Children at the expected level of development will:</i> Anticipate – where appropriate – key events in stories.	Say what they like or dislike about a narrative or poem. Recognise repetitive language and rhyme, whilst being able to suggest other rhyming words.	Talk about favourite authors and genres of books, giving opinions. Know and recognise simple recurring literacy language in stories and contemporary/classical poetry.	Use dictionaries to check the meaning of unfamiliar words. Explain and discuss own understanding of books, poems and other material, both those read aloud and those independently.

	<p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>	<p>Link own experience to what they read or hear.</p> <p>Understand and use terms referring to non - fiction features such as contents, page, author, headings.</p> <p>Navigate a text and is able to comment on the purpose of some organisational features.</p> <p>Talk about a favourite book or character.</p>	<p>Justify views about characters, events or feelings. Use evidence in the text.</p> <p>Gain an overall impression of a text by making predictions about the contents/ subject of a book by skim reading.</p> <p>Begin to understand the effect of different words and phrases.</p> <p>Identify technical language and pick out alliteration, repetition and similes.</p>	<p>Start to understand how choice of detail and language creates meaning beyond the literal.</p> <p>Explore figurative language (similes and metaphors) and the way it conveys meaning.</p> <p>Comment on the relationship between a poet and the subject of a poem.</p> <p>Evaluate specific texts with reference to text types.</p> <p>Make personal reflections about character descriptions.</p> <p>Identify the language used to create mood and tension.</p> <p>Discuss words and phrases that capture the reader's interest and imagination.</p>
<p>Comprehension: Structure & Organisation</p>	<p>ELG: Comprehension</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> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>	<p>Retell key stories orally using narrative language in the correct sequence.</p> <p>Use the structure of a story when re-enacting or retelling.</p> <p>Understand the structure of simple non-fiction texts and explain the difference to narrative.</p> <p>Extract key information from reading.</p> <p>Understand and talk about the main events or characters in a known story.</p> <p>Discuss the different characteristics of poems, stories and non - fiction text types.</p>	<p>Discuss the sequence of events in books and how they relate to each other.</p> <p>Retell orally a range of familiar stories and traditional tales.</p> <p>Show an understanding of the main points in a text and retell the story.</p> <p>Recognise similarities in the plot or characters within different stories.</p> <p>Summarise the main points from a paragraph or text.</p> <p>Explain the features of text types studied so far and refer to them in reading</p>	<p>Identify the main themes and conventions in a wide range of books. (For example: the triumph of good over evil or the use of magical devices in fairy stories/folk tales).</p> <p>Discuss how the organisation of a narrative text type can vary.</p> <p>Identify how structure and presentation contribute to the overall meaning of a text.</p> <p>Retrieve and records information from non - fiction texts using knowledge of layout (use of contents and index pages).</p> <p>Understand that narrative books are structured in different ways such as adventure, quest or stories with a dilemma.</p>

				Explain the features of text types studied so far and references to them in reading.
<p>Word Reading: Decoding</p> <p><i>(refer to Appendix 1 for phonics information)</i></p>	<p>ELG: Word Reading</p> <p><i>Children at the expected level of development will:</i></p> <p>Using Floppy's Phonics Systematic Synthetic Phonics Programme – Focus on phases 1, 2 & 3.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>Floppy's Phonics Independent application of Phonics Phase 3 & 4. Use phonic knowledge to attempt unknown words.</p> <p>Work securely in phase 5. Blend phonemes to read CVC, CCVC and CVCC words.</p> <p>Work securely in phase 5. Blend and segment sounds in consonant clusters and use this knowledge in reading.</p> <p>Read words of one or more syllables that contain taught GPC's.</p> <p>National Curriculum Able to match 40+ graphemes to their phonemes.</p> <p>Divide words into syllables such as pocket, rabbit and carrot.</p> <p>Read common compound words such as football, playground or farmyard.</p> <p>Read words with contractions like I'm or we'll and recognise that the apostrophe represents omitted letters.</p> <p>Read words containing s, es, ing, ed, er or est endings or the prefix un.</p>	<p>Floppy's Phonics Independent application of Phonics Phase 5. Blend and segment sounds in consonant clusters and long vowel phonemes in Phase 5. Use this knowledge in reading.</p> <p>Work Securely in Phase 6. Read words with common suffixes and prefixes.</p> <p>National Curriculum Decode automatically and fluently with books matched to their improving phonic knowledge.</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught. (93- 95%)</p> <p>Recognise and read alternate sounds for graphemes.</p> <p>Read polysyllabic words from syllables.</p> <p>Read most words quickly and accurately when they have been frequently encountered without overt sounding and blending.</p> <p>Read most year 2 common exception words.</p>	<p>National Curriculum In most reading:</p> <p>Read longer texts independently.</p> <p>Test out different pronunciations.</p> <p>Recognise the functions of punctuation and use this to aid intonation when reading aloud.</p> <p>Understand how simple and complex sentences influence meaning.</p> <p>Apply knowledge of root words, prefixes and suffixes (etymology & morphology) to read aloud and understand the meaning of unfamiliar words.</p> <p>Read suffixes: -ing, er, en, ation, ly and tion</p> <p>Read prefixes: -dis, mis, il, im, re and in</p> <p>Understand the meaning of the following suffixes: re, sub, inter, super, anti, auto</p> <p>Read fluently words ending in sion, tion, cian and ssion.</p> <p>Read words with the k phoneme for "sc" (scheme, character, chemist, echo)</p> <p>Read exception words from the Y3 list, noting the unusual correspondences.</p> <p>Attempt the pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</p>

<p>Additional Strategies</p>		<p>Continue to use phonic knowledge to attempt unknown words.</p> <p>Use picture clues to help in reading simple text.</p> <p>Show awareness of the grammar of a sentence to help decipher new or unfamiliar words.</p> <p>Read on for meaning of the whole sentence.</p> <p>Self corrects while reading so that a text makes sense.</p>	<p>Understand how to use alphabetical texts to find information.</p> <p>Use illustrations as an important feature in aiding reading.</p> <p>Show awareness of the grammar of a sentence to help decipher new or unfamiliar words.</p> <p>Read on for meaning of the whole sentence.</p> <p>Use word patterns to predict new unfamiliar words.</p> <p>Demonstrate an ability to self-correct when a word/sentence does not make sense.</p>	<p>Use strategies from the previous bands independently and effortlessly to ensure that reading is fluent.</p> <p>Repeat short phrases if sense is lost.</p> <p>Experiment with different voices to convey mood and meaning.</p> <p>Read ahead to determine direction and meaning in a story.</p>
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Appendix 1: 40+ phonemes

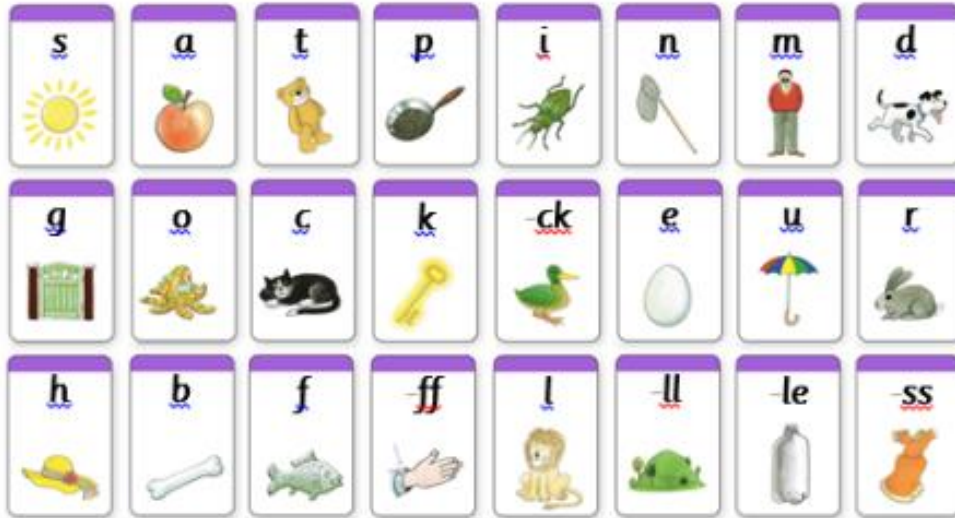
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Systematic Synthetic Phonics (SSP) Approach

Oxford Reading Tree: Floppy Phonics Scheme – Order of Teaching phonemes & then blending to read words.

Stage 1+ Sounds



Stage 2 Sounds



Stage 3 Sounds



Stage 4 Sounds

