



King Athelstan Reading Progression of Skills



	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding	<p>2 YO: *Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p> <p>3 and 4 YO: *Count or clap syllables in a word * Recognise words with the same initial sound, such as money and mother *Develop their phonological awareness, so that they can: - spot and suggest rhymes See KA Phonics progression doc.</p>	<ul style="list-style-type: none"> - Say a sound for each letter in the alphabet and at least 10 digraphs; (Literacy) - Read words consistent with their phonic knowledge by sound-blending; (Literacy) - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. (Literacy) 	<ul style="list-style-type: none"> •apply phonic knowledge to decode words •speedily read all 40+ letters/groups for 40+ phonemes •read accurately by blending taught GPC •read common exception words, contractions and understand use of apostrophe •read common suffixes (-s, -es, -ing, -ed, etc.) •read multisyllabic words containing taught GPCs •read aloud phonically-decodable texts 	<ul style="list-style-type: none"> *secure phonic decoding until reading is fluent *read accurately by blending, including alternative sounds for graphemes *read multisyllabic words containing these graphemes *read common suffixes *read exception words, noting unusual correspondences *read most words quickly & accurately without overt sounding and blending 	<ul style="list-style-type: none"> *apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet *read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<ul style="list-style-type: none"> *apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet *read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<ul style="list-style-type: none"> *apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet 	<ul style="list-style-type: none"> *apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet
Range of Reading	<p>2 YO: Develop play around favourite stories using props. Ask questions about the book. Makes comments and shares their own ideas.</p> <p>3 and 4 YO: * Engage in extended conversations about stories, learning new vocabulary.</p>	<ul style="list-style-type: none"> Understand the past through settings, characters and events encountered in books read in class and storytelling. (UW) Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps. (UW) 	<ul style="list-style-type: none"> •listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently •being encouraged to link what they read or hear read to their own experiences 	<ul style="list-style-type: none"> *listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently 	<ul style="list-style-type: none"> *listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *reading books that are structured in different ways and reading for a range of purposes 	<ul style="list-style-type: none"> *listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *reading books that are structured in different ways and reading for a range of purposes 	<ul style="list-style-type: none"> *continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books *reading books that are structured in different ways and reading for a range of purposes, making comparisons within and across books 	<ul style="list-style-type: none"> *continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books *reading books that are structured in different ways and reading for a range of purposes, making comparisons within and across books
Familiarity with texts	<p>*Understand the five key concepts about print: - print has meaning, names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom</p>		<ul style="list-style-type: none"> *becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics *recognising and joining in with predictable phrases 	<ul style="list-style-type: none"> *becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales *recognising simple recurring literary language in stories and poetry 	<ul style="list-style-type: none"> *increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally *identifying themes and conventions in a wide range of books 	<ul style="list-style-type: none"> *increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally *identifying themes and conventions in a wide range of books 	<ul style="list-style-type: none"> *increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions *identifying and discussing themes and conventions in and across a wide range of writing 	<ul style="list-style-type: none"> *increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions *identifying and discussing themes and conventions in and across a wide range of writing
Poetry & Performance	<p>2 YO: *Joins in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p> <p>3 and 4 YO: *Joins in with repeated phrases for familiar stories.</p>	<ul style="list-style-type: none"> * Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. (Literacy) Invent, adapt and recount narratives and stories with peers and their teacher (EAD) Sing a range of well-known nursery rhymes and songs (EAD); Perform songs, rhymes, poems and stories with others, and - when appropriate (EAD) 	<ul style="list-style-type: none"> *learning to appreciate rhymes and poems, and to recite some by heart 	<ul style="list-style-type: none"> *continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> *preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action *recognising some different forms of poetry 	<ul style="list-style-type: none"> *preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action *recognising some different forms of poetry 	<ul style="list-style-type: none"> *learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience 	<ul style="list-style-type: none"> *learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Word meanings	*starting to recognise familiar words and signs such as their own name, advertising logos, other common words (e.g. 'mum 'or 'dad').	- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. (Literacy) - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; (C&L)	*discussing word meanings, linking new meanings to those already known	*discussing and clarifying the meanings of words, linking new meanings to known vocabulary *discussing their favourite words and phrases	*using dictionaries to check the meaning of words that they have read	*using dictionaries to check the meaning of words that they have read	*use context to decipher new vocabulary 'read around the text' *use etymology and morphology to reflect on new words	*use context to decipher new vocabulary 'read around the text' *use etymology and morphology to reflect on new words
Understanding	2 YO *Listen to simple stories and understand what is happening, with the help of the pictures. 3 and 4 YO: *Enjoy listening to longer stories and can remember much of what happens. (C&L) *gain simple meaning from texts using illustrations, when not yet able to read the text itself.	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; (Literacy) Make comments about what they have heard and ask questions to clarify their understanding; (C&L) - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; (C&L)	*drawing on what they already know or on background information and vocabulary provided by the teacher *checking that the text makes sense to them as they read and correcting inaccurate reading	*discussing the sequence of events in books and how items of information are related *drawing on what they already know or on background information and vocabulary provided by the teacher *checking that the text makes sense to them as they read and correcting inaccurate reading	*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context *asking questions to improve their understanding of a text *identifying main ideas drawn from more than one paragraph and summarising these	*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context *asking questions to improve their understanding of a text *identifying main ideas drawn from more than one paragraph and summarising these	* checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context *asking questions to improve their understanding *summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas	* checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context *asking questions to improve their understanding *summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas
Inference	*beginning to talk about texts, e.g. stating simple likes/dislikes. *Shows curiosity about content of texts, e.g. may begin to discuss content and answer basic questions about a story (How? Why?).	Offer explanations for why things might happen , making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems(C&L)	*discussing the significance of the title and events *making inferences on the basis of what is being said and done	*making inferences on the basis of what is being said and done *answering and asking questions	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
Prediction	*beginning to draw on the knowledge of familiar stories/story structures to make predictions about unfamiliar stories, e.g. suggest how a story might end or what a character might do next.	Anticipate - where appropriate - key events in stories; (Literacy)	*predicting what might happen on the basis of what has been read so far. *can join in with words when I can guess what is coming next.	*predicting what might happen on the basis of what has been read so far	*predicting what might happen from details stated and implied	*predicting what might happen from details stated and implied	*predicting what might happen from details stated and implied	*predicting what might happen from details stated and implied
Authorial Intent					*discussing words and phrases that capture the reader's interest and imagination *identifying how language, structure, and presentation contribute to meaning	*discussing words and phrases that capture the reader's interest and imagination *identifying how language, structure, and presentation contribute to meaning	*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	*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

Non-fiction	*being introduced to non-fiction books that are structured in different ways	<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; (C&L)</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (Literacy)</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; (UW)</p>	*being introduced to non-fiction books that are structured in different ways	*being introduced to non-fiction books that are structured in different ways	*retrieve and record information from non-fiction	*retrieve and record information from non-fiction	*distinguish between statements of fact and opinion *retrieve, record and present information from non-fiction	*distinguish between statements of fact and opinion *retrieve, record and present information from non-fiction
Discussing reading	*retell an event in a story or information from a non-fiction text (may only be brief).	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to. (C&L)</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; (UW)</p>	*participate in discussion about what is read to them, taking turns and listening to what others say *explain clearly their understanding of what is read to them	*participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say *explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	*participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say	*participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say	*recommend books that they have read to their peers, giving reasons for their choices *participate in discussions about books, building on their own and others' ideas and challenging views politely *explain and discuss their understanding of what they have read, including through formal presentations and debates, *provide reasoned justifications for their views	*recommend books that they have read to their peers, giving reasons for their choices *participate in discussions about books, building on their own and others' ideas and challenging views politely *explain and discuss their understanding of what they have read, including through formal presentations and debates, *provide reasoned justifications for their views