



Reading Progression of Skills

Threshold Concept	EYFS	Milestone 1 (Years 1 and 2)	Milestone 2 (Years 3 and 4)	Milestone 3 (Years 5 and 6)
<p>Read words accurately</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs</p> <p>Read words consistent with their phonics 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>Apply phonic knowledge and skills as the route to decode words.</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>Read accurately by blending sounds with unfamiliar words containing GPCs that have been taught.</p> <p>Read common exception words noting unusual correspondence between spelling and sound and where these occur in the word.</p> <p>Read words containing taught GPCs and -s, -es, -ing, -er, -ed and est endings.</p> <p>Read other words of more than one syllable that contain taught GPCs</p>	<p>Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology).</p> <p>Read further exception words, noting the spellings.</p>	<p>Apply knowledge of root words, prefixes and suffixes.</p> <p>Read age-appropriate books with confidence and fluency (including whole novels).</p>

		<p>Read words with contractions and understand that the apostrophe represents the omitted letter.</p> <p>Read aloud accurately books that are consistent with phonic knowledge and do not require other strategies to work out words.</p> <p>Reread these books to build up fluency and confidence in word reading.</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>Read accurately words of two or more syllables that contain the same graphemes as above.</p> <p>Read words containing common suffixes.</p> <p>Read more words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately,</p>		
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		<p>automatically and without undue hesitation.</p> <p>Reread books to build up fluency and confidence in word reading.</p>		
Understand texts	<p>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.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role play.</p>	<p>Discuss events</p> <p>Predicts events</p> <p>Link reading to own experiences and other books.</p> <p>Join in with stories or poems.</p> <p>Check that reading makes sense and self correct.</p> <p>Infer what characters are like from actions</p> <p>Ask and answer questions about texts</p> <p>Discuss favourite words and phrases</p> <p>Listen to and discuss a wide range of texts</p> <p>Recognise and join in with (including role play) recurring language.</p> <p>Explain and discuss understanding of texts</p>	<p>Draw inferences from reading</p> <p>Predict from detail stated and implied</p> <p>Recall and summarise main ideas</p> <p>Discuss words and phrases that capture the imagination</p> <p>Retrieve and record information from non fiction, using titles, headings, sub-headings and indexes</p> <p>Prepare poems and plays to read aloud and with expression, volume, tone and intonation</p> <p>Identify recurring themes and elements of different stories</p> <p>Recognise some different forms of poetry</p> <p>Explain and discuss understanding of reading, maintaining focus on the topic</p> <p>Draw inferences such as inferring characters feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>	<p>Recommend books to peers, giving reasons for choices</p> <p>Identify and discuss themes and conventions in and across a wide range of writing</p> <p>Make comparisons within and across books</p> <p>LEarn a wide range of poetry by heart</p> <p>Prepare 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</p> <p>Check that the book makes sense, discussing understanding and exploring the meaning of words in context.</p> <p>Ask questions to improve understanding.</p> <p>Draw inferences such as inferring characters feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Predict what might happen from detail, stated and implied</p>

		<p>Discuss the significance of the title and events</p> <p>Make inferences on the basis of what is being said and done.</p>	<p>Predict what might happen from detail, stated and implied</p> <p>Identify main areas drawn from more than one paragraph and summarise these</p> <p>Identify how language, structure and presentation contribute to meaning. Ask questions to improve understanding of the text</p>	<p>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>Identify how language structure and presentation contribute to meaning.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact of the reader.</p> <p>Retrieve and record information from non-fiction</p> <p>Participate in discussions about books, taking turns and listening and responding to what others say</p> <p>Distinguish between statements facts and opinion</p> <p>Provide reasoned justifications for views.</p>
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