



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)














































Skill	Reception	Year 1	Year 2	Year 3
<p>Comprehension: Inference & Deduction</p>	<p>Development Matters Communication & Language:</p> <p>Articulate their ideas and thought in well-formed sentences</p> <p>Connect one idea or action to another using a range of connectives</p> <p>Describe events in some detail</p> <p>Use talk to help work out problems and organise thinking and activities and to explain how things work and why they might happen</p> <p>Develop social phrases</p>	<p>Talk about the main events in a text and highlight the important parts.</p> <p>Draw inferences from the text and or illustrations based on what is said or done.</p> <p>Predict based on the events in the text.</p> <p>Explain what they understand about a text from what they have read.</p> <p>Locate specific information in the text to find answers to simple questions.</p> <p>Recall straight forward information about characters.</p> <p>Link the title of a book to its events.</p>	<p>Show an ability to predict what happens next based on what has been read so far.</p> <p>Identify comments on main characters in stories and the way they relate to one another.</p> <p>Extract information from non-fiction texts appropriately. Use contents, index, chapters, headings and glossary and use this to summarise.</p> <p>Recall the qualities of a character.</p> <p>Make inferences about thoughts, feelings and actions.</p> <p>Use evidence in the text to answer questions.</p> <p>Link characters behaviour to events in the text.</p>	<p>Explore underlying themes and ideas referring to the text.</p> <p>Draw inferences such as inferring characters feelings, thoughts and motives from their actions.</p> <p>Ask questions to improve understanding of a text.</p> <p>Show an understanding of the main ideas and events with reference to the text.</p> <p>Develop an ability to skim materials to note down different views and arguments.</p> <p>Start to justify predictions by referring to the text.</p> <p>Use details stated and implied to build up predictions.</p> <p>Deduce from evidence in the text what characters are like or their motives based on events.</p> <p>Reread and read ahead to look for clues to determine the meaning of a character's actions or words.</p>
<p>Comprehension: Vocabulary & Viewpoint</p>	<p>Development Matters: Communication & Language:</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary.</p>	<p>Say what they like or dislike about a narrative or poem.</p> <p>Recognise repetitive language and rhyme, whilst being able to suggest other rhyming words.</p> <p>Link own experience to what they read or hear.</p>	<p>Talk about favourite authors and genres of books, giving opinions.</p> <p>Know and recognise simple recurring literacy language in stories and contemporary/classical poetry.</p> <p>Justify views about characters, events or feelings. Use evidence in the text.</p>	<p>Use dictionaries to check the meaning of unfamiliar words.</p> <p>Explain and discuss own understanding of books, poems and other material, both those read aloud and those independently.</p> <p>Start to understand how choice of detail and language creates meaning beyond the literal.</p>

	<p>Use new vocabulary throughout the day</p> <p>Ask questions to find out more and check they understand what has been said to them</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>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>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>Development Matters: Communication & Language:</p> <p>Engage in story times</p> <p>Listen to and talk about stories and to build familiarity and understanding</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words</p> <p>Use new vocabulary in different contexts</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound</p> <p>Learn rhymes, poems and songs</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> <p>Explain the features of text types studied so far and references to them in reading.</p>

	<p>Engage in non-fiction books</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p>			
<p>Word Reading: Decoding</p> <p><i>(refer to Appendix 1 for phonics information)</i></p>	<p>Development Matters: Literacy</p> <p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter–sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school’s phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</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 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>
<p>Additional Early Learning Goals EYFS</p>	<p>ELG: Comprehension <i>Children at the expected level of development will:</i></p> <p><i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</i></p> <p><i>Anticipate – where appropriate – key events in stories.</i></p> <p><i>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</i></p> <p>ELG: Word Reading <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>			

Appendix 1: 40+ phonemes

s 	t 	p 	n 	m 	a 	e 	i 	o 
g 	d 	ck 	r 	h 	u 	ai 	ee 	igh 
b 	f 	l 	j 	v 	oa 	oo 	oo 	ar 
w 	x 	y 	z 	qu 	or 	ur 	ow 	oi 
ch 	sh 	th 	th 	ng 	ear 	air 	ure 	er 

























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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

s 	a 	t 	p 	i 	n 	m 	d 
g 	o 	c 	k 	ck 	e 	u 	r 
h 	b 	f 	ff 	l 	ll 	le 	ss 

Stage 2 Sounds

j 	v 	w 	x 	y 	z 	zz 	qu 
ch 	sh 	th 	ng 	dge 	ve 	wh 	cks 
tch 	nk 						

Stage 3 Sounds

ai 	ee 	igh 	oa 	oo 	oo 	ar 	or 
ur 	ow 	oi 	ear 	air 	er 	er 	ue 
ue 	ure 	ture 					

Stage 4 Sounds

ay 	oy 	ea 	ie 	ow 	ew 	ew 	ou 
ir 	aw 	eer 	are 	ce 	ea 	o 	ed 
ed 							