

St Augustine's Reading Knowledge & Skills Progression



Reading Skill/Focus	EYFS	KS1	LKS2	UKS2
Reading for Pleasure/ Positive Attitudes	<p>Enjoy a range of books and begin to explain why.</p> <p>Join in with a range of familiar stories and rhymes.</p> <p>Enjoy rhyming and rhythmic activities.</p> <p>Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>Listen to stories and enjoy repeated reads of texts.</p>	<p>Enjoy reading different books and talking about them.</p> <p>Enjoy listening to a range of stories, classic & contemporary poetry and non-fiction.</p> <p>Choose to read different books and enjoy sharing them.</p> <p>Explain what type of books they like and dislike and why.</p> <p>Link what they read or hear read to their own experiences.</p> <p>Select books for personal reading and give reasons for choices.</p> <p>Read and listen to whole books, make choices for their personal reading.</p>	<p>Enjoy listening to, reading and discussing a wide range of fiction, poetry, plays, non-fiction and reference books.</p> <p>Read a range of books, including fairy stories, myths and legends, and retelling some of these orally with increasing familiarity.</p> <p>Talk about books written by a familiar author and explain why they like or dislike them.</p> <p>Sustain their reading for enjoyment and to find out.</p> <p>Read independently complete short texts and sections from information books.</p>	<p>Enjoy continuing to read and discuss an increasingly wide range of texts (fiction, poetry, plays and non-fiction books) to read for a range of purposes.</p> <p>Select and read books written by a favourite author.</p> <p>Read 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.</p> <p>Recommend authors and texts to others and give reasons for my choices.</p> <p>Read favourite authors and choose books to read on the recommendation of others.</p> <p>Listen to texts read to them and sustain their reading of longer and more challenging text.</p>
Range of Reading/ Familiarity with Texts	<p>Read sentences made up of words with taught sounds and common exception words.</p> <p>Listen to, talk about and respond to stories (rhymes and</p>	<p>Listen to, discuss and express 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.</p>	<p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p>	<p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p>

	<p>songs) with actions, relevant comments, questions; recalling key events and innovating.</p> <p>To use non-fiction books to develop new knowledge and vocabulary.</p>		<p>Read books that are structured in different ways and reading for a range of purposes.</p> <p>Select books independently, reading from a wide range of genres and authors; express and explain own personal preferences.</p>	<p>Read books that are structured in different ways and read for a range of purposes; make comparisons within and across books.</p> <p>Recognise texts that include more than one text type, e.g. persuasive letters.</p>
<p>Developing Reading Sense</p>	<p>Nursery: Know that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p>Reception: Read with growing fluency, texts linked to their ability and that meet the ELG by the end of Reception.</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>Check that a text makes sense to them as they read and to self-correct.</p> <p>Draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Explain clearly their understanding of what is read to them.</p>	<p>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Asking questions to improve their understanding of a text.</p> <p>Explore and discuss background information needed, relating it to what they already know, and using it to improve their understanding of texts.</p>	<p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Asking questions to improve their understanding.</p> <p>Provide reasoned justifications for their observations/views.</p>
<p>Reading words – Decoding</p> <p>In our school we teach phonics using a systematic approach. The scheme we use is called: Phonics Bug</p>	<p>ELG: Word Reading</p> <p>Recognise letters and the sounds they make.</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>Year 1: Read accurately and fluently books that are consistent with their phonic knowledge and re-read these books to build up fluency and confidence in words reading.</p> <p>Apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p>	<p>Use their phonic knowledge to decode quickly and accurately - may still need support to read longer unknown words.</p> <p>Apply their growing knowledge of root words and prefixes including: in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.</p> <p>Apply their growing knowledge of root words and suffixes/word endings, including: -ation, -ly, -</p>	<p>Confidently use knowledge of root words, prefixes and suffixes to understand the meaning of unfamiliar and be able to share how the placement of the word in the text supports their understanding of the meaning.</p> <p>Read and pronounce unfamiliar words using knowledge of letter strings – linked to spelling patterns.</p>

	<p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Nursery: To spot and suggest rhymes.</p> <p>To count or clap syllables in a word.</p> <p>Recognise words with the same initial sound, e.g. big bear.</p> <p>Begin to read some single letter sounds.</p> <p>Reception: To blend sounds into words they can read independently.</p> <p>To 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.</p>	<p>Use set 3 phonics to sound out and blend new words.</p> <p>Read 'tricky' words and words with one or more syllable, including common exception words.</p> <p>Read multi-syllabic words containing taught letter/sound correspondences.</p> <p>Read common suffixes with –s, –es, –ing, –ed, –er and –est endings.</p> <p>Read contractions (e.g. I'm, I'll, we'll) and understand that the apostrophe stands for the missing letter.</p> <p>Read aloud a phonetically decodable text.</p> <p>Year 2: Read accurately and fluently without overt sounding and blending with a target of at least 90 words per minute.</p> <p>Read accurately by blending, including alternative sounds for graphemes and read multi-syllabic words containing these graphemes.</p> <p>Read 'tricky' words and words with two or more syllables noting unusual correspondences.</p>	<p>ous, -ture, - sure, -sion, -tion, -ssion and -cian, to begin to read aloud.*</p>	<p>Use the syntax and semantics which surround a new word to support your understanding of its meaning – read around the word.</p>
--	--	--	---	--

		<p>Check that the text makes sense as they read and self-correct.</p> <p>Identify and read words with common suffixes.</p>		
Common Exception Words	<p>Begin to read some 'tricky' words.</p> <p>Recognise and independently read some common exception words with automaticity.</p>	<p>Year 1: Identify and read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</p> <p>Year 2: Identify and read most/all Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>Year 3: Read all Y2 common exception words.</p> <p>Begin to read Y3/Y4 exception words.</p> <p>Year 4: Read all Y3/Y4 exception words with confidence, noting why they are unusual.</p>	<p>Year 5: Read all Y3/4 exception words with automaticity.</p> <p>Begin to read Y5/6 exception words with increasing accuracy.</p> <p>Year 6: Read the Y5/6 exception words with confidence, noting why they are unusual.</p> <p>Automatically read a wide range of exception words, including the Y5-6 list and similar words which occur in texts.</p>
Fluency: Accuracy, Automaticity & Prosody	<p>Nursery: Be able to sing along with rhymes of varying speed.</p> <p>Recite rhymes to a given rhythm.</p> <p>Use longer sentences of 5 or 6 words.</p> <p>Begin to tell longer stories.</p> <p>Reception: Read words consistent with their phonic knowledge by sound blending.</p>	<p>Year 1: Accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</p> <p>Re-read texts to build up fluency and confidence in word reading.</p> <p>Recite some familiar complete rhymes and songs by heart.</p> <p>Recognise and join in with predictable phrases.</p>	<p>Year 3: Read aloud books closely matched to their reading ability.</p> <p>Continue using strategies to read unfamiliar words with accuracy.</p> <p>Re-read age-appropriate books fluently and consider their audience (in terms of speed and volume).</p> <p>Read age-appropriate books accurately and at a speed that is sufficient for them to focus on</p>	<p>Select reading material which is suitably challenging.</p> <p>Read with a good pace and accuracy of unfamiliar words on sight.</p> <p>Read books with dramatic effect and the appropriate expression, using an adults modelling, and develop this with independence.</p> <p>Read most words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity.</p>

	<p>Begin to read words and simple sentences, showing understanding by the way they say it.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Build accuracy of reading words.</p> <p>Begin to develop fluency.</p> <p>Recognise and read their name automatically.</p> <p>Join in with a refrain during group recitation.</p> <p>Recite some familiar rhymes and songs by heart.</p> <p>Sing the alphabet (with support).</p> <p>Sight-read familiar labels and words in the environment.</p>	<p>Say / sing the alphabet in sequence.</p> <p>Sound and blend unfamiliar printed words quickly and accurately using their phonemic knowledge and skills.</p> <p>Read aloud, checking that it 'sounds right' and that the text makes sense to them.</p> <p>With support, notice sentence punctuation.</p> <p>Re-read favourite books to themselves, to gain confidence with word reading and fluency.</p> <p>Year 2:</p> <p>Read aloud books (closely matched to their improving Phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Re-read these books to build up fluency and confidence in word reading.</p> <p>Read words accurately and fluently without over sounding and blending, in age-appropriate texts.</p> <p>Continue to apply phonemic knowledge and skills until automatic decoding has</p>	<p>understanding, rather than on decoding individual words.</p> <p>Read new words outside their spoken vocabulary, making a good guess at pronunciation.</p> <p>When reading aloud, speak audibly and with growing fluency.</p> <p>Internalise the reading process to read silently.</p> <p>Year 4:</p> <p>Select their own books closely matched to their ability.</p> <p>Internally use strategies to read unfamiliar words accurately.</p> <p>Re-read books with pace, volume and expression.</p> <p>Read words speedily by working out the pronunciation of unfamiliar printed words (decoding) and recognising familiar words.</p> <p>With support, notice where commas create phrasing within sentences.</p> <p>Read with expression, using the punctuation to support meaning, including multi-clause sentences.</p>	<p>Prepare readings using appropriate intonation to show their understanding.</p> <p>Notice more sophisticated punctuation e.g. of parenthesis, and use expression accordingly.</p> <p>Read silently and then discuss what they have read.</p> <p>Read age-appropriate texts fluently and with confidence.</p> <p>Notice and respond to punctuation and phrasing when reading aloud.</p> <p>Gain, maintain and monitor the interest of the listener.</p>
--	---	--	---	--

		<p>become embedded and reading is fluent.</p> <p>Read unfamiliar words containing all common graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to word reading knowledge.</p> <p>Read most words quickly and accurately when they have been frequently encountered, without overt sounding and blending.</p> <p>Check that the text makes sense to them as they read, and correct inaccurate reading.</p> <p>Use expression appropriately to support the meaning of sentences, including those which use subordination.</p>	<p>As decoding becomes more secure, become independent, fluent and enthusiastic readers.</p>	
<p>Exploring Language/ Vocabulary</p> <p>VIPERS LINK: V = Vocabulary</p>	<p>Use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>Be able to tell oral stories to explain/explore language – Helicopter Stories.</p> <p>Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p>	<p>Identify and talk about meanings of words linking meaning to those they already know.</p> <p>Find words with similar meanings.</p> <p>Identify new language and know how to find out what a new word means.</p> <p>Talk about favourite words and phrases and identify within</p>	<p>Confidently use dictionaries to check the meaning of words they have read and thesaurus to find words of similar meaning.</p> <p>Discuss words and phrases that capture the reader's interest and imagination and begin to explain why.</p> <p>Check a text makes sense using an understanding of the words in context and explain it.</p>	<p>Begin to use evidence to explain how authors' use of language impacts on the reader.</p> <p>Evaluate the impact of figurative language on the reader and offer a critique.</p> <p>Distinguish between statements of fact and opinion with evidence.</p>

	<p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>	<p>books, use in oral speech and writing.</p> <p>Begin to use dictionaries to check the meaning of words with support and discuss how this fits into the text.</p>	<p>Use the wider text to support understanding of topic specific vocabulary.</p> <p>Within wider reading, identify topic specific vocabulary and explore the meaning.</p>	<p>Understand, explore and explain the meaning of words in context, across all texts.</p> <p>Discuss the vocabulary and phrases chosen by authors and its intended impact on the reader.</p> <p>Use evidence to explain how authors' use of language impacts on the reader.</p>
<p>Retrieving, Recounting and Summarising/Sequencing</p> <p>VIPERS LINK: R = Retrieval S = Sequencing (KS1) S = Summarising (KS2)</p>	<p>Tell others about what they have read with growing independence.</p> <p>Play co-operatively as part of a group to develop and act out a narrative – e.g. Helicopter stories.</p> <p>Begin to retell familiar stories.</p> <p>Describe main story settings, events and main characters.</p> <p>Follow a story without pictures or props.</p> <p>Know that information can be retrieved from books and computers</p>	<p>Sequence and retell the events of a story they are familiar with e.g. traditional tales and fairy stories.</p> <p>Identify the beginning, middle and end of a text/story.</p> <p>Talk about what I have read with others.</p> <p>Develop their knowledge of retrieval through images.</p> <p>Retell familiar stories orally and sequence the events of a story they are familiar with.</p> <p>Retell a range of stories, traditional tales and fairy stories which shows a good understanding of the sequence of events.</p> <p>Asking and answering retrieval questions.</p>	<p>Understand what the purpose of summarising is.</p> <p>Identify and summarise main ideas in a text.</p> <p>Retell a wider range of stories orally. E.g. fairy stories, myths and legends.</p> <p>Retrieve and record information from a fiction text.</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these.</p> <p>Retell a wide range of stories orally.</p> <p>Retrieve and record information from more than one paragraph in a fiction text by beginning to skim and scan.</p>	<p>Independently use skimming and scanning techniques to quickly locate key words/phrases to aid in summarising and comprehension.</p> <p>Summarise main ideas from more than one paragraph by identifying key details to support the main ideas.</p>

		Discuss the sequence of events in books and how items of information are related.		
<p>Making Inferences/ Predicting</p> <p>VIPERS LINK: I = Inference P = Predictions E = Explain</p>	<p>Talk about what might happen in a book by answering 'how' and 'why' questions.</p> <p>Guess/suggest what might happen next and how a story might end.</p> <p>Anticipate where appropriate – key events in stories.</p>	<p>Find clues in a text based on what has been said and done.</p> <p>Make predictions based on clues from the text/what they have read so far and justify your answers orally.</p> <p>Discussing the significance of the title and events.</p> <p>Making inferences on the basis of what is being said and done.</p> <p>Developing inference though use of pictures.</p>	<p>Infer a character's feelings, thoughts and motives through their actions and interactions with others.</p> <p>Justify inferences/predictions with evidence.</p> <p>To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p> <p>Make predictions based on evidence from the text and begin to explain how this supports your prediction.</p>	<p>Draw inferences from the text about characters' feelings, thoughts and motives through their actions and interactions between other characters and the environment.</p> <p>Use evidence from the text to support my decisions and explain how this evidence supports my point of view.</p> <p>Make predictions from what is stated and what is implied making links to evidence and explaining clearly what the evidence shows.</p> <p>Discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p>
<p>Personal reflection on reading/ Authorial intent</p> <p>VIPERS LINK: E = Explain</p>	<p>Talk about books they like and explain why/demonstrating understanding.</p> <p>Understand humour, e.g. nonsense rhymes, jokes.</p>	<p>Explain how the storyline and pictures make me feel.</p> <p>Give my opinion about a story, poem or non-fiction text and begin to justify my opinion.</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>	<p>Give my opinion on a story, poem or non-fiction text and justify your reasoning using evidence from the text.</p> <p>Begin to identify how language, structure, and presentation contribute to meaning.</p> <p>Draw on experiences from texts and begin to compare.</p>	<p>Discuss and evaluate how authors use language for effect.</p> <p>Give reasons to justify my views based on evidence from the text.</p> <p>Begin to evaluate the similarities of text structures across texts.</p> <p>Discuss and evaluate how authors use language for effect including figurative language.</p>

			Give my opinion on similar themes and characters across texts.	Participate in discussions about books and build on my own and others' ideas and challenge views respectfully including evidence from the text.
Comparing/Connecting Texts	<p>Talk about books that are alike and why with increasing attention and recall.</p> <p>Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>Demonstrate understanding when talking with others about what they have read.</p>	<p>Identify similarities and differences between stories.</p> <p>Recognise and join in with predictable phrases.</p> <p>Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p> <p>Discuss and share my opinions about different texts and listen to other people's views.</p> <p>Recognising simple recurring literary language in stories and poetry.</p>	<p>Compare texts that are structured in different ways.</p> <p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends.</p> <p>Compare books by the same and different authors.</p> <p>Reading books that are structured in different ways and reading for a range of purposes.</p> <p>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.</p> <p>Use evidence to justify my opinions when comparing. Identify themes and conventions used by different authors.</p> <p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p>	<p>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Compare themes and conventions across a wide range of texts/genres and asking comparisons within and across books.</p> <p>Reading books that are structured in different ways and reading for a range of purposes.</p> <p>Give reasoned opinions & justifications for their views when comparing within and across texts, across a breadth of texts using evidence to support their answers.</p> <p>Increasing 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.</p>
	Know the different parts of a book.	Recognise and join in with repeated patterns and phrases.	Use the structure of a non-fiction book to retrieve information.	Understand the features of different texts.

<p>Identifying features and conventions in texts</p> <p>VIPERS LINK: R = Retrieval</p>		<p>Name and explain different parts of a book. E.g. front cover, page, title, end papers, gutter.</p> <p>Identify a sequence of events in a book.</p> <p>Identify and use the structure of non-fiction books.</p>	<p>Identify themes and conventions in a wide range of books.</p> <p>Recognise different forms of poetry (narrative and free verse).</p> <p>Understand how language, structure and presentation adds meaning to the text.</p> <p>Use the structure of a non-fiction book to retrieve and record information.</p>	<p>Comment on why texts have been structured in different ways.</p> <p>Compare structures of different texts and comment on their effectiveness.</p> <p>Confidently comment on the structure and layout of a text.</p> <p>Retrieve, record and present information from non-fiction texts.</p> <p>Identify how the structure of texts supports and guides the reader.</p>
<p>Poetry and Performance</p>	<p>Join in with rhymes and stories that I know.</p> <p>Express themselves effectively, showing awareness of listeners' needs.</p>	<p>Learning to appreciate rhymes and poems, and to recite some by heart.</p> <p>Use actions to learn simple texts off by heart.</p> <p>Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p>	<p>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Recite some poems (or songs - lyrics) by heart, in groups and alone, building confidence and fluency; with growing awareness of the listener.</p> <p>Recognise some different forms of poetry.</p>	<p>Read aloud a wider range of age-appropriate poetry with accuracy and at a reasonable speaking pace.</p> <p>Learn a wider range of poetry by heart, prepare poems and plays to read aloud and to perform.</p> <p>Select appropriate intonation, tone and volume so that the meaning is clear to an audience.</p> <p>Use conventions to learn poems and plays off by heart.</p>
<p>Non -fiction</p>	<p>Talk about what they liked and did not like in the books they read and share.</p>	<p>Discuss features and layout of non-fiction text.</p>	<p>Discuss features and layout of non-fiction texts and compare to fiction.</p>	<p>Discuss features and layout of non-fiction texts and compare to fiction.</p>

		<p>Introduce non-fiction books that are structured in different ways.</p> <p>Understand what the purpose of a non-fiction book is.</p>	<p>Retrieve and record information from non-fiction with an increasing understanding of how the structure of the text supports retrieval.</p>	<p>Retrieve and record information from non-fiction with an increasing understanding of how the structure of the text supports retrieval.</p> <p>Retrieve, record and present information from non-fiction.</p> <p>Distinguish between statements of fact and opinion.</p> <p>Apply knowledge from non-fiction texts to writing across a range of genres.</p>
--	--	--	---	---