



Early Years

Skills	Nursery	Reception
Comprehension	<p>Children will know the logos for local supermarkets.</p> <p>Children will know a range of signs including bus stop, parking, stop.</p> <p>Children will know print has different purposes by exploring menus, magazines, newspapers, labels.</p> <p>Children will know the names of different parts of a book including the cover, title, author.</p> <p>Children will know how to turn the pages of a book carefully.</p> <p>Children will know how to read from left to right and top to bottom.</p> <p>Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary.</p> <p>Observational Checkpoint: Can children identify a range of different signs? Do children know how to handle a book and turn the pages one at a time? Can children talk to an adult about a story that they have enjoyed?</p>	<p>Children will read and re-read a selection of books, developing fluency, understanding and enjoyment.</p> <p>ELG: <u>Comprehension:</u> 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>
Word Reading	<p>Children will spot and suggest rhymes.</p> <p>Children will clap syllables in a word.</p> <p>Children will know familiar words with the same initial sound such as mum and milk.</p> <p>Children will know the SSPS pictures for s, a, t, p, i, n, m, d, g, o, c, k, e, u, r, h, b, f, j, v, w, x, y, z, qu, ch, sh, th</p> <p>Observational Checkpoint: Can children identify rhymes and clap syllables?</p>	<p>Children will read and correctly form the sounds s, a, t, p, i, n, m, d, g, o, c, k, e, u, r, h, b, f, j, v, w, x, y, z, qu, ch, th, sh, ng, ai, ee, igh, ow, oo (short), oo (long), ar, or, ur, ow, oi, ear, air, ure, er</p> <p>Children will hear and identify initial sounds in words.</p> <p>Children will blend known sounds in words.</p> <p>Children will sound and blend words with SSPS Basics 2 and 3 sounds.</p> <p>Children will know tricky words I, the, to, into, no, go, so, he, she, me, we, be, are, they, her, my, by, of</p> <p>ELG: <u>Word Reading:</u> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>



Key Stages 1 and 2

Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding	<p>Apply phonic knowledge to decode words</p> <p>Blend sounds in unfamiliar words containing grapheme-phoneme correspondence already taught</p> <p>Read words containing grapheme-phoneme correspondence and -s, -es, -ing, -ed, -er and -est endings</p> <p>Read words with contractions and understand the role of the apostrophe</p> <p>Respond with correct sound to graphemes for all 40+ phonemes</p> <p>Read common exception words</p> <p>Read other words of more than one syllable</p> <p>Read aloud accurately books that are consistent with taught phonic knowledge and re-read to build fluency</p>	<p>Continue to apply phonic knowledge to decode until reading is fluent</p> <p>Read words containing common suffixes</p> <p>Read accurately (words of two or more syllables) by blending sounds, recognizing alternative sounds for graphemes</p> <p>Read further common exception words</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and understand new words</p> <p>Read further exception words</p> <p>Note the unusual correspondence between spelling and sound</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) , both to read aloud and to understand the meaning of new words</p> <p>Read further exception words</p> <p>Note the unusual correspondences between spelling and sound</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) , both to read aloud and to understand the meaning of new words</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) , both to read aloud and to understand the meaning of new words</p>



Reading Progression St Andrews Methodist Primary School



Range of reading	Listen to a wide range of challenging stories, poems and non-fiction	Read a wider range of fairy stories, traditional tales and recognize simple recurring language	Listen to and discuss a wide range of challenging stories, poems, plays, non-fiction and reference books, myths, legends and fairy stories Read books that are structured in different way	Listen to and discuss a wide range of challenging stories, poems, plays, non-fiction and reference books, myths, legends and fairy stories Read books that are structured in different ways	Listen to and discuss a wide range of challenging stories, poems, plays, non-fiction and reference books, myths, legends and fairy stories Read books that are structured in different ways Make comparisons within and across books	Continue to read/discuss a wide range of challenging stories, poems, plays non-fiction and reference books, myths, legends and fairy stories Read books that are structured in different ways Make comparisons within and across books
Familiarity with texts	Recognise and join in with predictable phrases Become familiar with and retell key stories, fairy stories and traditional tales	Recognise simple recurring literary language in a text	Identify themes and conventions in a wide range of books Retell some stories orally	Identify themes and conventions in a wide range of books Retell some stories orally	Increase 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 Identify and discuss themes and conventions	Increase 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 Identify and discuss themes and conventions
Poetry and performance	Recite some poems/rhymes by heart	Continue to learn/present poems by heart	Perform poems and playscripts to read aloud for an audience(using intonation, tone, volume and action) Recognise some different forms of poetry	Perform poems and playscripts to read aloud for an audience(using intonation, tone, volume and action) Recognise some different forms of poetry	Perform poems and playscripts to read aloud for an audience(using intonation, tone, volume to convey meaning)	Perform poems and playscripts to read aloud for an audience(using intonation, tone, volume to convey meaning)



**Reading Progression
St Andrews Methodist Primary School**



Word meanings	Discuss meanings of new words/vocabulary provided	Discuss and clarify the meanings of new words/phrases	Use dictionaries to check meanings of words	Use dictionaries to check meanings of words	Discuss and explore the meaning of words in context Use dictionaries and thesauruses to check meaning of new words/language	Discuss and explore the meaning of words in context Use dictionaries and thesauruses to check meaning of new words/language
Understanding	Take turns in high-quality discussions about what they have heard/read Make links to their own experiences, drawing on what they know Take turns to explain their understanding Self-check to make sure text makes sense Retrieve and record information from non-fiction Discuss the significance of the title and events	Take turns in high-quality discussions about what they have heard/read Participate in discussions about texts, explaining their understanding Discuss the sequence of events in books Self-check to make sure text makes sense Retrieve and record information from non-fiction	Take turns in high-quality discussions about what they have heard/read Ask questions to improve their understanding of a text Identify main ideas drawn from more than one paragraph and summarise these Retrieve and record information from non-fiction	Take turns in high-quality discussions about what they have heard/read Ask questions to improve their understanding of a text Identify main ideas across paragraphs and summarise these Retrieve and record information from non-fiction	Discuss books and courteously challenge others' opinions Ask questions to improve their understanding of a text Summarise main ideas identifying key details Recommend books to peers and give reasons Distinguish between fact and opinion Retrieve, record and present information Explain their understanding through discussions, formal presentations and debates	Discuss books and courteously challenge others' opinions Ask questions to improve their understanding of a text Summarise main ideas identifying key details Recommend books to peers and give reasons Distinguish between fact and opinion Retrieve, record and present information Explain their understanding through discussions, formal presentations and debates
Inference	Make inferences based on what they know	Ask and answer questions Make inferences based on what they know	Infer characters' feelings, thoughts and motives and justify using evidence	Infer characters' feelings, thoughts and motives and justify using evidence	Infer characters' feelings, thoughts and motives and justify using evidence	Infer characters' feelings, thoughts and motives and justify using evidence



Reading Progression St Andrews Methodist Primary School



Prediction	Make predictions based on what they know	Make predictions based on what they know	Make reasoned predictions of what might happen clearly derived from details both stated and implied	Make reasoned predictions of what might happen clearly derived from details both stated and implied		
Authorial intent			Discuss words and phrases that capture the reader's interest	Discuss words and phrases that capture the reader's interest	Identify how language, structure and presentation contribute to meaning Evaluate authors' use of figurative language	Identify how language, structure and presentation contribute to meaning Evaluate authors' use of figurative language