



Eversholt Progression of Knowledge and Skills in Reading

	EYFS	Year 1	Year 2	Year 3	Year 4
Word Reading	<p>Letters and sounds phases 1-4 (including reading common irregular words from these phases). Recognise familiar words and signs and begin to read words and simple sentences. Segment the sounds in simple words and blend them together and know which letters represent some of them. Hear and say the initial sound in words and link sounds to letters. Name and sound out the letters of the alphabet.</p>	<p>Letters and sounds phases 4-5. Apply phonic knowledge and skills to decode words. Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. (E.g. ow in cow and snow.) Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Read common exception words, noting unusual correspondences between spellings and sounds and where these occur in the words. Read words containing taught GPCs and –s, -es, -ing, -ed –er and –est endings. Read other words of more than one syllable that contain taught GPCs. Read words with contractions (e.g. I'm I'll we'll) and understand that the apostrophe represents the omitted letters.</p>	<p>Letters and sounds phase 6. Continue to apply phonic knowledge and skills as a route to decode words until automatic decoding has become embedded and reading is fluent. Read accurately by blending the sounds in the words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. Read accurately words of two or more syllables that contain the same grapheme as above (e.g. shoulder, roundabout, grouping) Read words containing common suffixes (e.g. –ness, -ment, -ful, -ly). Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in words. Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. Read aloud books closely matched to their improving</p>	<p>Apply their growing knowledge of root words, prefixes (un-, dis-, mis-, re-) and suffi. Use xes (-ation, -ous) (etymology and morphology), 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. Begin to accurately and fluently read books written at an age appropriate level at a speed that is sufficient to enable a focus on understanding. Read silently.</p>	<p>Apply their growing knowledge of root word prefixes (sub-, inter-, anti-, auto-) and suffixes (-ation, -ous, -tion, -sion, -ssion, -cian) (etymology and morphology), 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. Accurately and fluently read books written at an age appropriate interest level at a speed that is sufficient to enable a focus on understanding. Read silently.</p>



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		<p>Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p>	<p>phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p> <p>Begin to read silently.</p>		
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	Understanding the structure of texts	<p>Begin to be aware of the way stories are structured.</p>	<p>Be introduced to a variety of non-fiction books. Distinguish the difference between fiction and non-fiction texts and discuss the different purposes of reading them. Sort non-fiction books into those with similar content or structure. Identify similar non-fiction features that support the structure of the text (e.g. labels, titles, captions.) Discuss the sequence of events and stories and identify the beginning, middle and end. Discuss a poem's pattern (e.g. poems with repeating patterns or lines.)</p>	<p>Be introduced to non-fiction books that are structured in different ways. Identify non-fiction features that support the structure of the text (e.g. subheadings contents, glossary, captions, text boxes, diagrams.) Discuss the sequence of events in books (including identifying the five stages of a story) and how items of information are related. Recognise the structure and/or patterns of some simple forms of poetry (e.g. list poems, questions and answer poems, simple rhyming poetry.)</p>	<p>Be introduced to non-fiction books that are structured in different ways. Identify non-fiction features that support the structure of the text (e.g. subheadings, contents, glossary, captions, text boxes, diagrams.) Discuss the sequence of events in books (including identifying the five stages of a story) and how items of information are related. Recognise the structure and/or patterns of some simple forms of poetry (e.g. list poems, questions and answer poems, simple rhyming poetry.)</p>	<p>Read books that are structured in different ways. Identify non-fiction features that support the structure of the text. Sequence the main events in longer stories into five stages. Recognise some different forms of poetry and their structure (e.g. free verse, narrative poetry, haiku, limericks, cinquains, kennings).</p>
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Understanding the themes, conventions and content of texts	<p>Describe main story settings, events and principal characters. Listen to and join in with stories one-to-one and also in small groups. Sequence and retell a simple, well-known story, event or rhyme (using actions) and recognise rhythms in spoken words.</p>	<p>Become very familiar with key stories, fairy stories and traditional tales. Retell them and consider their particular characteristics and retell in a range of contexts (e.g. small world, role-play, story boxes and puppets, storytelling.) Recognise and join in with predictable phrases/ story language (e.g. typical phrases for fairy story openings, patterns and repetition to support oral retelling. Recognise the elements of stories e.g. main events, main characters and whether they are good or bad, story settings.</p>	<p>Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales (continue to retell in a range of contexts). Recognise simple recurring literacy languages in stories and poetry (e.g. typical phrases or expressions 'run, run as fast as you can', 'long, long ago in a land far away...') Recognise typical settings (e.g. forest for a fairy story) and characters (e.g. good and bad and what typically happens to them).</p>	<p>Increase familiarity with a wide range of books, including (less familiar) fairy stories, fables and folktales (e.g. Grimm's Fairy tales, Rudyard Kipling and 'Just So' Stories.) Retell some of these orally. Identify themes and conventions in a wide range of books (e.g. typical characters; use of magical devices in fairy stories and folktales; the triumph of good over evil or weak over strong; the conventions of different types of non-fiction writing [e.g. greeting and sign off in a letter]).</p>	<p>Increased familiarity with a wide range of books including (less familiar) fairy stories, myths and legends and retell some of these orally. Identify themes and conventions in a wide range of books (e.g. safe and dangerous; just and unjust; origins of the Earth in creation stories; the conventions of different types of non-fiction writing [e.g. a diary written in the first person]). Make simple connections between texts (e.g. similarities in plot, topic or books by the same author about the same characters.)</p>
	Performing poetry/Playscripts	<p>Listen to and join in with stories and poems one-to-one and also in small groups. Recognise rhythm in spoken words. Sequence and retell a simple well-known rhyme (using actions).</p>	<p>Learn to appreciate rhymes and poems, and to recite some by heart. Perform poetry in unison, following the rhythm and keeping time. Imitate and invent actions to accompany poetry.</p>	<p>Continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear. Perform poetry individually or together; speak audibly and clearly.</p>	<p>Prepare poems and play scripts to read aloud and to perform and show understanding through intonation, tone, volume and actions. Perform poetry individually or together; experiment with expression and use pauses for effect.</p>



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	Understanding Word Meanings	Use vocabulary that is increasingly influenced by their experiences of books.	Discuss word meanings, linking new meanings to those already known.	Discuss and clarify the meanings of words, linking new meanings to known vocabulary. Use pictures dictionaries to check the meanings of words they have read or heard. Use morphology to work out the meanings of and for unfamiliar words (e.g. prefixes.)	Use dictionaries to check the meaning of words that they have read. Use morphological and etymological knowledge to work out the meanings of unknown words, including distinguishing shades of meaning among related words.	Use dictionaries to check the meanings of words that they have read. Use morphological and etymological knowledge to work out the meanings of unknown words, including distinguishing shades of meaning among related words.
	Understanding the use of language	Show awareness of and enjoy alliteration, rhyme and rhythmic activities. Continue a rhyming string. Use forms of speech that are increasingly influenced by their experience of books.	Discuss favourite words and phrases in poems and stories.	Identify, discuss and collect their favourite words and phrases and give reasons for their choice (e.g. alliteration, humorous phrases).	Identify, discuss and collect words and phrases that capture the reader's interest and imagination. Identify why authors and poets have used particular language.	Identify, discuss and collect words and phrases that capture the reader's interest and imagination. Identify why authors and poets have used particular language (e.g. similes to create picture and alliteration and rhyme to create sound effects.)



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Understanding the text		<p>Suggest how the story might end.</p>	<p>Activate prior knowledge and draw on what they already know or on the background information and vocabulary provided by the teacher. Discuss the significance of the title and events. Use active reading strategies including: checking that the text makes sense to them as they read; correcting inaccurate reading; asking questions (e.g. about things/ words in the text they do not understand). Answer literal, inferential and evaluative comprehension questions. Participate in discussion about what is read to them, taking turns and listen to what others say. Explain clearly their understanding of what is read to them. (e.g. give opinions about simple texts [e.g. Hansel was clever when he put stones in his pocket])</p>	<p>Activate prior knowledge and draw on what they already know or on the background information and vocabulary provided by the teacher. Use active reading strategies, including: checking that the text makes sense to them as they read; correcting inaccurate reading (e.g. checking that the words they have decoded fits in with what else they have read and make sense in the context of what they already know about the topic); asking questions (e.g. about things/ words in the text that they do not understand.) Answer literal, inferential and evaluative comprehension questions. Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, take turns and listen 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.</p>	<p>Activate prior knowledge and draw on what they already know or on background information and vocabulary provided by the teacher. Use active reading strategies, including: checking that the text makes sense to them; discussing their understanding; explaining the meaning of words in context; making questions to improve their understanding of the text (e.g. I wonder why the character...). Answer literal, inferential and evaluative comprehension questions (by making point plus giving evidence). Identify how language structure and presentation contribute to meaning. 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. Explain and discuss their understanding of books, poems and other material both those that they listen to and those they reach themselves.</p>	<p>Activate prior knowledge and draw on what they already know or on what they already know or on background information and vocabulary provided by the teacher. Use active reading strategies including: checking that the text makes sense to them; discussing their understanding; explaining the meaning of words in context; Asking questions to improve their understanding of the text; re-reading to support understanding. Answer literal, inferential and evaluative comprehension questions (by making points and giving evidence). Identify how language structure and presentation contribute to meaning. Participate in discussion about both books that are read to them and those that they can read for themselves, taking turns and listen to what others say. Explain and discuss their understanding of books, poems and other material and those that they meet for themselves.</p>



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Using Inference and making predictions	<p>Suggest how stories might end. Join in with repeated refrains and anticipate key events and phrases in rhymes and stories.</p>	<p>Make inferences on the basis of what is being said and done and through details and pictures (e.g. character putting on sun cream suggests it is sunny.) Predict what might happen on the basis of what has been read so far (e.g. about the content/purpose of a text based on the title and the picture on the front cover.) Make simple predictions about what might happen next in stories based on knowledge of other stories and their own experience.</p>	<p>Make inferences on the basis of what is being said and done (e.g. use actions of characters to work out what time of day it is [e.g. getting the bus to school suggests it is early morning]; use actions of characters to work out where the story is set [e.g. Alex jumped off the swing and ran over the slide suggests that he is in the park]; use inference to understand what has promoted the characters behaviour in a story). Predict what might happen on the basis of what has been read so far (e.g. about how characters might behave from what they say or do). Make predictions based on knowledge of typical settings and what is likely to happen in them (e.g. character could get lost in a forest or meet a wolf/bad character) and typical characters and how they are likely to behave. Make predictions using experience of reading books by the same author (e.g. books by Julia Donaldson are likely to rhyme).</p>	<p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence. (e.g. use the verbs used for dialogue to work out how a character is feeling [e.g. shouted, sighed, joked]) Predict what might happen from details stated and implied (e.g. use descriptions of the character's appearance to make predictions about how they might behave or what they might say). Make predictions using experience of reading books by the same author (e.g. predict what might happen in a Horrid Henry book based on knowledge of characters, their behaviour and events in other books. [e.g. identify what Horrid Henry might do to perfect Peter in a given setting]).</p>	<p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence (e.g. use knowledge of what characters have done so far to infer what they might be thinking about an event and how this might differ between characters). Predict what might happen from the detail stated and implied (e.g. about how a character will act in a particular setting or in response to an event and whether it was unexpected). Make predictions using experience of reading books by the same author (e.g. in Roald Dahl books, predict the complete turnaround in the situation of good/bad characters by the end of the story based on the introduction [e.g. Charlie Bucket will go from poor to rich because of the chocolate factory]).</p>
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Summarising	Describe main story settings events and principal characters.	Identify the main idea of a text (e.g. this book is all about pets).	Identify the main ideas of a text. (e.g. this book is all about dogs, what they eat and have a look after them).	Identify and summarise the main ideas of a paragraph (e.g. this paragraph is describing what Horrid Henry did with the water pistol.)	Identify main ideas drawn from more than one paragraph and summarise these (e.g. the character is scared of spiders, the dark and lightning. [Each example of what the character is scared of is taken from a different paragraph]).
Navigating Texts	Hold books the correct way up, turn pages and recognise the front and back covers. Know that print carries meaning and is read from left to right and top to bottom in English. Know information can be relayed in the form of print and can be retrieved from books and computers.	Locate page showing specific information (e.g. flick through book to look for particular picture; begin to use contents page of a simple, non-fiction text).	Locate pages showing specific information in fiction and non-fiction (e.g. flick through the book, look for particular pictures or headings or use contents page). Scan a short section text for a key word.	Retrieve and record information from non-fiction (from a single point of reference in the text [a paragraph or page] e.g. use contents page, headings or subheadings). Scan for keywords to retrieve information (from a single point of reference in the text [e.g. a paragraph, verse, poem or page]).	Retrieve and record information from non-fiction (from a single point of reference in the text [a paragraph on page] e.g. use contents page, index, headings or subheadings.) Scan for key words or phrases to retrieve information (from a single point of reference in the text [e.g. a paragraph, verse, poem or page]).