

ENGLISH Reading and Writing: Knowledge, Skills and Understanding Progression Grid

| Reading – Word Reading | | | | |
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| | EYFS | Year 1 | Year 2 | Year 3 |
| Decoding | <ul style="list-style-type: none"> • ELG: say a sound for each letter in the alphabet and at least 10 digraphs • ELG: read words consistent with their phonic knowledge by sound-blending • ELG: read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. | <ul style="list-style-type: none"> • apply phonic knowledge to decode words • speedily read all 40+ letters/groups for 40+ phonemes • read accurately by blending taught GPC • read common exception words • read common suffixes (- s, -es, -ing, -ed, etc.) • read multisyllable words containing taught GPCs • read contractions and understanding use of apostrophe • read aloud phonically decodable texts | <ul style="list-style-type: none"> • secure phonic decoding until reading is fluent • read accurately by blending, including alternative sounds for graphemes • read multisyllable words containing these graphemes • read common suffixes • read exception words, noting unusual correspondences • read most words quickly & accurately without overt sounding and blending | <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes, 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 |
| Reading – Reading Experience | | | | |
| Range of Reading | <ul style="list-style-type: none"> • listening to and discussing a wide range of texts linked to topics (including fairy stories, nursery rhymes, songs, stories, non-fiction and poems) at a level beyond that at which they can read independently • ELG: Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play | <ul style="list-style-type: none"> • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • being encouraged to link what they read or hear read to their own experiences | <ul style="list-style-type: none"> • listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and nonfiction at a level beyond that at which they can read independently | <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes |

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| Familiarity with Texts | <ul style="list-style-type: none"> • listen to and talk about stories to build familiarity and understanding • retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words • ELG: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary | <ul style="list-style-type: none"> • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • recognising and joining in with predictable phrases | <ul style="list-style-type: none"> • becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • recognising simple recurring literary language in stories and poetry | <ul style="list-style-type: none"> • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying themes and conventions in a wide range of book |
| Poetry and Performance | <ul style="list-style-type: none"> • listen carefully to rhymes and songs, paying attention to how they sound • learn rhymes, poems and songs • ELG: Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. | <ul style="list-style-type: none"> • learning to appreciate rhymes and poems, and to recite some by heart | <ul style="list-style-type: none"> • continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear | <ul style="list-style-type: none"> • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • recognising some different forms of poetry |
| Reading – Reading Comprehension | | | | |
| Word Meanings | <ul style="list-style-type: none"> • listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. • ELG: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary • ELG: Use and understand recently introduced vocabulary during | <ul style="list-style-type: none"> • discussing word meanings, linking new meanings to those already known | <ul style="list-style-type: none"> • discussing and clarifying the meanings of words, linking new meanings to known vocabulary • discussing their favourite words and phrases | <ul style="list-style-type: none"> • using dictionaries to check the meaning of words that they have read |

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| | discussions about stories, non-fiction, rhymes and poems and during role-play | | | |
| Understanding | <ul style="list-style-type: none"> • ELG: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary • ELG: Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play | <ul style="list-style-type: none"> • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading | <ul style="list-style-type: none"> • discussing the sequence of events in books and how items of information are related • drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading | <ul style="list-style-type: none"> • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • asking questions to improve their understanding of a text • identifying main ideas drawn from more than one paragraph and summarising these |
| Inference | <ul style="list-style-type: none"> • listen to and talk about stories to build familiarity and understanding • ELG: Anticipate – where appropriate – key events in stories | <ul style="list-style-type: none"> • discussing the significance of the title and events • making inferences on the basis of what is being said and done | <ul style="list-style-type: none"> • making inferences on the basis of what is being said and done • answering and asking questions | <ul style="list-style-type: none"> • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence |
| Prediction | <ul style="list-style-type: none"> • ELG: Anticipate – where appropriate – key events in stories | <ul style="list-style-type: none"> • predicting what might happen on the basis of what has been read so far | <ul style="list-style-type: none"> • predicting what might happen on the basis of what has been read so far | <ul style="list-style-type: none"> • predicting what might happen from details stated and implied |
| Non-fiction | <ul style="list-style-type: none"> • engage in non-fiction books • listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary • ELG: Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play | <ul style="list-style-type: none"> • being introduced to a range of non-fiction texts and talking about what they have found out | <ul style="list-style-type: none"> • being introduced to nonfiction books that are structured in different ways and talking about what they have found out | <ul style="list-style-type: none"> • retrieve and record information from nonfiction |

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| Discussing texts | <ul style="list-style-type: none"> • ELG: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary • ELG: Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play | <ul style="list-style-type: none"> • participate in discussion about what is read to them, taking turns and listening to what others say • explain clearly their understanding of what is read to them and using new vocabulary in context | <ul style="list-style-type: none"> • participate in discussion about books, poems & other works that are read to them & those that 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 that they read for themselves | <ul style="list-style-type: none"> • 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 |
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NB: EYFS objectives have been taken from the EYFS Framework ELGs and Development Matters. Y1, Y2 and Y3 objectives have been taken from the [National Curriculum](#), including [Appendix 1](#) and [Appendix 2](#). This document does not replace the National Curriculum or EYFS Framework and should be used alongside these to support teachers with planning by identifying the prior and expected knowledge.