Progression in Reading

Strand	EYFS		KS1		Moving into KS2
	Preschool	Reception	Year 1	Year 2	
Phonics and Word Reading	• Enjoy and join in with rhymes, songs and word play. • Develop phonological awareness by noticing rhymes, syllables and initial sounds. • Recognise that print carries meaning and books are read in a particular direction. • Develop awareness of letters and sounds through meaningful experiences.	• Recognise and say the sounds for taught letters and letter groups. • Blend sounds to read words containing taught GPCs. • Read words containing taught digraphs and trigraphs. • Read some common exception words matched to the school's phonics programme. • Read simple phrases and sentences containing known GPCs. • Reread familiar books to develop confidence, fluency and understanding.	• Apply phonic knowledge to decode unfamiliar words accurately. • Recognise taught GPCs quickly, including alternative sounds. • Read common exception words. • Read words containing taught suffixes and two or more syllables. • Read words with contractions and understand the apostrophe represents omitted letters. • Read books matched to developing phonic knowledge and reread them to build fluency and confidence.	• Apply phonic knowledge confidently until decoding becomes automatic. • Read words containing taught GPCs, including alternative pronunciations. • Read two or more syllable words and words containing common suffixes. • Read an increasing range of common exception words automatically. • Read most familiar words quickly and accurately without overt sounding and blending. • Read and reread books matched to developing phonic knowledge with increasing fluency and confidence.	Apply secure word-reading skills with increasing automaticity, using knowledge of phonics, word structure and morphology to read unfamiliar words and support understanding.
Fluency	• Listen attentively to stories, rhymes and poems read aloud. • Join in with repeated words, phrases and rhymes. • Develop awareness of rhythm, rhyme and patterns in spoken language. • Handle books carefully and develop familiarity with how books are read.	• Listen to and join in with familiar stories, rhymes and poems. • Read familiar words and simple sentences with growing accuracy. • Reread familiar texts to build confidence and fluency. • Begin to use appropriate phrasing and expression when reading familiar texts. • Develop stamina for listening to and reading increasingly longer texts.	• Read aloud accurately and fluently using phonic knowledge. • Reread books to develop accuracy, fluency and confidence. • Begin to read words and phrases automatically without overt sounding and blending. • Read aloud with appropriate volume, phrasing and expression. • Develop stamina and confidence when reading longer texts.	• Read aloud with increasing accuracy, fluency and confidence. • Read familiar words automatically and decode unfamiliar words efficiently. • Read with appropriate pace, phrasing, intonation and expression. • Reread texts to improve fluency and support understanding. • Develop stamina when reading longer and more challenging texts.	Read increasingly fluently and automatically, using appropriate pace, phrasing, intonation and expression to support meaning and enjoyment.

Strand	EYFS		KS1		Moving into KS2
	Preschool	Reception	Year 1	Year 2	
Vocabulary and Language	• Develop vocabulary through conversations, stories, rhymes and play. • Learn and use new words from books and everyday experiences. • Talk about familiar stories, characters, events and ideas. • Begin to explain the meaning of familiar words.	• Learn and use new vocabulary from stories, rhymes, poems and non-fiction. • Talk about the meaning of unfamiliar words and phrases. • Use new vocabulary in conversations and play. • Develop understanding of words describing characters, events, feelings and settings. • Retell familiar stories using appropriate vocabulary.	• Discuss and clarify the meanings of words and phrases encountered in reading. • Develop a growing vocabulary through reading, discussion and wider experiences. • Recognise and discuss interesting words and phrases in texts. • Use new vocabulary when talking about and responding to texts. • Begin to make links between words with similar or contrasting meanings.	• Discuss and explain the meaning of words and phrases in context. • Develop a broad vocabulary through reading a range of texts. • Recognise how vocabulary choices contribute to meaning and description. • Use newly acquired vocabulary when discussing and responding to texts. • Make links between words, including synonyms, antonyms and words with related meanings.	Develop a rich vocabulary through reading and discussion, using context and word relationships to explore and explain meaning.
Comprehension	• Listen attentively to and talk about stories, rhymes and non-fiction. • Recall and discuss key events, characters and ideas. • Begin to answer simple questions about texts. • Anticipate key events and join in with repeated parts. • Begin to make links between stories and their own experiences.	• Listen attentively to and discuss stories, poems and non-fiction. • Retell familiar stories using key events and vocabulary. • Answer questions about characters, events and information. • Predict what might happen next in familiar stories. • Make simple inferences about characters' feelings and actions. • Make links between texts, experiences and the wider world.	• Discuss books, poems and other texts, giving opinions and explaining ideas. • Answer questions by recalling and identifying information from texts. • Sequence and retell key events or information. • Predict what might happen using clues from the text. • Make simple inferences about characters' feelings, thoughts and actions. • Explain the meaning of words and phrases in context. • Check that reading makes sense and correct misunderstandings.	• Discuss and express opinions about a range of texts, giving reasons. • Retrieve and record information from texts. • Sequence events and identify key information. • Make inferences about characters' feelings, thoughts and actions, explaining ideas using evidence from the text. • Predict what might happen using information and clues from the text. • Explain the meaning of words and phrases in context. • Check understanding and clarify meaning when reading independently.	Read increasingly complex texts independently, drawing on vocabulary and background knowledge to retrieve, infer, predict, explain and discuss meaning using evidence from the text.

Strand	EYFS		KS1		Moving into KS2
	Preschool	Reception	Year 1	Year 2	
Texts and Reading Breadth	• Enjoy and explore a wide range of stories, rhymes, poems and non-fiction. • Develop familiarity with favourite stories, rhymes and books. • Talk about characters, events and information in familiar texts. • Explore books that reflect different people, families, experiences and communities.	• Experience a wide range of stories, poems, rhymes and non-fiction. • Become familiar with traditional tales, stories from different cultures and contemporary texts. • Develop preferences for particular authors, illustrators, stories and types of books. • Talk about similarities and differences between familiar texts. • Explore books that broaden knowledge and understanding of the world.	• Develop familiarity with a wide range of texts, including stories, poetry and non-fiction. • Become familiar with key traditional and contemporary stories, fairy stories and other narrative texts. • Recognise and discuss recurring themes, characters and settings across texts. • Develop familiarity with a range of poetry, including poems that can be performed aloud. • Build knowledge and understanding through reading non-fiction and texts linked to the wider curriculum.	• Read and discuss a wide range of stories, poetry and non-fiction. • Become increasingly familiar with and retell a range of traditional and contemporary tales. • Recognise and discuss themes, patterns and recurring features across texts. • Develop familiarity with a range of poetry and perform poems with appropriate expression. • Compare aspects of different texts, including characters, settings, events and information. • Develop knowledge and understanding through increasingly varied texts.	Read widely and increasingly independently across a broad range of fiction, poetry and non-fiction, developing knowledge, cultural understanding and appreciation of different texts and authors.
Reading for Pleasure	• Enjoy sharing stories, rhymes and books with adults. • Choose and handle books independently. • Develop favourite stories, rhymes and books and revisit them. • Talk about books and stories they enjoy. • Develop positive attitudes towards books and reading.	• Choose books independently and enjoy sharing them with others. • Develop preferences for particular stories, authors, illustrators and types of books. • Revisit and reread familiar books for enjoyment. • Talk about favourite books, characters and stories. • Develop increasing independence and enjoyment as a reader.	• Develop positive attitudes towards reading and read regularly. • Choose and read books independently for both pleasure and information. • Talk about books they enjoy and explain preferences. • Recommend books to others and listen to recommendations. • Develop stamina and confidence as an independent reader.	• Read independently and regularly for pleasure and information. • Choose books that reflect their interests and increasingly explore unfamiliar texts. • Discuss and recommend books, authors and texts, giving reasons for preferences. • Listen to and share a wide range of texts with others. • Develop increasing stamina, independence and enthusiasm for reading.	Become enthusiastic, independent readers who read regularly for pleasure and knowledge, making increasingly informed choices and discussing, sharing and recommending a wide range of texts.

Vocabulary Progression in Reading

Key vocabulary is revisited and consolidated across year groups, with new vocabulary introduced progressively as pupils' knowledge and understanding develops. Repetition of key terms is intentional and supports secure understanding and confident use of vocabulary.

Aspect	EYFS		KS1		Moving into KS2
	Preschool	Reception	Year 1	Year 2	
Books & texts	book, cover, page, picture, story, rhyme	author, book, cover, page, poem, rhyme, story, title	author, chapter, fiction, illustrator, non-fiction, poem, poetry, title	chapter, fiction, non-fiction, poetry, text, theme	Broaden and deepen vocabulary through increasingly varied reading, using words with greater precision to discuss texts, explain meaning and express ideas independently.
Talking about reading	character, read, story, tell	character, beginning, end, event, predict, retell	describe, explain, information, meaning, predict, retrieve, sequence	compare, evidence, explain, infer, meaning, retrieve, sequence, theme	
Words & language	word, sound, rhyme	meaning, word, vocabulary	phrase, word, meaning, vocabulary	phrase, vocabulary, word meaning	