



Curriculum Progression Ladder

Reading

**Early Years
Ravi the Reader**

- ✓ I enjoy sharing a range of books, stories and rhymes.
- ✓ I enjoy listening to stories read aloud and can join in with their retelling.
- ✓ I am beginning to use new words I have learnt.
- ✓ I can hear and recognise phonic sounds in words.
- ✓ I can sound out new words when I read.
- ✓ I can read a range of sight words.

**Key Stage 1
Ravi the Reader**

- ✓ I love to read.
- ✓ I enjoy listening to stories and poems read aloud.
- ✓ I use my phonic skills to read new words.
- ✓ I can read a range of sight words.
- ✓ I enjoy choosing and reading different types of books.
- ✓ I can talk about my reading and ask and answer questions.

**Key Stage 2
Ravi the Reader**

- ✓ I love to read and listen to lots of different types of stories, poems and plays.
- ✓ I enjoy finding things out through books that I read.
- ✓ I enjoy reading aloud to others using fluency and expression.
- ✓ I can talk about books by different authors and make recommendations.
- ✓ I understand the meaning of lots of different vocabulary.
- ✓ I can ask and answer questions about things that I have read.

Word Reading - Phonics and Decoding

| EFYS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--|---|--|--|--|--|--|
| <p>Nursery</p> <ul style="list-style-type: none"> enjoy rhyming and rhythmic activities. show an awareness of rhyme and alliteration. recognise rhythm in spoken words. Develop their phonological awareness, so that they can spot and suggest rhymes, count or clap syllables in words, recognise words with the same initial sound <p>Reception:</p> <ul style="list-style-type: none"> Recognise individual graphemes by saying the sounds for them. Blend sounds into words, so that they can read short words made up of letter-sound correspondences. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. | <ul style="list-style-type: none"> apply phonic knowledge to decode words read aloud phonically-decodable texts re-read books to build fluency and confidence read simple sentences and understand the meaning including what a pronoun is (extra) speedily read all 40+ letters /groups for 40+ phonemes including alternative sounds for graphemes read Year 1 common exception words noting unusual correspondences between spelling and sound (identifying where they appear) read polysyllabic words containing taught GPCs read common suffixes (-s, -es, -ing, -ed, -er and -est) read contractions and understand that the apostrophe represents the omitted letter(s) read accurately by blending taught GPCs develop some fluency and expression, pausing at full stops | <ul style="list-style-type: none"> apply phonic decoding until automatic and reading is fluent read common suffixes (-ed, -ing, -er, -est, -y, -er, -ment, -ful, -ness, -less, -ly re-read books to build up fluency and confidence in word reading note punctuation to read with appropriate expression read accurately by blending, including alternative sounds for graphemes read Year 2 common exception words, noting unusual correspondences read aloud books matched to phonic knowledge by sounding out unfamiliar words automatically read polysyllabic words containing above graphemes read most words quickly & accurately without overt sounding and blending | <ul style="list-style-type: none"> use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words they meet | <ul style="list-style-type: none"> read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.* | <ul style="list-style-type: none"> read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet | <ul style="list-style-type: none"> read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet |

Word Reading - Common Exception Words / High Frequency Vocabulary

| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|
| <p>Reception:</p> <ul style="list-style-type: none"> Read some common exception words matched to the school's phonic programme. | <ul style="list-style-type: none"> To read Y1 common exception words, Begin to see unusual correspondences between spelling and sound and where these occur in words. | <ul style="list-style-type: none"> To read most Y1 and Y2 common exception words Begin to see unusual correspondences between spelling and sound and where these occur in the word. | <ul style="list-style-type: none"> To begin to read Y3/Y4 exception words. Identify unusual correspondences between spelling and sound and where these occur in the word. read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word | <ul style="list-style-type: none"> To read all Y3/Y4 exception words discussing the unusual correspondences between spelling and these occur in the word. | <ul style="list-style-type: none"> To read most Y5/ Y6 exception words, Discuss the unusual correspondences between spelling and sound and where these occur in the word. | <ul style="list-style-type: none"> To read most Y5/ Y6 exception words, Discuss the unusual correspondences between spelling and sound and where these occur in the word. |

Word Reading - Fluency

| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--|--|--|---|---|---|--------|
| <p>Nursery</p> <ul style="list-style-type: none"> recognise familiar words and signs such as own name and advertising logos. look and handle books independently (holds books the correct way up and turns pages). <p>Reception:</p> <ul style="list-style-type: none"> read aloud books (closely matched to their improving phonic knowledge Blend sounds into words, so that they can read short words made up of letter-sound correspondences. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. | <ul style="list-style-type: none"> read aloud books (closely matched to their improving phonic knowledge check that a text / sentence makes sense to them as they read begin to self-correct inaccurate reading accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. Re-read texts to build up fluency and confidence in word reading. | <ul style="list-style-type: none"> read aloud books (closely matched to their improving phonic knowledge) re-read books to build up fluency and confidence in word reading. read words accurately and fluently without overt sounding and blending begin to check that the text makes sense to them as they read begin to self-correct any inaccurate reading | <ul style="list-style-type: none"> read words accurately and fluently without overt sounding and blending, in age appropriate texts check that the text makes sense to them as they read self-correct any inaccurate reading | <ul style="list-style-type: none"> check that the text makes sense to them as they read aloud self-correct any inaccurate reading | <p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically.</p> <p>Any focus on word reading should support the development of vocabulary.</p> | |

Familiarity with Texts - Fiction

| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|--|--|---|--|--|--|
| <p>Nursery</p> <ul style="list-style-type: none"> Listen with pleasure and interest to stories read aloud <p>Reception</p> <ul style="list-style-type: none"> Talk about and respond to stories and rhymes; recall, sequence and anticipate key events some as exact repetition and some in their own words. Begin to interpret stories, rhymes and poetry; making suggestions for actions and events (images and text). | <ul style="list-style-type: none"> Read for pleasure recognise and join in with predictable phrases become very familiar with key stories, fairy stories and traditional tales, talk about the characteristics of different types of story | <ul style="list-style-type: none"> Read for pleasure become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales orally recognise, listen to and discuss a range of fiction books recognise simple recurring literary language in stories retell them and considering their particular characteristics | <ul style="list-style-type: none"> Read for pleasure increase their familiarity with a wide range of books, including fairy stories, myths and legends Retell stories of these orally identify themes and conventions in a wide range of books recognise, listen to and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks. | <ul style="list-style-type: none"> Read for pleasure increase their familiarity with a wide range of books, including fairy stories, myths and legends Retell some stories orally identify themes and conventions in a wide range of books | <ul style="list-style-type: none"> Read for pleasure increase their familiarity with a wide range of books, including myths, legends; traditional stories, modern fiction, science fiction; fiction from our literary heritage, and books from other cultures and traditions identify and discuss themes and conventions in and across a wide range of writing Read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types. | <ul style="list-style-type: none"> Read for pleasure increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, science fiction; fiction from our literary heritage, and books from other cultures and traditions identify and discuss themes and conventions in and across a wide range of writing To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types. |

Familiarity with Texts - Non-Fiction

| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|--|--|--|--|--|--|
| <p>Nursery</p> <ul style="list-style-type: none"> Talk about and respond with questions to non-fiction books; <p>Reception</p> <ul style="list-style-type: none"> Look at and engage with a range of non-fiction books. Listen to and talk about selected non-fiction books Develop new knowledge and vocabulary. Know and explain some differences between fiction and non-fiction books. | <ul style="list-style-type: none"> Look at and engage with a range of non-fiction books. share and discuss a wide range of non-fiction at a level beyond that at which they can read independently Know and explain some differences between fiction and non-fiction books. | <ul style="list-style-type: none"> Look at and engage with a range of non-fiction books. share and discuss a wide range of non-fiction at a level beyond that at which they can read independently Recognise that non-fiction books structured in different ways. | <ul style="list-style-type: none"> Retrieve and record information from non-fiction texts. Begin to use the organisational devices (contents pages, index and glossary) within a non-fiction text to retrieve, record and discuss information. | <ul style="list-style-type: none"> Retrieve and record information from non-fiction texts. To use the organisational devices (contents pages, index and glossary) within a non-fiction text to retrieve, record and discuss information. To use dictionaries to check the meaning of words that they have read. | <ul style="list-style-type: none"> To use knowledge of texts and organisation devices to retrieve, record and discuss information from non-fiction texts. distinguish between statements of fact and opinion non-fiction texts To use dictionaries to check the meaning of words that they have read. | <ul style="list-style-type: none"> To retrieve, record and present information from non-fiction texts. To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) To use non-fiction texts for their own personal interests; to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review). |

Familiarity with Texts: Poetry and Performance

| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--|--|---|---|--|---|--|
| <p>Nursery</p> <ul style="list-style-type: none"> listen and sing nursery rhymes and songs recall whole songs <p>Reception</p> <ul style="list-style-type: none"> Listen to poems and nonsense rhymes read aloud Learn rhymes, poems and simple songs. Sing in a group or on their own, | <ul style="list-style-type: none"> Listen to a wide range of poetry at a level beyond that at which they can read independently. learn to appreciate rhymes and poems To recite simple poems and rhymes by heart. | <ul style="list-style-type: none"> Listen to and begin to discuss a wide poetry at a level beyond that at which they can read independently. continue to build up a repertoire of poems learnt by heart, appreciating these recite some poems with appropriate intonation to make the meaning clear. | <ul style="list-style-type: none"> Listen to and discuss a wide range poetry at a level beyond that at which they can read independently. Prepare and perform poems and play scripts show some awareness of the audience when reading aloud. Begin to use intonation and volume when reading aloud. | <ul style="list-style-type: none"> Listen to and discuss a wide range poetry recognise/discuss forms of poetry Prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) show awareness of the audience when reading aloud. | <ul style="list-style-type: none"> Listen to and discuss a wide range poetry learn a wider range of poetry by heart, preparing poems and plays to read aloud and to perform show understanding through intonation, tone and volume so that the meaning is clear to an audience | <ul style="list-style-type: none"> Listen to and discuss a wide range poetry learn a wider range of poetry by heart, preparing poems and plays to read aloud confidently perform poems learnt by heart using a wide range of devices to engage the audience and /or for effect. |

Comprehension – VOCABULARY – give the meaning / explain their understanding words in context and words used for authorial choice

| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--|---|--|--|---|---|---|
| <p>Nursery</p> <ul style="list-style-type: none"> Engage in extended conversations about stories, learning new vocabulary. <p>Reception</p> <ul style="list-style-type: none"> Learn new vocabulary. Use new vocabulary throughout the day. | <ul style="list-style-type: none"> To discuss word meaning and link new meanings to those already known. | <ul style="list-style-type: none"> To discuss and clarify the meanings of words Link new meanings to known vocabulary Discuss their favourite words and phrases. Begin to explain the meaning of new words | <ul style="list-style-type: none"> discuss words and phrases that capture the reader’s interest and imagination begin explain the meaning of words in context To discuss authors’ choice of words and phrases for effect. | <ul style="list-style-type: none"> discuss words and phrases that capture the reader’s interest and imagination explain the meaning of words in context begin to identify how language, structure contributes to meaning | <ul style="list-style-type: none"> Checks that the book makes sense to them and exploring the meaning of words in context Identifies words in a passage about which they are unsure Uses clues in the text to explain the meaning of unknown words Can draw on knowledge to explain the meaning of words identified as difficult by the group Checks that meaning or explanation fits into the sense of the passage Uses a dictionary to clarify the meaning of unfamiliar words Can choose the most likely meaning from different possibilities, checking the sense | <ul style="list-style-type: none"> Checks that the book makes sense to them and exploring the meaning of words in context Identifies words in a passage about which they are unsure Uses clues in the text to explain the meaning of unknown words Can draw on knowledge to explain the meaning of words identified as difficult by the group Checks that meaning or explanation fits into the sense of the passage Uses a dictionary to clarify the meaning of unfamiliar words Can choose the most likely meaning from different possibilities, checking the sense |

Comprehension - Inference

| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--|--|--|--|--|--|--|
| <p>Nursery</p> <ul style="list-style-type: none"> Understand and respond to 'why' questions <p>Reception</p> <ul style="list-style-type: none"> Understand and respond to 'why' questions Begin to interpret stories and rhymes by making suggestions for the actions of characters and suggest reasons why events might happen | <ul style="list-style-type: none"> Begin to make simple inferences about why things happen on the basis of what is being said and done. discuss the relevance of a book /story title | <ul style="list-style-type: none"> Make inferences about why things happen on the basis of what is being said and done. Begin to respond appropriately to simple inference questions based on characters' feelings, thoughts and motives | <ul style="list-style-type: none"> Ask and answer questions about what is being read Respond appropriately to simple inference questions based on characters' feelings, thoughts and motives Begin to read between the lines to infer meaning | <ul style="list-style-type: none"> Read between the lines to infer meaning draw inferences from characters' feelings, thoughts and motives that justifies actions Begin to support their inferences with evidence from the text. Begin to identify how language, structure and presentation contribute to meaning. ask questions to improve understanding | <ul style="list-style-type: none"> Draw inferences from characters' feelings, thoughts and motives. Identify how language, structure and presentation contribute to meaning. Begin to consider different accounts of the same event | <ul style="list-style-type: none"> draw inferences such as inferring characters' feelings, thoughts and motives from their actions discuss viewpoints (both authors and fictional characters). Join in with discussions about how characters change and develop in texts drawing inferences based on indirect clues. |

Comprehension – PREDICTION – Predict what might happen next from details stated and implied

| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|--|---|--|---|---|
| <p>Nursery</p> <ul style="list-style-type: none"> Predict next events in a familiar story or sequence <p>Reception</p> <ul style="list-style-type: none"> Begin to predict what might happen next in a story anticipate key events and join in with phrases in rhymes and stories. | <ul style="list-style-type: none"> begin to predict what might happen on the basis of what has been read so far. | <ul style="list-style-type: none"> Predict what might happen on the basis of what has been read so far in a text. | <ul style="list-style-type: none"> Begin to make simple predictions about what may happen next Begin to justify predictions using evidence from the text. | <ul style="list-style-type: none"> Begin to make predictions based on details stated and implied Begin to justify predictions from details in the text. Begin to identify how language, structure and presentation contribute to meaning. | <ul style="list-style-type: none"> Begins to predicts what might happen from details stated and implied Prediction is plausible Predictions are linked to text clues such as title, headings, labels, first line etc. Prediction sometimes links back to what was read in previous sections or chapters | <ul style="list-style-type: none"> Predicts what might happen from details stated and implied Prediction is plausible Predictions are linked to text clues such as title, headings, labels, first line etc. Prediction links back to what was read in previous sections or chapters |

Comprehension – EXPLANATION – Explain reading preferences, thoughts and opinions about a text. Explain how information or narrative content is related and contributes to the meaning as a whole. Explain how meaning is enhanced through the choice of words and phrases. Explain the themes and patterns that develop across a text, explain and make comparisons within the text and between texts.

| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--|--|---|---|--|--|---|
| <p>Nursery</p> <ul style="list-style-type: none"> talk about a story they have heard <p>Reception</p> <ul style="list-style-type: none"> talk about a story they have heard - story settings, events and characters Compare familiar characters from stories, | <ul style="list-style-type: none"> begin to share their reading preferences explain their understanding of what is read to them Link what they have read or have had read to them to their own experiences. | <ul style="list-style-type: none"> Share their reading preferences and opinions about books and stories begin to make links between a current book and those already read | <ul style="list-style-type: none"> begin to explain their understanding of what is happening in a text and why use appropriate terminology when discussing their reading of books and texts (plot, character, setting). | <ul style="list-style-type: none"> begin to explain their understanding of what is happening in a text and why begin to identify themes and conventions in a range of stories and non-fiction texts. | <ul style="list-style-type: none"> begin to compare characters and settings within a text and across more than one text. Explain the theme or pattern within a text and across more than one text. | <ul style="list-style-type: none"> Compare characters and settings within a text and across more than one text. Explain the theme or pattern within a text and across more than one text. |

| | | | | | | |
|--|--|---|--|---|--|--|
| <ul style="list-style-type: none"> Talk about and respond with questions to non-fiction books; recall some facts Understand and respond to 'why' questions | | <ul style="list-style-type: none"> begin to discuss how items of information are related in a story draw on what they already know or on some background information to explain their understanding of stories and text | <ul style="list-style-type: none"> Begin to explain why particular words and phrases have been included | <ul style="list-style-type: none"> explain why particular words and phrases have been included | <ul style="list-style-type: none"> Begin to explain and discuss their understanding of what they have read using simple presentations | <ul style="list-style-type: none"> Explain and discuss their understanding of what they have read, including using simple presentations Listen to guidance and feedback on the quality of their explanations |
|--|--|---|--|---|--|--|

Comprehension – Retrieve – Retrieve, recall and record key information / details from fiction and non-fiction

| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|--|--|--|--|--|---|
| <p>Nursery</p> <ul style="list-style-type: none"> Enjoy listening to stories with increasing attention and recall Respond to stories with actions and anticipate familiar events and phrases <p>Reception</p> <ul style="list-style-type: none"> begin to show awareness of the way stories are structured Be able to recall key events in a familiar story Recall information from a story they have heard - story setting, events and characters | <ul style="list-style-type: none"> Retell a familiar story with increasing detail and recall answer simple retrieval questions about a text begin to find evidence to support answers | <ul style="list-style-type: none"> retrieve key information from a text begin to find evidence in a text to support their answers begin to discuss how items of information are related | <ul style="list-style-type: none"> recall key information respond to a range of literal recall questions using the text begin to answer questions using information in non-fiction texts begin to recall their understanding of what is happening in a text begin to ask questions to improve their understanding of a text | <ul style="list-style-type: none"> recall key information using analysis of text respond to a range of literal recall questions answer questions using information in non-fiction texts begin to retrieve key information from a text show an understanding of what is happening in a text by responding to questions ask questions to improve their understanding of a text | <ul style="list-style-type: none"> retrieve key information from analysis of a text – fiction and non-fiction ask questions to improve their understanding of a text | <ul style="list-style-type: none"> Retrieve key information from analysis of a text – fiction and non-fiction ask questions to improve their understanding of a text identifying key details to support the main ideas |

Comprehension – Sequence and Summarise – sequence the order of events in a summarise main ideas

| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--|---|--|---|--|---|---|
| <p>Nursery</p> <ul style="list-style-type: none"> Recall and sequence key events in familiar stories and rhymes <p>Reception</p> <ul style="list-style-type: none"> Sequence key events in stories; some as exact repetition and some in their own words. begin to be aware of the way stories are structured Begin to retell a familiar story in their own words in the right order | <ul style="list-style-type: none"> recall some events from a story they have read sequence key events in a familiar story begin to order 2-3 events in a story begin to use positional vocabulary to recall events in order – in the beginning / at the end | <ul style="list-style-type: none"> discuss the sequence of events in narrative stories they have heard discuss the sequence of events in narrative stories they have read begin to order 3-5 key events in a story use positional vocabulary to recall events in order – in the beginning / at the end | <ul style="list-style-type: none"> begin to identify ideas drawn from more than one paragraph begin to summarise a text simply begin to identify morals in a story | <ul style="list-style-type: none"> identify main ideas drawn from more than one paragraph summarise a text in 2-3 simple sentences begin summarise morals and messages in a story | <ul style="list-style-type: none"> summarise morals and messages in a story identify and summarise the main ideas drawn from more than one paragraph begin to identify key details and order them begin to create mind maps to summarise a narrative story plot Begin to list key facts from a non-fiction text Begin to distinguish between statements of fact and opinion | <ul style="list-style-type: none"> Summarise the moral or message in a narrative story Draw out key information and to summarise the main ideas in a text. summarise the main ideas drawn from more than one paragraph begin to identify key details and order them List key facts from a non-fiction text Distinguish between statements of fact |

| | | | | | | |
|--|--|--|--|--|--|---|
| | | | | | | and opinion, providing reasoned justifications for their views. |
|--|--|--|--|--|--|---|

Comprehension – Responding to Reading – discuss their own opinions and thoughts about reading

| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--|--|--|---|--|--|---|
| <p>Nursery</p> <ul style="list-style-type: none"> Talk about and respond to stories (rhymes and songs) with actions, relevant comments, questions. <p>Reception</p> <ul style="list-style-type: none"> Talk about likes and dislikes in stories Respond to stories, rhymes and poetry | <ul style="list-style-type: none"> join in with discussion about what is read to them take turns and listening to what others say Begin to discuss the significance of titles and events in stories. Begin to express a point of view and debate likes and dislikes about a story they have read/heard | <ul style="list-style-type: none"> begin to participate in discussion about books, poems and other material that is read to them (at a level beyond at which they can read independently) begin to participate in discussion about books, poems and other material that they can read for themselves, Begin to express a point of view and debate likes and dislikes about a story they have read/heard | <ul style="list-style-type: none"> participate in discussion about books, poems and other material that are read to them (at a level beyond at which they can read independently) Begin to express a point of view and debate likes and dislikes about a story they have read/heard | <ul style="list-style-type: none"> discuss and compare texts from a wide variety of genres and writers. begin to recommend books that they have read to their peers participate in discussions about books, building on their own and others' ideas begin to challenge the views of others courteously | <ul style="list-style-type: none"> Participate in discussions about books read to them and those they read independently Build on their own and others' ideas and challenging views courteously. Begin to recommend texts to peers based on personal choice and preferences. Join in with debates about books and begin to provide reasoned justifications for their views | <ul style="list-style-type: none"> Participate in discussions about books read to them and those they read independently Recognise themes in what they read (such as loss or heroism). Join in with debates about books and to provide reasoned justifications for their views Recommend texts to peers based on personal choice and preferences. |