



LANDEWEDNACK READING SKILLS PROGRESSION MAP

Word Reading	EYFS	KS1*		KS2			
	30 – 50 months 40 – 60 months Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and Decoding SEE ALSO APPENDIX I	<ul style="list-style-type: none"> To enjoy rhyming and rhythmic activities. To show an awareness of rhyme and alliteration. To recognise rhythm in spoken words. To continue a rhyming string. To hear and say the initial sound in words. To segment the sounds in simple words and blend them together and know which letter represents some of them. To link sounds to letters, naming and sounding the letters of the alphabet. To use phonic knowledge to decode regular words and read them aloud accurately. 	<ul style="list-style-type: none"> To apply phonic knowledge and skills as the route to decode words. To blend sounds in unfamiliar words using the GPCs that they have been taught. To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes. To read words containing taught GPCs. To read words containing -s, -es, -ing, -ed and -est endings. To read words with contractions, e.g. I'm, I'll and we'll. 	<ul style="list-style-type: none"> To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. To accurately read most words of two or more syllables. To read most words containing common suffixes.* 	<ul style="list-style-type: none"> To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.* To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.* 	<ul style="list-style-type: none"> To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.* 	<ul style="list-style-type: none"> To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. To apply their growing knowledge of root words, prefixes and suffixes/word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.* 	<ul style="list-style-type: none"> To read fluently with full knowledge of all Y5/Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.
Common Exception Words	To read some common irregular words.	To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.	To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.	To begin to read Y3/Y4 exception words.*	To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.	To read most Y5/Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	To read some common irregular words.
	<ul style="list-style-type: none"> To show interest in illustrations and print in books and print in the environment. To recognise familiar words and signs such as own name and advertising logos. To look and handle books independently (holds books the correct way up and turns pages). To ascribe meanings to marks that they see in different places. To begin to break the flow of speech into words. To begin to read words and simple sentences. To read and understand simple sentences. 	To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. To reread texts to build up fluency and confidence in word reading.	To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. To reread these books to build up fluency and confidence in word reading. To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.	At this stage, teaching comprehension skills take precedence over teaching word reading and fluency specifically. The comprehension skills support students to further develop fluency to: <ul style="list-style-type: none"> read aloud with appropriate phrasing, taking note of punctuation. read fluently and with appropriate expression. 			



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Understanding and Correcting Inaccuracies	<ul style="list-style-type: none"> To know that print carries meaning and, in English, is read from left to right and top to bottom. To understand humour, e.g. nonsense rhymes, jokes. 	<ul style="list-style-type: none"> To check that a text makes sense to them as they read and to self-correct. 	<ul style="list-style-type: none"> To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. To check that the text makes sense to them as they read and to correct inaccurate reading. 	<ul style="list-style-type: none"> To independently check that the text makes sense to them as they read and to correct inaccurate reading in increasingly more challenging texts. To use their reading skills to proofread their own work and the work of others. 			
Comparing, Contrasting and Commenting	<ul style="list-style-type: none"> To listen to stories with increasing attention and recall. To anticipate key events and phrases in rhymes and stories. To begin to be aware of the way stories are structured. To describe main story settings, events and principal characters. To enjoy an increasing range of books. To follow a story without pictures or props. To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. To demonstrate understanding when talking with others about what they have read. 	<ul style="list-style-type: none"> To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. To link what they have read or have read to them to their own experiences. To retell familiar stories in increasing detail. To join in with discussions about a text, taking turns and listening to what others say. To discuss the significance of titles and events. 	<ul style="list-style-type: none"> To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views. To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales. To discuss the sequence of events in books and how items of information are related. To recognise simple recurring literary language in stories and poetry. To ask and answer questions about a text. To make links between the text they are reading and other texts they have read (in texts that they can read independently). 	<ul style="list-style-type: none"> To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. To use appropriate terminology when discussing texts (plot, character, setting). 	<ul style="list-style-type: none"> To discuss and compare texts from a wide variety of genres and writers. To read for a range of purposes. To identify themes and conventions in a wide range of books. To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings). To identify how language, structure and presentation contribute to meaning. To identify main ideas drawn from more than one paragraph and summarise these. 	<ul style="list-style-type: none"> 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. To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. To identify main ideas drawn from more than one paragraph and to summarise these. To recommend texts to peers based on personal choice. 	<ul style="list-style-type: none"> To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. To recognise more complex themes in what they read (such as loss or heroism). To explain and discuss their understanding of what they have read, including through formal presentations and debates. To identify how language, structure and presentation contribute to meaning. To identify main ideas drawn from more than one paragraph and summarise these.



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Words in Context and Authorial Choice	<ul style="list-style-type: none"> To build up vocabulary that reflects the breadth of their experiences. To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. To use vocabulary and forms of speech that are increasingly influenced by their experiences of books. 	<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, linking new meanings to known vocabulary. To discuss their favourite words and phrases. 	<ul style="list-style-type: none"> To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. To discuss authors' choice of words and phrases for effect. 	<ul style="list-style-type: none"> Discuss vocabulary used to capture readers' interest and imagination. 	<ul style="list-style-type: none"> To discuss vocabulary used by the author to create effect including figurative language. To evaluate the use of authors' language and explain how it has created an impact on the reader. 	<ul style="list-style-type: none"> To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.
Inference and Prediction	<ul style="list-style-type: none"> To suggest how a story might end. To begin to understand 'why' and 'how' questions. To answer 'how' and 'why' questions about their experiences and in response to stories or events. 	<p>To begin to make simple inferences.</p> <p>To predict what might happen on the basis of what has been read so far.</p>	<p>To make inferences on the basis of what is being said and done.</p> <p>To predict what might happen on the basis of what has been read so far in a text.</p>	<p>To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p> <p>To justify predictions using evidence from the text.</p>	<p>To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.</p> <p>To justify predictions from details stated and implied.</p>	<p>To draw inferences from characters' feelings, thoughts and motives.</p> <p>To make predictions based on details stated and implied, justifying them in detail with evidence from the text.</p>	<p>To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).</p> <p>To discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p>
Poetry and Performance	<ul style="list-style-type: none"> To listen to and join in with stories and poems, one-to-one and also in small groups. To join in with repeated refrains in rhymes and stories. To use intonation, rhythm and phrasing to make the meaning clear to others. To develop preference for forms of expression. To play cooperatively as part of a group to develop and act out a narrative. To express themselves effectively, showing awareness of listeners' needs. 	<p>To recite simple poems by heart.</p>	<p>To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.</p>	<p>To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</p> <p>To begin to use appropriate intonation and volume when reading aloud.</p>	<p>To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).</p> <p>To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.</p>	<p>To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.</p>	<p>To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.</p>



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Non-Fiction	<ul style="list-style-type: none"> To know that information can be relayed in the form of print. To know that information can be retrieved from books and computers. 	<ul style="list-style-type: none"> To explain the difference between fiction and non-fiction texts. 	<ul style="list-style-type: none"> To decide whether a text is fiction or non-fiction, explaining their reasons To recognise that non-fiction books are often structured in different ways. To identify aspects parts of a non fiction text, including title, subheading, introduction, picture, caption. 	<ul style="list-style-type: none"> To retrieve and record information from non-fiction texts. To identify different types of non-fiction text (report, article, diary, journal, recount) 	<ul style="list-style-type: none"> To use all of the organisational devices available 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 fiction and non-fiction texts. 	<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) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).
VIPERS skills	<ul style="list-style-type: none"> To become familiar with the words Vocabulary Infer Predict Explain Retrieve Sequence 	<ul style="list-style-type: none"> To become familiar with: <ul style="list-style-type: none"> Vocabulary Inference Prediction Explanation Retrieval Sequencing as skills that help them understand what they read. To explain what the VIPERS skills are 	<ul style="list-style-type: none"> To identify and explain which skill(s) a given comprehension question draws upon. 	<ul style="list-style-type: none"> To become familiar with the summarise skill. To orally summarise what they have read, considering their audience. To orally compose their own VIPERS questions about a given text. 	<ul style="list-style-type: none"> To write their own VIPERS questions about a given text. 	<ul style="list-style-type: none"> To independently apply their VIPERS skills to confidently talk about texts, answer comprehension questions, and create their own comprehension questions. 	<ul style="list-style-type: none"> To independently apply the VIPERS skills to a range of challenging texts. To be able to teach peers and younger students about the VIPERS skills and how they can support us when we learn to read.



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APPENDIX I - PHONICS PROGRESSION

Nursery - Phase One

- Listening to different sounds.
- Responding to sounds.
- Identifying sounds they hear (animal noises, everyday sounds)
- Learn letter names.
- Oral blending practise.

Reception - Phases Two, Three and Four

Term	Phase	Phonemes	Non-decodable words
Autumn One (as soon as all children are admitted, week 3 at latest)	Phase Two	s a t p i n m d g o c k c k e u r h b f f l l l s s	the to l no go
Autumn Two	Phase Three	j v w x y z z z qu ch sh th ng ai ee igh oa oo ar or ur ow oi ear air ure er	he she we me be was no go my you they her all are
Spring Term	Consolidate Phase Two and Three		
Summer Term	Teach Phase Four & Consolidate Phase Three & Four	(Cvcc & ccvc) examples bend mend hump bent damp spot spin trip glass track speck	said so have like some come were there Little one do when out what

Term	Phase	Phonemes	Non-decodable words
Autumn One	Consolidate Phase 3 and 4		said have like so do come were there little one when out what
Autumn Two	Phase 5 part 1 for reading Consolidate Phase Three and Four for writing	ay ou ie ea oy ir ue aw wh ph ew oe au ey a_e e_e i_e o_e u_e	Oh their people Mr Mrs looked called asked
Spring One	Phase 5 part 2 for reading NC Spelling Objectives for Year 1	Alternative pronunciations for graphemes: i fin find o hot cold c cat cent g got giant u but put ow cow blow ie tie field ea eat bread great er farmer her a hat what y yes by very ch chin school chef ou out shoulder could you /zh/ vision visual beige measure	water where who again thought through work mouse marry laughed because different any eyes friends once please
Spring Two	Consolidate Phase 5 parts 1 and 2 for reading NC Spelling Objectives for Year 1 (correct use of k/-nk, ph, wh, -tch, -ve)		
Summer Term	Consolidate Phase 5 parts 1 and 2 Phase 5 part 3.	Refer to letters and sounds handbook	

Year 1 - Phase Five



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Year 2 - Phase 6

Phase 6 phonics is less structured than Phases 1-5. No new grapheme phoneme correspondences are taught. The below suggested progression ensures coverage of Phase 6 but may need to be adapted based on the needs of the class.

Term	Focus	Content taught	Spelling focus
Autumn One	Phase 5 recap Syllables Alphabetical order Dictionaries Vowels + consonants Contractions <i>(to be recapped throughout year)</i>	Recap phase 5 -emphasis on polysyllabic words. Syllable counting (clap and count) spelling strategy. Alphabetical order (including second letter). Using dictionaries Letter formation (cursive) Vowels and consonants. Long and short vowel sounds Contractions (I'm, I've, he's, she's, they've, I'll, he'll, she'll)	Position of phoneme in word ruling out graphemes (p.187 #1) Syllables spelling strategy
Autumn Two	Present and past tense. Adding suffixes	Past and present (concept + use in familiar texts) -ed for past tense -s and -es for plural -s and -es for verb conjugation -ing for present continuous -ing for past continuous -er (verb → noun) -er for comparative -est for superlative	/o/ made with a after w or qu (p.187 #2) /ur/ made with or after w (p.187 #3) /or/ sound before all spelt all (p.187 #4) Base word spelling strategy
Spring One	Suffixes and contractions	-ful (noun → adjective) -ly (adjective → adverb) -y (noun → adjectives) -ment (verbs → nouns) -ness (adjectives → nouns) Contractions (can't, didn't, hasn't, wouldn't, shouldn't couldn't, it's)	Words never end in v (ve) Mnemonics spelling strategy
Spring Two	Proofreading homophones	there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight	Analogy spelling strategy. ant ent, ance ence using related words (p.188 #9)
Summer Term	Consolidation	Based on teacher assessment	

All children will be included in this progression, with any students requiring intervention provided with additional support within lessons and through short, frequent intervention sessions (such within individual reading sessions). This ensures that all students will have the opportunity to receive a complete phonics education by the end of Key Stage 1 (Year 2).