

## Knowledge, skills and understanding progression map

### Reading

|                     | Engagement   | M5  | M6   | M7   | M8  | M9   |
|---------------------|--|---|--|--|---|--|
| <b>Word Reading</b> | <a href="#">Engagement Model Progression of skills</a> | <p>Pupils select a few word or symbols with which they are particularly familiar.</p> <p>They match objects to pictures and symbols.</p> <p>Is aware of text in the environment.</p> <p>Independently looks at books for sustained periods.</p> <p>Turns a book the correct way up.</p> | <p>Pupils select and recognise or read a small number of words or symbols linked to a familiar vocabulary (eg.name, people, objects, actions).</p> <p>They match letters and short words.</p> <p>Share books independently with adults and peers.</p> <p>Requests specific stories for pleasure.</p> | <p>Demonstrates knowledge of some of the alphabet.</p> <p>Pupils show an interest in the activity of reading and choose to look at books.</p> <p>They distinguish between print or symbols and pictures in texts.</p> <p>Recognises letters in their own full name.</p> <p>Recognises some text in the environment.</p> <p>Responds to familiar stories and joins in with repetitive passages.</p> | <p>Recognise at least half the letters of the alphabet by shape.</p> <p>Recognise at least half of the alphabet by sound or name.</p> <p>Reads own name confidently.</p> <p>Print has a meaning, print can have a different purpose, we read english text from left to right.</p> <p>The names of the different parts of the book.</p> <p>Develop their phonological awareness so that they can spot and suggest rhymes, count or clap syllables in a word.</p> <p>Recognise words with the same initial sound.</p> | <p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Read a few common exception words matched to the RWI phonic programme.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending;</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common</p> |

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|                      |  |   |   |   |  | <p>exception words.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences</p> <p>Read some letter groups that each represent one sound and say sounds for them. (special friends/digraphs)</p>   |
| <b>Comprehension</b> |  | <p>Pupils select a few words, symbols or pictures with which they are particularly familiar and derive some meaning from them.</p> <p>They show curiosity about content at a simple level.</p> <p>Begins to answer basic questions regarding texts.</p> | <p>Makes predictions in familiar stories.</p> <p>Points to named objects in books.</p> <p>Imitates an adult reading by pretending to read a story.</p> <p>Discusses events and pictures with support.</p> | <p>They predict elements of a narrative (eg. filling in the missing word).</p> <p>Is able to sequence a familiar story.</p> <p>Begins to make simple predictions about what might happen next.</p> <p>Answers simple questions about a story.</p> | <p>Understand a question or instruction that has two parts (eg. get your coat and wait at the door.).</p> <p>Be able to talk about familiar books and be able to retell a long story in their own words..</p> <p>Enjoys listening to longer stories and can remember much of what happens.</p> <p>Pay attention to more than one thing at a time which can be difficult.</p> <p>Understand 'why' questions. Begin to develop complex stories using small world equipment like animal sets.</p> <p>Demonstrates an understanding of what they have read.</p> <p>Shows an awareness of simple word meanings.</p> | <p>Understand how to listen carefully and why listening is important.</p> <p>Engage in storytimes.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</p> <p>Anticipate - where appropriate - key events in stories</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> |

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|  |  |  |  |  | <p>Identifies the beginning and end of a story.</p> <p>Joins in a simple discussion about what they have read.</p> | <p>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.</p> <p>Learn new vocabulary.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> |
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