



English Reading

Progression of Skills Milestones

	EYFS	Milestone 1 End of Key Stage 1 (Years 1 - 2)	Milestone 2 End of LKS2 (Years 3 - 4)	Milestone 3 End of UKS2 (Years 5 - 6)
Read words accurately <i>(This concept involves decoding and fluency.)</i>	<ul style="list-style-type: none">• Say a sound for each letter in the alphabet and at least 10 digraphs.• Read words consistent with their phonic knowledge by sound-blending.• 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 and skills as the route to decode words.• Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.• Read accurately by blending sound in unfamiliar word containing GPCs that have been taught.• Read common exception words, noting unusual correspondences between spelling and sound where they occur in the word.• Read words containing GPCs and -s, -es, -ing, -ed, and -est endings.• Read other words of more than one syllable that contain taught GPCs.• Read words with contractions (e.g. I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s).• Re-read these books to build up fluency and confidence in word reading.• Read accurately by blending the sound in words	<ul style="list-style-type: none">• Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology).• Read further exception words, noting the spelling.	<ul style="list-style-type: none">• Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology).• Read further exception words, noting the spelling.



		<p>that contain the graphemes taught so far, especially recognising alternative sounds graphemes.</p> <ul style="list-style-type: none">• Read accurately words of two or more syllables that contain the same graphemes as above.• Read words containing common suffixes.• Read more words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.• Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.• Re-read books to build up fluency and confidence in word reading.		
<p>Understand texts</p> <p><i>(This concept involves understanding both the literal and more subtle nuance of text.)</i></p>	<ul style="list-style-type: none">• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.• Anticipate (where appropriate) key events in stories.	<ul style="list-style-type: none">• Recognise and join in with (including role-play) recurring language.• Explain and discuss understanding of texts.• Discuss the significance of the title and events.• Make inferences based on what is being said and done.	<ul style="list-style-type: none">• Recognise some different forms of poetry.• Explain and discuss understanding of reading maintaining focus on the topic.• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	<ul style="list-style-type: none">• Ask questions to improve understanding.• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions justifying inferences with evidence.• Predict what might happen from details stated and implied.• Summarise the main ideas drawn from more than one paragraphs, identifying key



	<ul style="list-style-type: none">• 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">• Predict what might happen from details stated and implied.• Identify main ideas draw from more than one paragraph and summarise these.• Identify how language, structure and presentation contribute to meaning.• Ask questions to improve understanding of a text.	<p>details that support the main ideas.</p> <ul style="list-style-type: none">• Identify how language, structure and presentation contribute to meaning.• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.• Retrieve and record information from non-fiction.• Participate in discussion about books, taking turns listening and responding to what others say.• Distinguish between statements of fact and opinions.• Provide reasoned justifications for views.
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