Longman's Hill Reading Progression

	EYFS	KS1	
		Year 1	Year 2
Phonics	**Phase 2** **Working on: Using common consonants and vowels Blending for reading and segmenting for spelling simple CVC words.** Working on: Knowing that words are constructed from phonemes and that phonemes are represented by graphemes. **Letter progression:** **Set 1: s, a, t, p** **Set 2: l, n, m, d** **Set 3: g, o, c, k** **Set 4: ck, e, u, r** **Set 5: h, b, f, ff, l, ll, ss** **Phase 3** Working on: Reading and spelling a wide range of CVC words using all letters and less frequent consonant digraphs and some long vowel phonemes. **Graphemes:** ear, air, ure, er, ar, or, ur, ow, oi, ai, ee, igh, oa, oo **Working on: Reading and spelling CVC words using a wider range of letters, short vowels, some consonant digraphs and double letters.** **Consonant digraphs** **ch, sh, th, ng** Working on: Reading and spelling CVC words using letters and short vowels. **Letter progression** **Set 6: j, v, w, x** **Set 7: y, z, zz, qu** **Phase 4** **Working on: Segmenting adjacent consonants in words and apply this in spelling.** Working on: Blending adjacent consonants in words and applying this skill when reading unfamiliar texts.	**Phase 5** **Working on: Reading phonically decodable two-syllable and three-syllable words.** **Working on: Using alternative ways of pronouncing and spelling the graphemes corresponding to the long vowel phonemes.** **Working on: Spelling complex words using phonically plausible attempts.** **New Grapheme** Ay/ea/ie Ou/ew/ir /aw/au/wh Ph/oe/ey a-e/e-e/i-e/ o-e/ u-e/oy **Alternative pronunciations** Ea (bead and head) i (fin and mind) o (fog and cold) Ow (cow and grow) ie (tie and field) ou (you, shoulder,out) c (cat and cell) y (happy, yes and by) u (unit and up) ch (chef, chin, school) g (gem, goat) **Alternative spellings for phonemes** r(wr-wrap)/ch(tch-catch),m(mb-lamb) o (a- what)/ai(eigh-eight)/ai(ey-grey)s(st- listen) Ee(ey-donkey)/ee(ie-field)ee(y-happy) Igh(y-fly)/oa(o-go)/oa(ow-snow)air (ear- pear) air (are- share) Oo(ou-soup)/oo(ue-blue)/ ear(eer-) deer)/ear(ere-here)ar (al-half) Or(al-talk)/or(our-four)/or (aw) or (au) Ur (ear-learn)/ j(dge-fudge) or(augh- caught) or(ore-shore) n(gn-gnome)/ n(kn-knit)/c(ch-school)/sh(ch-chef) sh(t-station)/ sh(c-special)	**Phase 5** **Recap with a focus on reading in to writing.** **Phase 6** **Working on: Recognising phonic irregularities. and becoming more secure with less common grapheme-phoneme correspondences** Working on: Applying phonic skills and knowledge to recognise and spell an increasing number of complex words. To apply phonic knowledge and skills to decode words. To read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes.

visit twinkl.com

	3-4 yrs Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother **Reception** Read individual letters by saying the sounds for them Read some letter groups that each represent one sound and say sounds for them. **ELG** Say a sound for each letter in the alphabet and at least 10 digraphs	To apply phonic knowledge and skills to decode words. Read accurately by blending sounds in unfamiliar words. To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes, including alternative sounds for graphemes.	

	EYFS	KS1		KS2	
		Year 1	Year 2	Lower KS2	Upper KS2
Reading – Word Reading	**3-4yrs** Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book **Reception** Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. **ELG** Read words consistent with their phonic knowledge by sound-blending	To read words of more than one syllable. 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 and understand the apostrophe represents the omitted letter. To read Y1 common exception words, noting unusual correspondences between spelling and sound and wherethese occur in words. 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, checking the text makes sense to them as they read and correcting mistakes.	To accurately read most words of two or more syllables. To read words containing common suffixes. * To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word. Read most words quickly and accurately when they have been frequently encountered. To reread texts to build up fluency and confidence in word reading, checking the text makes sense to them as they read and correcting mistakes.	Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of any new words they meet. Read further common exception words (Y3 or 4) , noting unusual correspondences between spelling and sound, and where these occur in the word.	Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of any new words they meet. Read further common exception words (Y5 or 6) , noting unusual correspondences between spelling and sound, and where these occur in the word.

Fluency

Reception

Re-read books to build up their confidence in word reading, **their fluency** and their understanding and enjoyment

ELG

Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Children should develop fluency and demonstrate increasing competency in this skill by moving from 1 to 4 in each of the four strands below:

Expression & Volume	1. Reads words as if simply to get them out. Little sense of trying to make text sound like natural language. Tends to read in a quiet voice
	2. Begins to use voice to make text sound like natural language in some areas of the text but not in others. Focus remains largely on pronouncing the word. Still reads in a quiet voice.
	3. Make text sound like natural language throughout the better part of the passage. Occasionally slips into expressionless reading. Voice volume is generally appropriate throughout the text
	4. Reads with good expression and enthusiasm throughout the text. Varies expression and volume to match his or her interpretation of the passage..
Phrasing	1. Reads in a monotone with little sense of boundaries; frequently reads word-by-word..
	2. Frequently reads in two- and three-word phrases, giving the impression of choppy reading; improper stress and intonation fail to mark ends of sentences and clauses
	3. Reads with a mixture of run-ons, mid-sentence pauses for breath, and some choppiness, reasonable stress and intonation
	4. Generally reads with good phrasing, mostly in clause and sentence units, with adequate attention to expression
Smoothness	1. Makes frequent extended pauses, hesitations, false starts, sound-outs, repetitions, and/or multiple attempts
	2. Experiences several “rough spots” in text where extended pauses or hesitations are more frequent and disruptive
	3. Occasionally breaks smooth rhythm because of difficulties with specific words and/or structures
	4. Generally reads smoothly with some breaks, but resolves word and structure difficulties quickly, usually through self-correction
Pace	1. Reads slowly and laboriously.
	2. Reads moderately slowly.
	3. Reads with an uneven mixture of fast and slow pace.
	4. Consistently reads at conversational pace; appropriate rate throughout reading

visit twinkl.com

Reading – Comprehension	EYFS	KS1		KS2			
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	IT IS EXPECTED THAT THE SKILLS OUTLINED IN THE FOLLOWING GRIDS ARE APPLIED TO AGE RELATED TEXTS. THEREFORE, WHILST THE DISCREET SKILL MAY BE IDENTICAL ACROSS EACH KEY STAGE, THE LEVEL OF TEXT TO WHICH THEY MUST BE APPLIED WILL BECOME INCREASINGLY MORE CHALLENGING. THIS WILL ENSURE THAT THE READING SKILLS AQUIRED ARE PROGRESSIVE.						
1A/2A: Knowledge of Vocabulary /Giving & Explaining meaning of words in context	**3-4 yrs** Engage in extended conversations about stories, learning new vocabulary. **Reception** Re-read books to build up their confidence in word reading, their fluency and **their understanding** and enjoyment **ELG** Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;	**Draw on knowledge of vocabulary to understand texts.** <u>Answer questions such as:</u> In the story, 'x' is mentioned a lot. Why? The writer uses words like … to describe …. What does this tell you about a character or setting? How has the writer made you and/or character feel …happy /sad/angry/ frustrated/lonely/bitter etc? Can you find those words? Which words and /or phrases make you think/feel…? Find(and copy) a word / phrase which means the same as….	**Draw on knowledge of vocabulary to understand texts.** <u>Answer questions such as:</u> What does this… word/phrase/sentence… tell you about… character/setting/mood etc? Highlight a key phrase or line. By using this word, what effect has the author created? What other words/phrases could the author have used? The writer uses …words/phrases…to describe … How does this make you feel? Find (and copy) a word / phrase which means the same as ……	**Give / explain the meaning of words in context, discussing their understanding and explaining the meaning of words** <u>Answer questions such as:</u> What does this… word/phrase/sentence… TELL YOU ABOUT… character/setting/mood etc? What EFFECT HAS THE AUTHOR CREATED BY USING this… word/phrase/sentence… The author uses the word/ phrase X to describe Y. how does this make you FEEL? What other words (synonyms) could the author have used?	**Give / explain the meaning of words in context, discussing their understanding and exploring the meaning of words** <u>Answer questions such as:</u> What does this… word/phrase/sentence… TELL YOU ABOUT… character/setting/mood etc? What EFFECT HAS THE AUTHOR CREATED BY USING this… word/phrase/sentence… The author uses the word/ phrase X to describe Y. how does this make you FEEL? What other words (synonyms) could the author have used?		

visit twinkl.com

1B/2B: Retrieve & Record Information from text		**Identify / explain key aspects of poems, stories and non-fiction texts such as characters, events, titles and information beyond a level at which they can read independently (find it, prove it)** <u>Answer questions such as:</u> Who/what/where/why questions about characters Who/what/where/why questions about setting Who/what/where/why questions about plot Which part of the text best describes setting , plot, character X. Which part should I use to find…. How do the title/contents page/chapter headings/glossary/index… help me find information in this book?	**Identify / explain key aspects of contemporary and classic poetry, stories and non-fiction texts such as characters, events, titles and information beyond a level at which they can read independently (Find it, prove it, justify it)** <u>Answer questions such as:</u> Who/what/where/why questions about characters Who/what/where/why questions about setting Who/what/where/why questions about plot Which part of the text best describes setting , plot, character X. Which part should I use to find…. Why has the author organised the information like this? What evidence do you have to justify your opinion?	**Retrieve and record info / identify key details from fiction and non-fiction** <u>Answer questions such as:</u> Who/what/where/why questions about characters Who/what/where/why questions about setting Who/what/where/why questions about plot Which part of the text best describes setting , plot, character X. Which part should I use to find…. What part of the story do you like best? Explain why. What evidence do you have to justify your opinion?	**Retrieve and record and present info / identify key details from fiction and non-fiction** <u>Answer questions such as:</u> Who/what/where/why questions about characters Who/what/where/why questions about setting Who/what/where/why questions about plot Which part of the text best describes setting , plot, character X. Which part should I use to find…. What part of the story do you like best? Explain why. What evidence do you have to justify your opinion?

1C: Sequencing Events		**Identify and explain the sequence of events in texts** <u>Answer questions such as:</u> What happens at the beginning, middle , end of story / text? Summarise the main events in order. You only have x words or do it in just X no sentences. Make a table or chart to show the events of the story in order. Sort these sentences/paragraphs/chapter headings from the story	**Identify and explain the sequence of events in texts and how items of information are related** <u>Answer questions such as:</u> What happens at the beginning, middle , end of story / text? Summarise the main events in order. You only have x words or do it in just X no sentences. Make a table or chart to show the events of the story in order. Sort these sentences/paragraphs/chapter headings from the story				
2C: Identify & Summarise main ideas from a text				**Identify main ideas drawn from more than one paragraph and summarise these** <u>Answer questions such as:</u> What is the main point/ what are the main points in this / these paragraph/s? Summarise what happens in these 3/4/5 paragraphs Make a chart / table to summarise the information in these paragraphs. Do any of them deal with the same / similar points? How many times is this point mentioned in these paragraphs? What language is used?		**Identify and summarise the main ideas from more than one paragraph, identifying key details that support the main ideas** <u>Answer questions such as:</u> What is the main point/ what are the main points in this / these paragraph/s? Summarise what happens in these 3/4/5 paragraphs. Make a chart / table to summarise the information in these paragraphs. Do any of them deal with the same / similar points? How many times is this point mentioned in these paragraphs? What language is used?

1D/2D Inference		**Make simple inferences from the text** <u>Answer questions such as:</u> What makes you think that? How do you feel about…? Can you explain why…? I wonder why the writer decided to…? What do these words mean and why do you think the author chose them?	**Make inferences from the text** <u>Answer questions such as:</u> Which words give you that impression? How do you feel about…? Can you explain why…? I wonder what the writer intended? What do these words mean and why do you think the author chose them?	**Make inferences from the text / explain and justify inferences with evidence from the text** <u>Answer questions such as:</u> Which words give you the impression that…..? How do you feel about…? Can you explain why…? I wonder what the writer intended? What do these words mean and why do you think the author chose them?	**Make inferences from the text / explain and justify inferences with evidence from the test** <u>Answer questions such as:</u> Which words give you the impression that…..? How do you feel about…? Can you explain why…? I wonder what the writer intended? What do these words mean and why do you think the author chose them?
1E/ 2E: Predicting	**ELG** Anticipate – where appropriate – key events in stories;	**Predict what might happen on the basis of what has been read so far** <u>Answer questions such as:</u> Look at the cover/title/first line/chapter headings…what do you think will happen next? How have the cover/title/first line/chapter headings…helped you come up with this idea? What do you think will happen to the goodie/baddie/main character? Why do you think this? Which stories have openings like this? Do you think this story will develop in the same way? What will happen next? Why do you think this? Are there any clues in the text?	**Predict what might happen on the basis of what has been read so far** <u>Answer questions such as:</u> What will happen next? Why do you think this? Are there any clues in the text? Can you think of another story, which has a similar theme; e.g. good over evil; weak over strong; wise over foolish? Do you think this story will go the same way? Why did the author choose this setting? How will that effect what happens next? How is character X like someone you know? Do you think they will react in the same way?	**Predict what might happen from details stated and implied** <u>Answer questions such as:</u> Can you think of another story, which has a similar theme or deals with similar issues? e.g. good over evil; weak over strong; wise over foolish, social; moral; cultural? Do you think this story will go the same way? How does the author handle time? (flashbacks, dreams?). can you think of other authors who handle time in this way? Why did the author choose this setting/ this story opening? How will that influence how the story develops? How is character X like someone you know? Do you think they will react in the same way?	**Predict what might happen from details stated and implied** <u>Answer questions such as:</u> Can you think of another story, which has a similar theme or deals with similar issues? e.g. good over evil; weak over strong; wise over foolish, social; moral; cultural? Do you think this story will go the same way? How does the author handle time? (flashbacks, dreams?). can you think of other authors who handle time in this way? Why did the author choose this setting/ this story opening? How will that influence how the story develops? How is character X like someone you know? Do you think they will react in the same way?

visit twinkl.com

2F: Narrative Content				**Identify / explain how info / narrative content is related and contributes to meaning as a whole** <u>Answer questions such as:</u> QUESTIONS ABOUT TEXT LAYOUT eg Why do you think the author chose to use a… question/bullet/subheading/table etc to present the information? • How does the title/layout encourage you to read on/find information? • Where does it tell you that…? • Why has the writer written/organised the text in this way? • In what ways do the illustrations support the instructions? • How could these instructions/information/illustrations be improved? QUESTIONS ABOUT CHARACTER FEELINGS / MOTIVES/ ACTIONS. Eg Explain why a character did something. • Explain a character's different/changing feelings throughout a story. How do you know? • What are the clues that a character is liked/disliked/envied/feared/loved/hated etc…? (words, phrases used by author)• What is similar/different about two characters? • Why is 'x' (character/setting/event) important in the story? QUESTIONS ABOUT TEXT AS A WHOLE eg Who do you think this information is for? • What is the story (theme) underneath the story? Does this story have a moral or a message?	**Identify / explain how info / narrative content is related and contributes to meaning as a whole** <u>Answer questions such as:</u> QUESTIONS ABOUT TEXT LAYOUT eg Why do you think the author chose to use a… question/bullet/subheading/table etc to present the information? • How does the title/layout encourage you to read on/find information? • Where does it tell you that…? • Why has the writer written/organised the text in this way? • In what ways do the illustrations support the instructions? • How could these instructions/information/illustrations be improved? QUESTIONS ABOUT CHARACTER FEELINGS / MOTIVES/ ACTIONS. Eg Explain why a character did something. • Explain a character's different/changing feelings throughout a story. How do you know? • What are the clues that a character is liked/disliked/envied/feared/loved/hated etc…? (words, phrases used by author)• What is similar/different about two characters? • Why is 'x' (character/setting/event) important in the story? QUESTIONS ABOUT TEXT AS A WHOLE eg Who do you think this information is for? • What is the story (theme) underneath the story? Does this story have a moral or a message?
2G: Language Structure and presentation of texts				**Identify / explain how word/ phrase choice, language, structure or presentation contribute to meaning and capture the reader's interest and imagination.** <u>Answer questions such as:</u> Discuss and evaluate how authors use of language, including figurative language, considering the impact on the reader Find (and copy) a word or phrase which the author has used to show that….. The writer uses words like …. To describe setting / character.. What does this tell you about the setting / character? Give your opinion on the author's choice of language and its effectiveness	**Identify / explain how word/ phrase choice, language, structure or presentation contribute to meaning discussing themes and conventions across a wide range of writing.** <u>Answer questions such as:</u> Discuss and evaluate how authors use of language, including figurative language, considering the impact on the reader Find (and copy) a word or phrase which the author has used to show that….. The writer uses words like …. To describe setting / character.. What does this tell you about the setting / character? Give your opinion on the author's choice of language and its effectiveness.

2H: Comparisons within text				**Make comparisons within the text** <u>Answer questions such as:</u> Describe different characters' reactions to the same event in a story. Compare and contrast different character/settings/themes in the text What do you think about the way information is organised in different parts of the text? Is there a reason for why this has been done? How is this similar / different to…..? Which is better; justify your answer.	**Make comparisons within and across books** <u>Answer questions such as:</u> Describe different characters' reactions to the same event in a story. Compare and contrast different character/settings/themes in the text What do you think about the way information is organised in different parts of the text? Is there a reason for why this has been done? How is this similar / different to…..? Which is better; justify your answer.
Poetry and Performance		To learn to appreciate and Recite some rhymes and poems by heart To recognise and join in with predictable phrases	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. Discussing their favourite words and phrases	Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action Recognising some different forms of poetry (e.g. free verse, narrative poetry)	Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience Learn a wider range of poetry by heart

Standalone Year Group Objectives		To listen to and discuss a wide range of poems, stories and non-fiction texts	To listen to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction texts	To listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	Continue to read and discuss g a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
		To become familiar with and retelling key stories, fairy stories and traditional tales	To become increasingly familiar with and to retell a wider range of stories, fairy stories and traditional tales.	Increasing their familiarity with a wide range of books, including fairy stories, myths and legends and re-telling some of these orally	Increasing their familiarity with a wide range of books, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other traditions
		To participate in discussion about what is read to them, taking turns and listening to what others say.	To participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say	Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say	Participate in discussion about both 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 check that the text makes sense to them, discussing their understanding by asking questions.	To check that the text makes sense to them, discussing their understanding by asking questions.
		Explain clearly their understanding of what is read to them	Explain clearly their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	Reading books that are structured in different ways and reading for a range of purposes	Reading books that are structured in different ways and reading for a range of purposes
		Discussing word meanings, linking new meaning to those already known	Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.	using dictionaries to check the meaning of words they have read	Distinguish between statements of fact and opinion
					Recommend books that they have read to their peers giving reasons for their choices
		To link what they hear and read to their own experiences			Asking questions to improve their understanding
					Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
		Discussing the significance of the title and events	Be introduced to non-fiction books which are structured in different ways		Explain and discuss their understanding of what they have read, including through formal presentations and debabtes,

visit twinkl.com

			Recognising simple recurring language in stories and poetry		maintaining a focus on the topic and using notes where necessary Provide reasoned justifications for their views.

** These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.*