

Knowledge, skills and understanding progression map

Reading

	Engagement	M4	M5	M6	M7	M8	M9
Word Reading					<p>Matches upper and lowercase letters.</p> <p>Names or points to missing parts of pictured objects.</p> <p>Finds their own name when it is written down.</p> <p>Points out and names familiar words or words on advertising logos.</p> <p>Looks at a storybook with written text on their own.</p> <p>Handle and turn pages of a thin paper book with care.</p> <p>Copies an adult's finger moving from left to right along a line of text.</p> <p>Names or uses phonetic sounds for letters of the alphabet.</p> <p>Say a single sound for 10+ graphemes</p> <p>Read words by blending sounds with known graphemes, with help from an adult.</p>	<p>Say a single sound for 20+ graphemes.</p> <p>Read accurately by blending the sounds in words with two and three known graphemes.</p>	<p>Say sounds for 40+ graphemes, including one grapheme for each of the 40+ phonemes.</p> <p>Read accurately by blending sounds in words with up to five known graphemes.</p> <p>Read some common exception words.</p> <p>Read aloud books that are consistent with their phonic knowledge, without guessing words from pictures or the context of the sentence.</p>

<p>Comprehension</p>	<p>Engagement Model Progression of skills</p>	<p>To look at simple picture books, pointing to familiar pictures.</p> <p>Points to or touches 3 pictures in a book when named.</p> <p>Hands a book to an adult to look at together.</p> <p>Sits with an adult to look at a picture book for 2-3 minutes.</p> <p>Finds specific books on request.</p>	<p>To look at a simple story book with an adult for 2-3 minutes.</p> <p>Hands or points to common pictures on request.</p> <p>Shows anticipation about what is going to happen eg. by turning the page.</p> <p>Names common pictures on request (verbally, signed or symbols).</p> <p>Turn pages of a book 2 or 3 at a time to find a named picture.</p> <p>Looks at picture books on their own.</p> <p>Names four items shown in a picture, (verbally, signed or symbols).</p> <p>Finds and points out small details in pictures.</p> <p>Sits with an adult for a simple story, read from a picture book, for 5 minutes.</p> <p>Points to a picture of a common object described by its use.</p> <p>Repeats words or phrases from familiar stories when prompted.</p> <p>Mimes actions and fills in the final word or</p>	<p>Repeats finger plays/songs with words and actions.</p> <p>Indicates correctly pictures of characters and objects in response to questions such as 'Where is (the)...?'</p> <p>Tells what happens next in a simple repetitive story (verbally, signed or symbols).</p> <p>Regularly sits for 5 minutes during regular story session.</p> <p>Puts 3 pictures in sequence of events.</p> <p>Can answer 'why?' questions about events in a simple story. (verbally, signed or symbols).</p>	<p>Sings 5 lines from a song.</p> <p>Selects a book from a range of favourite books for an adult to read.</p> <p>Points out what is wrong in pictures.</p> <p>Retells 5 main facts from a story heard 3 times.</p>	<p>Retell a short sequence of events.</p> <p>Demonstrates understanding e.g. by answering questions, such as 'Where is he/she/it?', 'What is this?', 'Who is this?', 'What is he/she doing?'</p>	<p>Talk about events in a story and link them to their own experiences.</p> <p>Retell some of the story.</p>
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			<p>familiar word for each line in a familiar song.</p> <p>Sings the first line of a familiar song.</p> <p>Talks about what they can see in busy pictures, photos and cartoons such as the farm, the town and a park scene.</p> <p>Joins in simple rhythmic patterns eg. clapping, stamping.</p>				
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