

Reading: Progression Continuum

Progression Milestones – Early a to d

early a	The child engages with texts. He/she recognises and interprets symbols, signs and/or familiar texts*. The child recalls using verbal or non-verbal communication.
a	The child has fun playing with books and joining in with nursery rhymes. He/she enjoys looking at, listening to and handling books and indicates favourites. The child associates some meaning with pictures and familiar logos, signs, letters and words. He/she sequences familiar stories or personal experiences using objects, marks or mimes to focus on 2-3 key points or events.
b	The child shows reading behaviours in play scenarios and enjoys listening and responding to stories and poems, taking part in nursery rhymes, and playing with language in riddles and jokes. He/she understands that print carries messages and that text** tells the same story each time it is read. The child recognises some personal and familiar words and some familiar letters. He/she uses new words and phrases read aloud and modelled by the teacher in his/her emergent reading.
c	The child begins to associate letters with sounds and identifies some high frequency words. He/she draws on personal experience, knowledge and memory when sharing in the 'reading' of a text** either alone or with others, and retells familiar stories accurately. The child visualises while listening to a story or informational text** read aloud, shares responses and discusses with others. He/she understands some basic conventions of print and recognises rhyming words.
d	The child uses book-handling skills and identifies more conventions of print. He/she sounds and names all letters of the alphabet. Begins to blend and segment some sounds in words, recognises some common letter patterns and generates rhyming words. The child reads a range of high-frequency and CVC words and uses some contextual as well as pictorial cues to aid comprehension. He/she modifies predictions based on new information and shows understanding through discussion of texts** read.

Progression Steps – Reading

Element	Learning Outcome: Number and label	*early a The child...	a The child...	b The child...	c The child...	d the child..
Communicating	1.Engagement,	shows signs of engagement and enjoyment with texts*	enjoys listening to stories read aloud and responds to focal points in illustrations.	enjoys read-aloud activities and talks about illustrations, and reads in play scenarios.	enjoys read-aloud activities and identifies detail in illustrations and shares interpretation of these, and uses reading more purposefully in play scenarios.	independently and with others enjoys listening to, reading and exploring a range of genresØ, and shares their interpretation of meaning held in both illustration and text.
	2. Motivation and choice	chooses to look at books	picks up and looks at books and chooses favourite ones	independently and with others, chooses and engages with texts** for enjoyment and interest	chooses and enjoys favourite books from a range of genresØ expressing preferences.	explicitly shares reasons for their book choices.

Understanding	3. Conventions of print	handles books demonstrating familiarity with book handling skills.	understands that print such as signs, logos, pictures and words carry meaning.	understands that illustrations in books carry meaning	identifies letters as being different from other symbols and reads left to right, top to bottom, page to page and identifies pictures in books.	demonstrates one-to-one correspondence between written and spoken words, identifies letters, words, sentences, capital letters and full-stops and points out cover, title and author in books.
	4. Phonological and phonemic awareness	identifies familiar sounds	identifies familiar sounds and enjoys listening to and saying nursery rhymes with others.	<p>completes missing lines in nursery rhymes and recognises sounds of familiar letters.</p> <p>identifies words as sound units within sentences.</p> <p>demonstrates the ability to clap a rhythm.</p>	<p>identifies and generates rhyming words, recognising onset-rime.</p> <p>distinguishes between two spoken sounds. demonstrates an awareness of changes in sounds of words.</p>	<p>blends onset rime and counts, pronounces, segments and blends syllables in spoken words.</p> <p>identifies initial, terminal and medial sounds in words of three phonemes and segments and</p>

						blends spoken words of two, three, four and five phonemes.
5. Phonics and word recognition	shows recognition and understanding of symbols, signs, logos, familiar words, letters or visual representations of items.	recognises some letters from own name and names some words and logos in the immediate environment based on their shapes. interprets non-letter signs and symbols around them.	recognises and names familiar letters such as those in own name and in the immediate environment, and recognises some personal and other familiar words. links familiar printed signs or names to objects or people. recognises some similarities and/or differences between a pair of pictures/ objects.	recognises, names and sounds some lower-case and upper-case letters and begins to blend phonemes. recognises a few high-frequency words in familiar contexts and uses one or two letters, often first and last, to identify other words. uses pictorial cues to read some words.	names and sounds all lower- and upper-case letters, recognises short vowel sounds, blends phonemes and recognises some common letter patterns. reads a range of high-frequency words and CVC words, and reads short, simple sentences. uses cues from pictures and from sentences to read.	
6. Reading vocabulary		listens to new words and phrases modelled by the teacher which are needed to understand texts** read to them, and plays with and repeats	acquires new vocabulary listening to a variety of texts** read aloud and repeats new words and	acquires new vocabulary listening to new words and phrases modelled by the teacher and begins to demonstrate	acquires new words and phrases from a variety of instructional and independentlevel texts and the teacher, and talks about their	

			some of these in their emerging reading.	phrases in their emerging reading.	some understanding.	meaning. uses some new words in responses to texts.
Exploring and Using	7. Purpose, voice and genre		enjoys listening to stories, rhymes and poems read by others, and indicates favourites.	enjoys listening to different genres◊ expressing preferences and opinions and plays with language in rhymes, riddles, jokes, nonsense words and songs.	enjoys listening to and responding to a variety of genres◊ including informational texts** and uses language playfully and imaginatively in personal narratives. shows understanding of purpose of reading, for example, in play scenarios.	enjoys reading a range of stories, rhymes, poems and non-fictional texts** and begins to distinguish between a story and a poem or rhyme.
	8 and 9. Comprehension	seeks meaning from combinations of signs, symbols or text* for enjoyment or practical purposes. recalls a story read or personal experience using objects, marks, gestures or vocalisations.	sequences a story read or a personal experience using 2-3 objects, marks, drawings or mimes. finds specific objects in stories read to them and responds nonverbally and/or verbally to simple statements and questions about a main event or character.	sequences main events using a small number of pictures. predicts a story based on the front cover and internal illustrations before and during the teacher's reading of it and makes inferences.	begins to determine the importance of information and retells main points of a story in sequence. predicts the story/topic based on title while drawing on their prior knowledge and visualises	listens to stories, poems and informational texts** and retells main points with some sequencing. modifies predictions based on new information and draws inferences while listening to stories or

				<p>makes connections between points in a story while listening to the teacher read.</p> <p>responds nonverbally and/or verbally to simple stories and poems and asks and answers questions about main events and characters.</p>	<p>while listening to the teacher read a story or informational text**.</p> <p>retells familiar stories accurately using key details and asks questions about events, characters and setting.</p> <p>shows some understanding of informational texts** read aloud by the teacher.</p>	<p>informational text**.</p> <p>recounts orally key points of information in expository text**.</p> <p>with others, reads and discusses stories, poems, simple instructions, and informational texts** showing understanding.</p> <p>demonstrates the ability to visualise the story while listening to it, through their modified predictions and inferences during the story and in their retelling of the story.</p>
	10. Fluency and self-correction		<p>handles books and takes part in group activities with familiar texts**</p> <p>begins to track the direction of reading with their eyes,</p>	<p>understands that text** tells the same story each time it is read.</p> <p>tracks the direction of reading with their</p>	<p>recognises when a word has been omitted or read incorrectly in repetitive familiar texts** read to them.</p>	<p>shows a reasonable pace reading repetitive language patterns and some familiar sight vocabulary.</p>

			attending to each page change in books read to them by others.	eyes, attending to lines read in books read to them by others.	begins to track pictures and words using their finger or object.	reads texts** word by word tracking with finger or object and rereads familiar or independent-level texts** supported by illustrations, building fluency. self-corrects using pictorial,sound, visual and contextual cues.
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**** 'text' to include all products of language use: oral, gesture, sign, written, braille, visual, tactile, electronic and digital.**