

## Reading Progression

### EYFS /Year 1 / 2

	<b>Expectations within the Foundation Stage</b>					<b>Skills Linked to KS1 Curriculum</b>
	<b>Nursery</b>				<b>Reception</b>	
<b>Reading</b>	Knows how to hold a book, which way we turn the pages and that we read from left to right.	Can identify the front cover, back cover and title.  Understands that books have meaning.	Has an awareness of pages, letters and words.	Is able to explain what the job of the author and illustrator are.	Enjoys listening to/reading a wide range of books, fiction and non-fiction, can explain the difference and give meaning to what they have heard/read.	<b>Re-reads favourite books to build up their fluency and confidence in word reading.</b>  <b>Has a developing pleasure in reading, motivation to read, vocabulary and understanding.</b>
	Enjoys listening to stories.	Enjoys choosing their own books to read	Enjoys sharing a book with an adult or their friends.	Re-reads books to build up their confidence in word reading, fluency, understanding and enjoyment.  Enjoys reading for pleasure and is building up confidence, fluency and understanding when reading.		
	Recognises words with the same initial sound e.g. mat, mum, man				Recognises and identifies words which have the same phoneme e.g. g-oa-t, b-oa-t, c-oa-t.	<b>Able to apply phonic knowledge and</b>

					<b>skills to decode words.</b>
	Beginning to recognise letters which are important to them i.e. the letters of their name	Has a growing knowledge of letters and the sounds they make.	Reads some letter groups that each represent one sound.		<b>Respond speedily with the correct sound to graphemes</b>
	Show interest in letters by playing with them ie. Wooden, magnetic letters.  Try to represent some of the shapes they see in letters in mark making.	Reads individual letters by saying the phonic sounds for them.	Blends sounds into phase 2 words	Blends sounds to read phase 3/4 words	<b>Apply phonic knowledge and skills as the route to decode words.</b>
		Identifies recognisable letters in the environment i.e. "that letter is in my name".	Read phase 2 phrases and sentences.	Reads phase 3/4 phrases and sentences.	Read accurately by decoding and blending sounds in unfamiliar words.
	Recognise their own name  Beginning to recognise names of others around them i.e. siblings	Reads phase 2 common exception words	Reads phase 3 common exception words	Reads phase 4 common exception words.	Reads common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.

	Counts syllables in words with adult support	Can clap syllables in words	Can independently identify how many syllables there are in words	Reads words with one syllable	Reads words with more than 1 syllable	Reads multisyllable words which are phonetically decodable
<b>Comprehension</b>	Listens with interest to stories and songs which have rhyming words	Joins in with repeated rhyming threads in stories and songs they here.	Understands that rhyme is different to categorising  Show understanding of pictures in stories and how they link to the story	Matches rhyming words  Show understanding of different vocabulary found in stores and how it links to the book	Suggests words which rhyme  Show good comprehension skills in books they read independently and those read by others	<b>Participate in discussion about what is read to them, taking turns and listening to what others say.</b>  <b>Explain clearly their understanding of what is read to them.</b>

	Term 1/2	Term 3/4	Term 5/6
Word Reading	Read aloud accurately books that are consistent with developing phonic knowledge.	Read aloud accurately books that are consistent with developing phonic knowledge	Recognise and use different ways of pronouncing the same grapheme eg c in ice & cream; ch in chef, school & church; ou in could, found, you & shoulder;
	Recognise and use different ways of pronouncing the same grapheme (included in phase 5a)	Recognise and use different ways of pronouncing the same grapheme (phase 5)	Recognise and use different ways of pronouncing the same grapheme eg c in ice & cream; ch in chef, school & church; ou in could, found, you & shoulder;
	Read accurately by blending sounds in unfamiliar words	Read accurately by blending sounds in unfamiliar words. Developing further from T1/2	Read accurately by blending sounds in unfamiliar words. Developing further from T1/2/3/4
	YEAR 1 - Apply phonic knowledge & skills as the route to decode words.	Apply phonic knowledge & skills as the route to decode words.	Apply phonic knowledge & skills as the route to decode words. ( consolidate phase 5 & some of phase 6)
	YEAR 1 - Respond speedily to the correct sound to grapheme for the 44 phonemes.	Respond speedily to the correct sound to grapheme for the 44 phonemes. Revisit dependent on assessment outcomes	Respond speedily to the correct sound to grapheme for the 44 phonemes. (consolidate all phonics to phase 5 & some of phase 6
	YEAR 1 - Read common exception words , noting tricky parts. Revisit phase 4 Begin phase 5	Read common exception words , noting tricky parts. (link to spelling) Developing further from T1/2 ie new words	Read common exception words , noting tricky parts. Developing further from T1-4 ie new words

	YEAR 1 - Read words with –s –es –er –est endings (links to learning in mths - measurement.)	Read words with –s –es –er –est –ing -ed (consolidate T1/2 & extend)	Read words with –s –es –ing -ed –er -est endings consolidation from T1 – 4
	YEAR 1 - Split two syllable words into syllables, , including compound words (as relevant to phonic stage), to support blending for reading eg jumping pocket, longer, boxes	Split two syllable words into syllables, including compound words (as relevant to phonic stage), to support blending for reading eg picnic, sticker, dinner, haircut, something, flipchart.	Split two and three (new) syllable words into syllables to support blending for reading eg farmyard, playground, September, Saturday, internet, animal, Africa
	YEAR 1 - Read the contraction I’m and understand the apostrophe represents an omitted letter.	Read the contractions I’m, I’ll, we’ll	Read words with contractions I’m, I’ll, we’ll and understand that the apostrophe represents the omitted letter (new)
	YEAR 2 - Read words containing suffixes eg -ing -ed -er -est	Read words containing suffixes eg –ness –ment –ful –ly	Read accurately words of two or more syllables that contain alternative sounds for grapheme eg treated & heading; carrot & recently
	YEAR 2 - Read accurately words of two or more syllables that contain alternative sounds for grapheme eg treated & heading; carrot & recently.	Read accurately words of two or more syllables that contain alternative sounds for grapheme eg treated & heading; carrot & recently	Read longer and less familiar texts independently.
	YEAR 2 - Develop fluency, accuracy and confidence by re-reading books. (as appropriate to phonic stage)	Develop fluency, accuracy and confidence by rereading books. (as appropriate to phonic stage)	Develop fluency, accuracy and confidence by rereading books. (as appropriate to phonic stage)
Developing vocabulary	YEAR 1 - When prompted through questioning, relates texts to own experiences eg Have you ever been to the zoo	Relates texts to own experiences.	Relates texts to own experiences and describe with some detail .
	YEAR 1 - Recognise and join in with language patterns and repetition during class story time	Recognise and join in with language patterns and repetition in stories eg fairy stories, traditional tales, well known authors.	Use patterns and repetition to orally re-tell familiar stories in a range of contexts eg role play, small world

	YEAR 2 - Orally re-tell stories using props and pictures	Orally re-tell stories in a range of contexts eg small world, role play, storytelling extends from T1/2	Retell particular key stories eg fairy tales, traditional tales, considering particular characteristics.
	YEAR 2 - Sequence the main events in stories using prompts eg pictures, objects, questions.	Discuss the main events in stories	Discuss the main events in stories and sequence using language such as first of all, moments later, After a while, Finally.
	YEAR 2 - Learn and recite a poem	Learn and recite a range of poems.	Learn and recite a range of poems
Understanding books	Develop and demonstrate their understanding of characters through role play and drama eg hot seat, magic mirror	Develop and demonstrate their understanding of events through role play and drama eg improvisation, freeze frames	Develop and demonstrate their understanding of characters and events.
	Recognise when a text does not make sense when reading.	Recognise when a text does not make sense when reading, and with prompting can correct.	Check that texts make sense while reading and self-correct.
Link this to topic	Activate prior knowledge eg What do you know about autumn? (as relevant to topic/text)	Activate prior knowledge eg What do you know about pirates? (as relevant to topic/text)	Activate prior knowledge eg What do you know about castles? (as relevant to topic/text)
	Demonstrate an understanding of fiction and non-fiction texts by orally asking and answering who, what, where, when, why, how questions.	Demonstrate an understanding of fiction and non-fiction texts by orally and, with support, in writing asking and answering who, what, where, when, why, how questions.	Demonstrate an understanding of fiction and non-fiction texts by orally and in writing asking and answering who, what, where, when, why, how questions.
	Take note of punctuation when reading ie pausing at full stops, question marks, exclamation marks.	Take note of punctuation when reading aloud ie pausing at commas which separate items in a list.	Take note of punctuation by using tone and intonation when reading aloud eg pausing at full stops, changing voice at a question or exclamation mark.

	YEAR 1 - Discuss the title and predict what the story might be about.	Discuss the title of books they read themselves and those which are read to them. Suggest how titles relate to events in the whole story eg Where the Wild Things are; Not now, Bernard and predict what the story might be about	Answer 'why' questions requiring basic inference eg Why do you think he said.... Why do you think she did that?
	YEAR 1 - With support, begin to make inferences on the basis of what is said and what is done.	Begin to make inferences on the basis of what is said and what is done	Make inferences on the basis of what is said and what is done.
	YEAR 1 - Identify how specific information is organised within a non-fiction text eg sub-headings, contents, bullet points, glossary, diagrams.	Locate information from a non-fiction text using the contents page, index, labelled diagrams and charts.	Locate specific information in order to answer questions from a selection of non-fiction texts. Find info using the contents page, index, labelled diagrams and charts.
	YEAR 1 - Give opinions about books, stories, poems	Give opinions, and with prompting, support with reasons	Explain clearly their understanding of what is read to them and what they read.
	YEAR 2 - Discuss their understanding of a text and give opinions eg I wouldn't want to live in a land where its always winter	Explain and discuss their understanding of a text, giving opinions eg I think Lucy should go back through the wardrobe for the animals need her help to fight the queen	Explain and discuss their understanding of a text, giving opinions and supporting with reasons eg Hansel was clever when he put stones in his pockets because....
	YEAR 2 - Draw inferences about characters from the text eg what is the character thinking? Saying? Feeling?	Draw inferences about events from the text eg why do you think that happened? How do you think the problem will be resolved?	Draw inferences about characters and events from the text.
Discussion	YEAR 1 - In discussions about books, listen to what others say, responding by nodding or maintaining eye contact	In discussions about books, listen to what others say, taking turns to speak as directed by the teacher	In discussions about texts, listen carefully to what others say, taking turns to speak.

	YEAR 2 - Make contributions to discussions about texts in different group situations eg pairs, guided reading groups	Make thoughtful contributions to discussions about texts in different group situations eg pairs, guided reading groups, whole class.	Make thoughtful contributions to discussions about texts in different group situations beginning to consider what others have said.
	YEAR 2 - In discussing books, listen to contributions from others and give simple responses eg I agree because.... I disagree because.....	In discussing books, consider other points of view put forward by the teacher and/or peers.	Make extended contributions to discussions about a range of text types.