

READING PROGRESSION

EYFS & Key Stage One

Whole School Vision

We want our children to value and enjoy reading and to care for books.

We want to support learning at home so that all children become competent and fluent readers.

We want our children to be effective communicators and to fully access the curriculum. We want them to become lifelong readers.

We want our children to understand the value of stories in developing their own narrative and that of others.

Word Reading

	EYFS	Year 1	Year 2
Phonics and Decoding	<p>3 & 4-Year-old will be learning to:</p> <p>Develop phonological awareness, so that they can:</p> <p>Spot and suggest rhymes</p> <p>Count or clap syllables in words</p> <p>Recognise words with same initial sound.</p> <p>Children in Reception will be learning to:</p> <p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words.</p> <p>Read some letter groups that represent one sound and say them.</p> <p>To use phonic knowledge to decode regular words and read them aloud accurately. (ELG)</p>	<p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>To read words containing taught GPCs.</p> <p>To read words containing -s, -es, -ing, -ed and -est endings.</p> <p>To read words with contractions, e.g. I'm, I'll and we'll.</p>	<p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables.</p> <p>To read most words containing common suffixes.*</p>
Common Exception Words	<p>To read some common irregular words. (ELG)</p>	<p>To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words</p>	<p>To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word</p>
Fluency	<p>Children in Reception will be learning to:</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>To read and understand simple sentences. (ELG)</p>	<p>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.</p> <p>To reread texts to build up fluency and confidence in word reading.</p>	<p>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>To reread these books to build up fluency and confidence in word reading.</p> <p>To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</p>

Comprehension

	EYFS	Year 1	Year 2
Understanding and correcting inaccuracies	<p>3 & 4 year olds will be learning to:</p> <p>Understand the 5 key concepts about print:</p> <p>Print has meaning</p> <p>Print can have different purposes</p> <p>We read English from left to right and top to bottom</p> <p>The names of different parts of a book</p> <p>Page sequencing</p>	<p>To check that a text makes sense to them as they read and to self- correct.</p>	<p>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>To check that the text makes sense to them as they read and to correct inaccurate reading.</p>
Comparing, Contrasting and Commenting Words	<p>3 & 4 Year olds will be learning to:</p> <p>Engage in extended conversations about stories, learning new vocabulary</p> <p>Children in Reception will be learning to:</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. (ELG)</p> <p>To demonstrate understanding when talking with others about what they have read (ELG)</p>	<p>To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.</p> <p>To link what they have read or have read to them to their own experiences.</p> <p>To retell familiar stories with increasing detail.</p> <p>To join in with discussion about a text, taking turns and listening to what others say.</p> <p>To discuss the significance of titles and events.</p>	<p>To participate in discussion about books, poems and others works that are read to them (level beyond which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.</p> <p>To become increasingly familiar with and retell a wide range of stories, fairy tales and traditional tales.</p> <p>To discuss sequence in books and how items of information are related.</p> <p>To recognise simple recurring literary language in stories and poems.</p> <p>To ask and answer questions about a text.</p> <p>To make links between texts they are reading and texts that they have read independently.</p>

<p>Words in Context and Authorial Voice</p>	<p>3 & 4 years old will be learning to: Engage in extended conversations about stories, learning new vocabulary</p>	<p>To discuss word meaning and link new meanings to those already known.</p>	<p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>To discuss their favourite words and phrases.</p>
<p>Inference and Prediction</p>		<p>To begin to make simple inferences.</p> <p>To predict what might happen on the basis of what has been read so far.</p>	<p>To make inferences on the basis of what is being said and done.</p> <p>To predict what might happen on the basis of what has been read so far in a text.</p>
<p>Poetry and Performance</p>	<p>3 & 4 year olds will be learning to: Sing a large repertoire of songs and know many rhymes.</p> <p>Children in Reception will be learning to: Listen carefully to rhymes and songs paying attention to how they sound. Know by heart rhymes, poems and songs</p> <p>Children sing songs, make music and dance, and experiment the ways of changing them (ELG) They represent their own ideas, thoughts and feelings through design and, technology, art, music, dance, role play and stories.</p>	<p>To recite simple poems by heart.</p>	<p>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.</p>
<p>Non-Fiction</p>			<p>To recognise that non-fiction books are often structured in different ways.</p>