

## PROGRESSION IN READING

**Date:** January 2020

**Review Date:** January 2021

**Subject Leader:** Catherine Inhester

This document aims to give guidance on the progression of Reading across the year groups.

Phonics and Decoding	EYFS (30-50mths to ELGs)	KS1	
	30 - 50 months 40 - 60 months Early Learning Goals	Year 1	Year 2
	<p>To enjoy rhyming and rhythmic activities</p> <p>To show an awareness of rhyme and alliteration</p> <p>To recognise rhythm in spoken words</p> <p>To show interest in illustrations and print in books and print in the environment</p> <p>To recognise familiar words and signs such as own name and advertising logos</p>	<p>To apply phonic knowledge and skills as the route to decode words</p> <p>Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and</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>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>Read accurately words of two or more syllables that contain</p>

	<p>To look at and handle books independently (hold book the correct way and turn the pages)</p> <p>To continue a rhyming string</p> <p>To hear and say the initial sound in words</p> <p>To segment the sounds in simple words and blend them together and know which letter represents some of them</p> <p>To link sounds to letters, naming and sounding the letters of the alphabet</p> <p>To ascribe meanings to marks that they see in different places</p> <p>To begin to break the flow of speech into words</p>	<p>where these occur in the word</p> <p>Read words containing taught GPCs and -s, -es, ing, -ed, -er, and -est endings</p> <p>Read other words of more than one syllable that contain taught GPCs</p> <p>Read words with contractions (eg I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter/s</p> <p>Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p> <p>Re-read these books to build up their fluency and confidence in word reading</p> <p>To have been taught up to Book 28 within <i>Floppy's Phonics</i> (Phase 5)</p>	<p>the same graphemes as above</p> <p>Read words containing common suffixes</p> <p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>Re-read these books to build up their fluency and</p>
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	<p>To begin to read words and simple sentences</p> <p>To use phonic knowledge to decode regular words and read them aloud accurately</p> <p>To read and understand simple sentences</p> <p>To have been taught up to Book 13 within <i>Floppy's Phonics</i> by the end of the Summer term (Phase 3 level 3 ai, ee, igh)</p>	<p>level 5 alternative spellings /j/ j ge gig y/j/ g edge/ul/le el /ul/ al il</p>	<p>confidence in word reading</p> <p>To have been taught up to Book 36 within <i>Floppy's Phonics</i> (alternative spellings) /m/ m mm mb mn /k/ c k ck chq u que /or/ or ore our oor oar /or/ aw au al augh ough</p>
Comprehension	<p>To know that print carries meaning and, in English, is read from left to right and top to bottom</p> <p>To listen to stories with increasing attention and recall</p> <p>To anticipate key events and phrases in rhymes and stories</p> <p>To begin to be aware of the way</p>	<p>To develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>Being encouraged to link what they read or hear to their own experiences</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p>

	<p>stories are structured</p> <p>To describe main story settings, events and principal characters</p> <p>To build up vocabulary that reflects the breadth of their experiences</p> <p>To suggest how a story might end</p> <p>To begin to understand 'why' and 'how' questions</p> <p>To listen to and join in with stories and poems, one-to-one and also in small groups</p> <p>To join in with repeated refrains in rhymes and stories</p> <p>To use intonation, rhythm and phrasing to make the meaning clear to others</p> <p>To develop preference for forms</p>	<p>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>Recognising and joining in with predictable phrases</p> <p>Learning to appreciate rhymes and poems, and to recite some by heart</p> <p>Discussing word meanings, linking new meanings to those already known</p> <p><b>Understand both the books they can already read accurately and fluently and those they listen to by:</b></p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Checking that the text makes sense</p>	<p>Discussing the sequence of events in books and how items of information are related</p> <p>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>Being introduced to non-fiction books that are structured in different ways</p> <p>Recognising simple recurring literary language in stories and poetry</p> <p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>Discussing their favourite words and phrases</p> <p>Continuing to build up a</p>
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	<p>of expression</p> <p>To know that information can be relayed in the form of print</p> <p>To understand humour, eg nonsense rhymes and jokes</p> <p>To enjoy an increasing range of books</p> <p>To follow a story without pictures or props</p> <p>To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words</p> <p>To use vocabulary and forms of speech that are increasingly influenced by their experiences of books</p> <p>To play cooperatively as part of a</p>	<p>to them as they read, and correcting inaccurate reading</p> <p>Discussing the significance of the title and events</p> <p>Making inferences on the basis of what is being said and done</p> <p>Predicting what might happen on the basis of what has been read so far</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>Explain clearly their understanding of what is read to them</p>	<p>repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p><b>Understand both the books that they can already read accurately and fluently and those that they listen to by:</b></p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Checking that the text makes sense to them as they read, and correcting inaccurate reading</p> <p>Making inferences on the basis of what is being said and done answering and asking questions predicting what might happen on the basis of what has been</p>
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	<p>group to develop and act out a narrative</p> <p>To know that information can be retrieved from books and computers</p> <p>To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions</p> <p>To demonstrate understanding when talking with others about what they have read</p> <p>To answer 'how' and 'why' questions about their experiences and in response to stories and events</p> <p>To express themselves effectively, showing an awareness of listeners' needs</p>		<p>read so far</p> <p>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</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>
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