PROGRESSION IN READING		
Date	**Review Date**	**Subject Leader**
September 2020	August 2021	Catherine Inhester
This document aims to give guidance on the progression of Reading knowledge and skills across the year groups.		

Phonics and Decoding	EYFS	KS1	
	(30-50mths to ELGs)	**Year 1**	**Year 2**
	To enjoy rhyming and rhythmic activities To show an awareness of rhyme and alliteration To recognise rhythm in spoken words To show interest in illustrations and print in books and print in the environment To recognise familiar words and signs such as own name and advertising logos	To apply phonic knowledge and skills as the route to decode words Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes Read accurately words of two or more syllables that contain the same graphemes as above

	To look at and handle books independently (hold book the correct way and turn the pages) To continue a rhyming string To hear and say the initial sound in words To segment the sounds in simple words and blend them together and know which letter represents some of them To link sounds to letters, naming and sounding the letters of the alphabet To ascribe meanings to marks that they see in different places To begin to break the flow of speech into words To begin to read words and simple sentences	Read words containing taught GPCs and –s, -es, ing, -ed, -er, and –est endings Read other words of more than one syllable that contain taught GPCs Read words with contractions (eg I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter/s 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 Re-read these books to build up their fluency and confidence in word reading ==To have been taught up to Book 28 within *Floppy's Phonics* (Phase 5 level 5 alternative spellings /j/j ge gig y/j/ g edge/ul/le el /ul/ al il==	Read words containing common suffixes Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation Re-read these books to build up their fluency and confidence in word reading ==To have been taught up to Book 36 within *Floppy's==

	To use phonic knowledge to decode regular words and read them aloud accurately To read and understand simple sentences ==To have been taught up to Book 13 within *Floppy's Phonics* by the end of the Summer term (Phase 3 level 3 ai, ee, igh)==		==*Phonics* (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==
Comprehension	To know that print carries meaning and, in English, is read from left to right and top to bottom To listen to stories with increasing attention and recall To anticipate key events and phrases in rhymes and stories To begin to be aware of the way stories are structured To describe main story settings, events and principal characters	**To develop pleasure in reading, motivation to read, vocabulary and understanding by:** Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Being encouraged to link what they read or hear to their own experiences Becoming very familiar with key stories, fairy stories and traditional	**Develop pleasure in reading, motivation to read, vocabulary and understanding by:** 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 Discussing the sequence of events in books and how items of information are related

	To build up vocabulary that reflects the breadth of their experiences	tales, retelling them and considering their particular characteristics	Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
	To suggest how a story might end	Recognising and joining in with predictable phrases	Being introduced to non-fiction books that are structured in different ways
	To begin to understand 'why' and 'how' questions	Learning to appreciate rhymes and poems, and to recite some by heart	Recognising simple recurring literary language in stories and poetry
	To listen to and join in with stories and poems, one-to-one and also in small groups	Discussing word meanings, linking new meanings to those already known	
	To join in with repeated refrains in rhymes and stories	**Understand both the books they can already read accurately and fluently and those they listen to by:**	Discussing and clarifying the meanings of words, linking new meanings to known vocabulary
	To use intonation, rhythm and phrasing to make the meaning clear to others	Drawing on what they already know or on background information and vocabulary provided by the teacher	Discussing their favourite words and phrases
	To develop preference for forms of expression	Checking that the text makes sense to them as they read, and correcting inaccurate reading	Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
	To know that information can be relayed in the form of print	Discussing the significance of the title and events	

To understand humour, eg nonsense rhymes and jokes	Making inferences on the basis of what is being said and done	**Understand both the books that they can already read accurately and fluently and those that they listen to by:**
To enjoy an increasing range of books	Predicting what might happen on the basis of what has been read so far	Drawing on what they already know or on background information and vocabulary provided by the teacher
To follow a story without pictures or props	Participate in discussion about what is read to them, taking turns and listening to what others say	Checking that the text makes sense to them as they read, and correcting inaccurate reading
To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words	Explain clearly their understanding of what is read to them	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 read so far
To use vocabulary and forms of speech that are increasingly influenced by their experiences of books		
To play cooperatively as part of a group to develop and act out a narrative		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
To know that information can be retrieved from books and computers		

	To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions		Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves
	To demonstrate understanding when talking with others about what they have read		
	To answer 'how' and 'why' questions about their experiences and in response to stories and events		
	To express themselves effectively, showing an awareness of listeners' needs		