

## PROGRESSION IN READING

**Date:** January 2020

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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
	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	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

	<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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