

Purston Infant School – Progression in English

Reading

Area		Three and Four-Year Olds	Reception	ELG	Year 1	Year 2
Phonics and Decoding	Literacy – word reading/common exception words/fluency	<ul style="list-style-type: none"> Develop their phonological awareness, so that they can: Spot and suggest rhymes Count or clap syllables in words Recognise words with the same initial sound, such as ‘money’ and ‘mother’ Understand the five key concepts about print: Print has meaning The names of different parts of a book Print can have different purposes Page sequencing We read English text from left to right and from top to bottom 	<ul style="list-style-type: none"> Read individual letters by saying the sounds for them Blend sounds into words, so that they can read short words made up of letter-sound correspondences Read some letter groups that each represent one sound and say sounds for them Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words Read a few common exception words matched to ‘Floppy’s Phonics’ programme. 	<ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs Read words consistent with their phonic knowledge by sound-blending Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words <p>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)</p>	<ul style="list-style-type: none"> 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 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 <p>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</p>	<ul style="list-style-type: none"> 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 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 <p>To have been taught up to Book 36 within Floppy’s Phonics (alternative spellings) /m/mm mb mn /k/ c k ck chq u que /or/or ore our oor oar /or/ aw au al augh ough</p>

	Area	Three and Four-Year Olds	Reception	ELG	Year 1	Year 2
Comprehension	Comprehension/Comparing, Contrasting and Commenting/Words in context and authorial choice/Inference and prediction/Poetry and performance/Non-fiction	<ul style="list-style-type: none"> Enjoy listening to longer stories and can remember much of what happens Understand 'why' questions, like: 'Why do you think the caterpillar got so fat?' Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions Engage in extended conversations about stories, learning new vocabulary Sing a large repertoire of songs Know many rhymes, be able to talk about familiar books and be able to tell a long story Take part in simple pretend play, using an object to represent something else even though they are not similar Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc Remember and sing entire songs Sing the pitch of a tone sung by another person ('pitch match') Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs Create their own songs, or improvise around one they know 	<ul style="list-style-type: none"> Listen to and talk about stories to build familiarity and understanding Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words Listen carefully to rhymes and songs, paying attention to how they sound Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary Compare and contrast characters from stories, including figures from the past Learn new vocabulary Use new vocabulary throughout the day Use new vocabulary in different contexts Engage in story times Learn rhymes, poems and songs Engage in non-fiction books 	<ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary Anticipate (where appropriate) key events in stories Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role-play Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions Offer explanations for why things might happen, making use of recently introduced vocabulary during discussions from stories, non-fiction, rhymes and poems when appropriate Make use of props and materials when role-playing characters in narratives and stories Invent, adapt and recount narratives and stories with their peers and their teacher Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to the music 	<p>To develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> 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 tales, retelling them and considering their particular characteristics Recognising and joining in with predictable phrases Learning to appreciate rhymes and poems, and to recite some by heart Discussing word meanings, linking new meanings to those already known <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> Drawing on what they already know or on background information and vocabulary provided by the teacher Checking that the text makes sense to them as they read, and correcting inaccurate reading Discussing the significance of the title and events Making inferences on the basis of what is being said and done Predicting what might happen on the basis of what has been read so far Participate in discussion about what is read to them, taking turns and listening to what others say Explain clearly their understanding of what is read to them 	<p>To develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> 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 Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales Being introduced to non-fiction books that are structured in different ways Recognising simple recurring literary language in stories and poetry Discussing and clarifying the meanings of words, linking new meanings to known vocabulary Discussing their favourite words and phrases Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear Understand both the books that they can already read accurately and fluently and those that they listen to by: Drawing on what they already know or on background information and vocabulary provided by the teacher Checking that the text makes sense to them as they read, and correcting inaccurate reading 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 <ul style="list-style-type: none"> 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 Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves