

Reading Progression

= exceeding at the end of EYFS or greater depth at the end of KS1

	Nursery	Reception	Year 1	Year 2
Decoding	<ul style="list-style-type: none"> Develop their phonological awareness: <ul style="list-style-type: none"> spot and suggest rhymes count or clap syllables in a word recognise words with the same initial sound, such as money and mother N/R 	<ul style="list-style-type: none"> Begins to develop phonological and phonemic awareness - Shows awareness of rhyme and alliteration - Recognises rhythm in spoken words, songs, poems and rhymes - Claps or taps the syllables in words during sound play - Hears and says the initial sound in words N/ R Say a sound for each letter in the Alphabet R Read individual letters by saying the sounds for them R Say a sound for each letter in the alphabet and digraphs/trigraphs R Blend sounds into words, so that they can read short words made up of known letter-sound Correspondences R Read some letter groups that each represent one sound and say sounds for them. R Read words consistent with their phonic knowledge by sound blending. R Read a few common exception words matched to 	<ul style="list-style-type: none"> Apply phonic knowledge to decode words Read all 40+ letters/groups for 40+ phonemes Read accurately by blending taught GPC's Read Year 1 common exception words Read common suffixes (-s, -es, -ing, -ed ect.) Read multisyllabic words containing taught GPC's Read contractions and understand use of apostrophes Read aloud phonically decodable texts Read other words of more than one syllable that contain taught GPC's Read unfamiliar words by applying their knowledge of alternative graphemes for phonemes Read words with contractions and understand that the apostrophe represents the omitted letter(s) 	<ul style="list-style-type: none"> Secure phonic decoding until reading is fluent Read accurately by blending, including alternative sounds for graphemes Read multisyllable words containing these graphemes Read common suffixes (-ment, -ness, -ful, -less, -ly) Read Year 2 common exception words, noting unusual correspondences Read most words quickly & accurately without overt sounding and blending Sound out unfamiliar words accurately, automatically and without undue hesitation Note the unusual correspondences between spelling and sound and where they occur in common exception words Use their growing knowledge of prefixes and suffixes to read aloud and understand the meanings of new words they meet

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		<p>the school's phonic programme. R</p> <ul style="list-style-type: none"> Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. R Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Reads phonetically regular words of more than one syllable as well as many irregular but high frequency words 		
Range of Reading	<ul style="list-style-type: none"> Listens to stories with increasing attention and recall Maintains attention and sits quietly during appropriate activity Enjoys an increasing range of books 	<ul style="list-style-type: none"> Enjoys an increasing range of books Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. R 	<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 read to their own experiences Read texts that are more complex and beyond their chronological age 	<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 Reading for a range of different purposes
Familiarity with Texts	<ul style="list-style-type: none"> Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories 	<ul style="list-style-type: none"> Uses the repetitive language of the story Re-read books to build up their confidence in word 	<ul style="list-style-type: none"> Becoming very familiar with key stories, fairy stories and traditional tales, retelling them 	<ul style="list-style-type: none"> Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales

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	<ul style="list-style-type: none"> • Listens to and joins in with stories and poems • Listen to simple stories and understand what is happening, with the help of the pictures N • 	<ul style="list-style-type: none"> • reading, their fluency and their understanding and enjoyment. • Listen to and talk about stories to build familiarity and understanding. • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books 	<ul style="list-style-type: none"> • and considering their particular characters • Recognising and joining in with predictable phrases • Retell familiar stories in increasing detail • Retell familiar stories in much detail and consider their particular characteristics 	<ul style="list-style-type: none"> • Recognising simple recurring literary language in stories and poetry • Increasing their familiarity with a wide range of books and retelling some of these orally
Poetry & Performance	<ul style="list-style-type: none"> • Uses language to imagine and recreate roles and experiences in play situations • Remember and sing entire songs. N • Respond to what they have heard, expressing their thoughts and feelings. N • Create their own songs or improvise a song around one they know N 	<ul style="list-style-type: none"> • Uses language to imagine and recreate roles and experiences in play situations N/R • Introduces a storyline or narrative into their play N/R • Develop their own simple narratives • Learn rhymes, poems and songs. • Uses a range of vocabulary in imaginative ways 	<ul style="list-style-type: none"> • Learning to appreciate rhymes and poems, and to recite some by heart • Develop their own narratives 	<ul style="list-style-type: none"> • Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
Word Meanings	<ul style="list-style-type: none"> • Engage in extended conversations about stories, learning new vocabulary N 	<ul style="list-style-type: none"> • Engage in extended conversations about stories, learning new vocabulary. R • Learn new vocabulary. • Use new vocabulary through the day • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during roleplay. R • Uses phonic, semantic and syntactic knowledge to 	<ul style="list-style-type: none"> • Discussing word meanings, linking new meanings to those already known 	<ul style="list-style-type: none"> • Discussing and clarifying the meanings of words, linking new meanings to known vocabulary • Discussing their favourite words and phrases • Using dictionaries to check the meaning of unknown words

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		understand unfamiliar vocabulary		
Understanding	<ul style="list-style-type: none"> Beginning to be aware of the way stories are structured Enjoy listening to longer stories and can remember much of what happens. N Understand the five key concepts about print: <ul style="list-style-type: none"> print has meaning print can have different purposes we read English text from left to right and from top to bottom the names of the different parts of a book page sequencing N <p>Understand simple questions about 'who', 'what' and 'where'</p>	<ul style="list-style-type: none"> Understand the five key concepts about print: - print has meaning- the names of the 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 N Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Answer 'how' and 'why' questions in response to stories Exceeding <i>Listens attentively with sustained concentration to follow a story without pictures or prompts</i> <i>Describes the main events in the simple stories they have read</i> 	<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 Exceeding <i>Clearly explain their understanding of both the texts they can already read accurately and fluently, and those they listen to</i> Exceeding <i>Check that a text makes sense to them as they read and self-correct</i> 	<ul style="list-style-type: none"> Discussing the sequence of events in books and how items of information are related 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 Exceeding <i>Asking questions to improve their understanding of a text</i>
Inference	<ul style="list-style-type: none"> Beginning to understand 'how' and 'why' questions Questions why things happen and gives explanations 	<ul style="list-style-type: none"> Answer 'how' and 'why' questions in response to stories 	<ul style="list-style-type: none"> Discussing the significance of the title and events Making inferences on the basis of what is being said and done 	<ul style="list-style-type: none"> Making inferences on the basis of what is being said and done Answering and asking questions Exceeding <i>Make inferences about texts they are reading independently</i>
Prediction	<ul style="list-style-type: none"> Anticipate (where appropriate) key events in stories. N 	<ul style="list-style-type: none"> Anticipate (where appropriate) key events in stories. R 	<ul style="list-style-type: none"> Talking about what might happen next on the basis of what has been read so far 	<ul style="list-style-type: none"> Exceeding <i>Making a plausible prediction what might happen on the basis of what has been read so far</i>

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			<ul style="list-style-type: none"> • Make sensible predictions supported by evidence 	
Non-Fiction	<ul style="list-style-type: none"> • Talks about and enjoys sharing non-fiction books with others • Use a wider range of vocabulary. 	<ul style="list-style-type: none"> • Knows that information can be retrieved from books and computers • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 	<ul style="list-style-type: none"> • Recognise that print may be locate in captions, fact boxes and diagrams • Understand and discuss common features of non-fiction text • Begin to use the contents to locate information • Use age-appropriate non-fiction texts to extract information 	<ul style="list-style-type: none"> • Being introduced to non-fiction books that are structured in different ways • Discussing the differences between the way different non-fiction books are structured and comparing this to fiction books
Discussing Reading	<ul style="list-style-type: none"> • Describes main story settings, events and principal characters • Can retell a simple and familiar story • Know many rhymes, be able to talk about familiar books, and be able to tell a long story N • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. N 	<ul style="list-style-type: none"> • Engage in extended conversations about stories, learning new vocabulary. R • Listens and responds to ideas expressed by others in conversation or discussion • Listens to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions • Able to talk about what they have read and show understanding • After listening to stories they can express views about events or characters in the story • Describes the main events in the simple stories they have read 	<ul style="list-style-type: none"> • 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 • Discuss their reading preferences, including favourite authors and genres • Contribute confidently in discussions about a text and listening to what others say 	<ul style="list-style-type: none"> • Participate in discussion about books, poems & others works that are read to them & 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 can read for themselves • Make links between the book they are reading and other books they have read • Discuss the similarities and differences in books written by the same author