

Reading Progression

	<u>EYFS(30 months to ELGs)</u>	<u>Year 1</u>	<u>Year 2</u>
Reading for Pleasure/ Love of reading.	<ul style="list-style-type: none"> ● Choose books from the classroom or library to look at independently, with a friend or with an adult at home or school every day. ● Enjoy the class book corner and school library. ● Listen to audiobooks in the classroom. ● Participate in STAR (Stop and read) once a week. ● Share books with parents and record home learning in a reading diary. ● Listen to a book read by a class teacher or adult in school every day. ● Perform simple stories and poems. 	<ul style="list-style-type: none"> ● Choose books from the classroom or library to look at independently, with a friend or with an adult at home or school. ● Enjoy the class book corner and school library. ● Listen to audiobooks in the classroom. ● Participate in STAR (Stop and read) once a week. ● Share books with parents and record home reading in a reading diary. ● Listen to a book read by a class teacher or adult in school every day. ● Write simple book reviews. ● Perform stories, poems and plays. ● Choose books from the library to read for pleasure at least once a week. 	<ul style="list-style-type: none"> ● Choose books from the classroom or library to read or share independently, with a friend or with an adult at home or school. ● Enjoy the class book corner and school library. ● Listen to audiobooks in the classroom. ● Participate in STAR (Stop and read) once a week. ● Share books with parents and record home reading in a reading diary. ● Listen to a book read by a class teacher or adult in school every day. ● Write a book review with more detail to share with others, at least once per half term. ● Perform stories, poems and plays. ● Choose books from the library to read for pleasure at least once a week.
Decoding	<p>Use letters and sounds Phase 1-3</p> <ul style="list-style-type: none"> ● Enjoy rhyming and rhythmic activities. ● Show an awareness of rhyme and alliteration. ● Recognise rhythm in spoken words. ● Continue a rhyming string. ● Hear and say the initial sound in words. ● Segment the sounds in simple words and blend them together. Know which letter represents some of them. 	<p>Use letters and sounds Phase 3-5</p> <ul style="list-style-type: none"> ● Apply phonic knowledge and skills as the route to decode words. ● Blend sounds in unfamiliar words using the GPCs that have been taught. ● Respond speedily, giving the correct sound to graphemes for all the 40+ phonemes. ● Read words taught using GPCs. ● Read words containing -s,-es,-ing,-ed and est endings. ● Read words with contractions, e.g. I'm, I'll and we'll. ● Accurately read texts that are consistent with their developing phonic knowledge, 	<ul style="list-style-type: none"> ● 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 alternate sounds for graphemes. ● Accurately read most words of two or more syllables. ● Read most words containing common suffixes.(see spelling appendix in the NC) ● Read words accurately and fluently without overt sounding and blending.

	<ul style="list-style-type: none"> ● Link sounds to letters, naming and sounding the letters of the alphabet. ● Use phonic knowledge to decode regular words and read them aloud accurately. ● Begin to read words and simple sentences. 	<p>that do not require them to use other strategies to work out words.</p> <ul style="list-style-type: none"> ● Reread texts to build up fluency and confidence in word reading. 	<p>e.g. at over 90 words per minute in age appropriate texts.</p>
Range of Reading	<ul style="list-style-type: none"> ● Listen to a wide range of picture books, poems, rhymes and non-fiction. 	<ul style="list-style-type: none"> ● Listen to a wide range of picture books, poems, rhymes and non-fiction. 	<ul style="list-style-type: none"> ● Listen to and begin to discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
Familiarity with texts	<ul style="list-style-type: none"> ● Introduce children to a wide range of books, including picture books, poems, fairy tales and rhymes. Repeat patterns and rhymes. 	<ul style="list-style-type: none"> ● Increase their familiarity with a wide range of books, including fairy stories, myths and legends. Re-tell some of these orally. 	<ul style="list-style-type: none"> ● Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.
Poetry & Performance	<ul style="list-style-type: none"> ● Listen to and join in with stories and poems, one to one and in small groups. ● Join in with repeated refrains in rhymes and stories. ● Use intonation, rhythm and phrasing to make the meaning clear to others. ● Develop preference for forms of expression. ● Play cooperatively as part of a group to develop and act out a narrative. ● Express themselves effectively, showing awareness of listeners' needs. 	<ul style="list-style-type: none"> ● Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> ● With support, prepare poems and play scripts to read aloud and to perform, beginning to show some awareness of the audience and using appropriate intonation and volume when reading aloud. ● Recognise that there are different forms of poetry.
Word meanings/ Vocabulary.	<ul style="list-style-type: none"> ● Build vocabulary that reflects the breadth of their experiences. ● Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. 	<ul style="list-style-type: none"> ● Discuss word meanings and begin to classify them using the 3 tiered approach. ● Link word meanings to those already known. ● Use vocabulary and forms of speech that are greatly influenced by their experiences of books. 	<ul style="list-style-type: none"> ● Discuss word meanings and begin to classify them using the 3 tiered approach. ● Use dictionaries to check the meaning of words that they have read. ● Use known strategies appropriately to establish meaning, in books that can be read independently.

	<ul style="list-style-type: none"> ● Use vocabulary and forms of speech that are greatly influenced by their experiences of books. 		<ul style="list-style-type: none"> ● Self-correct misread words when reading age-appropriate texts and discuss the meaning of new words in context. ● Discuss favourite words and phrases.
Comprehension Understanding	<ul style="list-style-type: none"> ● Know that print carries meaning and, in English, is read from left to right and top to bottom. ● Understand humour, e.g. nonsense rhymes, jokes. ● Listen to stories with increasing attention and recall. ● Begin to be aware of the way stories are structured. ● Enjoy an increasing range of books. ● Follow a story without pictures or props. ● Demonstrate understanding when talking to others about what they have read. 	<ul style="list-style-type: none"> ● Check that a text makes sense to them as they read and to self-correct. ● Listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. ● Link what they have read to own experiences. ● Retell familiar stories in increasing detail. ● Join in with discussions about a text, taking turns and listening to what others say. 	<ul style="list-style-type: none"> ● Show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. ● Check that the text makes sense to them as they read and correct inaccurate reading. ● Participate in discussion about books, poems and other works that are read to them, at a level beyond at which they can read independently, and those they read themselves, explaining their understanding and expressing their views. ● Become increasingly familiar with and retell a wide range of stories, fairy tales and traditional stories. ● Ask questions to improve their understanding of a text. ● Identify main ideas drawn from more than one paragraph and summarise these with support. ● Begin to use vocabulary from the text to support responses and explanations
Inference	<ul style="list-style-type: none"> ● Listen to stories and respond to what they hear with relevant comments, questions or actions, ● Begin to understand and answer 'How' and 'Why' questions. 	<ul style="list-style-type: none"> ● Begin to make simple inferences. ● Listen to stories and respond to what they hear with relevant comments, questions or actions, 	<ul style="list-style-type: none"> ● Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify these with evidence -with support in Guided and Whole Class reading before individually. ● Discuss the actions of characters.
Prediction	<ul style="list-style-type: none"> ● Anticipate key events and phrases in rhymes and stories. ● Suggest how a story might end. 	<ul style="list-style-type: none"> ● Anticipate key events and phrases in rhymes and stories read by and to the child. ● Predict what might happen on the basis of what has been read so far. 	<ul style="list-style-type: none"> ● Predict what might happen from details stated in books read to and by the child. ● Make plausible predictions based on knowledge of the text.

<p>Authorial Intent</p>	<ul style="list-style-type: none"> Describe main story settings, events and principal characters. 	<ul style="list-style-type: none"> Describe main story settings, events and principal characters. Begin to discuss words and phrases that capture their imagination. 	<ul style="list-style-type: none"> Discuss words and phrases that capture the reader's interest and imagination With support, identify specific words and phrases which contribute to the development of meaning. With support, discuss the effect specific language has on the reader.
<p>Non-fiction</p>	<ul style="list-style-type: none"> Know that information can be relayed in the form of print. Know that information can be retrieved from books and computers. 	<ul style="list-style-type: none"> Recognise that non-fiction books are often structured in different ways. Know that information can be retrieved from books and computers. 	<ul style="list-style-type: none"> Retrieve and record information from non-fiction Uses text features to locate information e.g. contents, indices, subheadings
<p>Discussing reading</p>	<ul style="list-style-type: none"> Participate in teacher led discussions about books that are read to them, taking turns and listening to what others say. 	<ul style="list-style-type: none"> Participate in teacher led discussions in small or whole class groups about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. 	<ul style="list-style-type: none"> Participate in teacher led discussions in small or whole class groups about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. Make RELEVANT links to other known texts or personal experience Discuss words and phrases that capture the reader's interest and imagination Make links between texts and to the wider world