



Progression in English - Reading

		EYFS	Y1	Y2
Word reading	Phonics and Decoding	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 Blend sounds into words, so that they can read short words made up of letter-sound correspondences. Read simple phrases and sentences, with known letter-sound correspondences and, where necessary, a few exception words. <u>Word Reading ELG</u> Children at the expected level of development will: - 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.	To apply phonic knowledge and skills as the route to decode words Respond speedily with the correct sound to graphemes (letters or groups of letters) 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 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 [for example, 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	To apply phonic decoding until automatic and reading is fluent Is able to blend sounds in words that contain the graphemes learnt. Recognise and read alternative sounds for graphemes. Read polysyllabic words containing above graphemes accurately Read words with common suffixes. (-ed, -ing,-er, -est, -y, -er, -ment, -ful, -ness, -less, -ly Read and comment on unusual correspondence between grapheme and phoneme.

	Common Exception	To read a few common exception words matched to the Little Wandle phonic programme.	To read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	To read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
	Fluency	To re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	To re-read these books to build up their fluency and confidence in word reading.	To re-read books to build up fluency and confidence in word reading Read most words quickly & accurately without overt sounding and blending, showing fluency and confidence. Note punctuation to read with appropriate expression
Comprehension	Word meanings	To talk about and use newly introduced vocabulary and extending sentences to offer extra explanation and detail.	To discuss word meaning and link new meanings to those already known.	To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To discuss their favourite words and phrases.
	Understanding	To begin to interpret stories, rhymes and poetry; making suggestions for actions and events, relevant comments, questions; recalling key events. To demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. <u>Comprehension ELG</u> Children at the expected level of development will: - 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	To check that a text makes sense to them as they read and to self- correct. To draw on what they already know or on background information and vocabulary provided by the teacher Be encouraged to link what they read or hear read to their own experiences To answer simple retrieval questions about a text and find evidence to support answers	To check that the text makes sense to them as they read and to correct inaccurate reading. To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher and make links between a current book and those already read.

		stories, non-fiction, rhymes and poems and during role-play.		
	Compare, Contrast and discuss reading	To listen to, talk about and respond to stories (rhymes and songs) with actions, relevant comments, questions; recalling key events and innovating. To respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words. Be able to express a point of view and share when they disagree with an adult or a friend, using words as well as actions. To compare and contrast characters from stories, including figures from the past.	To listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently To recognise and join in with predictable phrases become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics To participate in discussion about what is read to them by taking turns, listening to what others say and explain clearly their understanding of what is read to them.	To become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales recognise simple recurring literary language in stories and poetry To participate in discussion about books, poems & other works that are read to them & those that they can read for themselves by taking turns and listening to what others say explain and discuss their understanding, both those that they listen to and those that they read for themselves To discuss the sequence of events in books and how items of information are related.
	Inference and prediction	To understand 'why' questions, like: "Why do you think the caterpillar got so fat?" To offer explanations for why things might happen. To anticipate (where appropriate) key events in stories.	To predict what might happen on the basis of what has been read so far To make inferences on the basis of what is being said and done. To discuss the significance of titles and events.	To predict what might happen on the basis of what has been read so far To make inferences on the basis of what is being said and done answer and ask questions.
	Non-Fiction	To use non-fiction books to develop new knowledge and vocabulary. To talk about and respond with questions to non-fiction books; recalling some facts and vocabulary in response to questions.	To listen to and discuss a wide range of non-fiction at a level beyond that at which they can read independently	To recognise that non-fiction books are often structured in different ways.
	Poetry and Performance	To listen and sing nursery rhymes and songs, recalling whole songs and rhymes singing some independently and performing in groups / independently for others.	Learn to appreciate rhymes and poems. To recite simple poems by heart.	To continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear