

Reading Progression of Skills

	EYFS	Year 1	Year 2
		Word Reading NC Ref: Pupils should be taught to:	
Phonics and Decoding	<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. 	<ul style="list-style-type: none"> • 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). 	<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 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 most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. • Read words containing common suffixes.
Common Exception Words	<ul style="list-style-type: none"> • Children read some common Irregular words. 	<ul style="list-style-type: none"> • Read common exception words, noting unusual correspondences between spelling and sound and where these occur in words. 	<ul style="list-style-type: none"> • Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
Fluency	<ul style="list-style-type: none"> • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<ul style="list-style-type: none"> • Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. • Reread these books to build up their fluency and confidence in word reading. 	<ul style="list-style-type: none"> • 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.

		Reading - Comprehension	
		<p>Develop pleasure in reading, motivation to read, vocabulary and understanding Understand both the books they can already read accurately and fluently and those they listen to Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>NC Ref: Pupils should be taught to:</p>	
Comprehension - Understanding	<ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives • Use their own words and recently introduced vocabulary. 	<ul style="list-style-type: none"> • Draw 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 correcting inaccurate reading. • 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 the significance of the title and events 	<ul style="list-style-type: none"> • Draw 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 correcting inaccurate reading. • Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. • Listen 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.
Comprehension - Comparing	<ul style="list-style-type: none"> • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Anticipate (where appropriate) key events in stories. 	<ul style="list-style-type: none"> • Listen to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. • Link what they read or hear to their own experiences. • Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. 	<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. • Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. • Recognise simple recurring literary language in stories and poetry.

Comprehension – Word Meanings and Context	<ul style="list-style-type: none"> • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. 	<ul style="list-style-type: none"> • Discuss word meanings and link new meanings to those already known. 	<ul style="list-style-type: none"> • Discuss the sequence of events in books and how items of information are related. • Discuss and clarifying the meanings of words, linking new meanings to known vocabulary. • Discuss their favourite words and phrases.
Comprehension – inference and prediction	<ul style="list-style-type: none"> • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Anticipate (where appropriate) key events in stories. 	<ul style="list-style-type: none"> • Make inferences on the basis of what is being said and done. • Predict what might happen on the basis of what has been read so far. 	<ul style="list-style-type: none"> • Make inferences on the basis of what is being said and done. • Answer and asking questions. • Predict what might happen on the basis of what has been read so far.
Poems and Performance	<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. • 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 music. 	<ul style="list-style-type: none"> • Listen to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. • Recognise and joining in with predictable phrases. • Learn to appreciate rhymes and poems, and to recite some by heart. 	<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.

<p>Non-Fiction</p>	<ul style="list-style-type: none"> • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play 	<ul style="list-style-type: none"> • Listen to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. 	<ul style="list-style-type: none"> • Understand that non-fiction books are structured in different ways.
---------------------------	--	--	---