



Reading Skills Progression document

	Reception/EYFS	Year 1	Year 2
Word Reading	<ul style="list-style-type: none"> • Has some favourite stories, rhymes, songs, poems or jingles (R4) • Repeats and uses actions, words or phrases from familiar stories (R4) • joins in with repeated refrains and anticipates key events and phrases in rhymes and stories(R5) • Begins to develop phonological and phonemic awareness <ul style="list-style-type: none"> – 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 sounds in words. (R5) • Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them (R6) • Starts to link sounds to letters, naming and sounding the letters of the alphabet. (R6) • Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences (R6) <p>Read words consistent with their phonic knowledge by sound-blending (ELG)</p> <ul style="list-style-type: none"> • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. (ELG) 	<p>Pupils should be taught to:</p> <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 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read words containing taught GPCs and <u>-s</u>, <u>-es</u>, <u>-ing</u>, <u>-ed</u>, <u>-er</u> and <u>-est</u> endings • read other words of more than one syllable that contain taught GPCs • read words with contractions, e.g. 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 <p>· re-read these books to build up their fluency and confidence in word reading</p>	<p>Pupils should be taught to:</p> <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 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>Comprehension</p>	<ul style="list-style-type: none"> • Is interested in and anticipates books and rhymes and may have favourites (R3) • Fills in the missing word or phrase in a known rhymes, stories or game (R4) • Shows interest in illustrations and words <u>in print</u> and digital books in in the environment (R5) • Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print) (R5) • Handles books and touch screen technology carefully and the correct way up with growing competence (R5) • Knows that print carries meaning and in English is read from left to right and top to bottom. (R5) • Talks about events and principle characters in stories and suggests how the story might end. (R5) • Looks at and enjoys print and <u>digital books</u> independently. (R5) • Uses vocabulary and forms of speech that are increasingly influenced by their experience of reading. (R6) • Enjoys an increasing range of print and digital books, both fiction and non-fiction (R6) • Knows that information can be retrieved from books, computers and mobile digital devices (R6) • Is able to recall and discuss stories or information that has been read to them, or they have read themselves. (R6) 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop pleasure in reading, motivation to read, vocabulary and understanding by: <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 ◊ 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 • understand both the books they can already read accurately and fluently and those they listen to by: <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>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop pleasure in reading, motivation to read, vocabulary and understanding by: <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: <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 ◊ 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 • 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
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