

Progression in Reading			
	EYFS	Year 1	Year 2
Word Reading	<p>Development Matters: Reception</p> <ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. <p>ELG</p> <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 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. • 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. 	<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

	<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 words with contractions and understand that the apostrophe represents the omitted letters. • 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. • Re-read these books to build up their fluency and confidence in word reading. 	<p>and blending, when they have been frequently encountered.</p> <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.
Comprehension	<p>Development Matters: Reception</p> <ul style="list-style-type: none"> • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. <p>ELG</p> <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. 	<p><u>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</u></p> <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. 	<p><u>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</u></p> <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

	<ul style="list-style-type: none"> • Anticipate (where appropriate) key events in stories. • 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"> • 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. <p><u>Understand both the books they can already read accurately and fluently and those they listen to by:</u></p> <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>stories, fairy stories and traditional tales.</p> <ul style="list-style-type: none"> • 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. <p><u>Understand both the books that they can already read accurately and fluently and those that they listen to by:</u></p> <ul style="list-style-type: none"> • Drawing on what they already know or on background information and vocabulary provided by the teacher.
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