



Reading Progression of Skills

Word Reading

	EYFS Reception Early Learning Goals	Year 1	Year 2
Phonics and decoding	<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 letter-sound correspondences. ★ Read some letter groups that each represent one sound and say sounds for them. ★ Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. ★ 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. 	<ul style="list-style-type: none"> ★ To apply phonic knowledge and skills as the route to decode words. ★ To blend sounds in unfamiliar words using the GPCs that they have been taught. ★ To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes. ★ To read words containing taught GPCs. ★ To read words containing -s, -es, -ing, -ed and -est endings. ★ To read words with contractions, e.g. I'm, I'll and we'll. 	<ul style="list-style-type: none"> ★ To continue to apply phonic knowledge and skills as the route to decode words until automatic and reading is fluent. ★ decoding has become embedded and reading is fluent. ★ To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. ★ To accurately read most words of two or more syllables. ★ To read most words containing common suffixes.*

<p>Common exception words</p>	<ul style="list-style-type: none"> ★ Read a few common exception words matched to the school's phonic programme. ★ To read some common ★ irregular words. 	<ul style="list-style-type: none"> ★ To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words. 	<ul style="list-style-type: none"> ★ To read most Y1 and Y2 common exception words*, noting unusual correspondences ★ between spelling and sound and where these occur in the word.
<p>Fluency</p>	<ul style="list-style-type: none"> ★ Blend sounds into words, so that they can read short words made up of letter-sound correspondences. ★ Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. ★ Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. ★ Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<ul style="list-style-type: none"> ★ To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. ★ To reread texts to build up fluency and confidence in word reading. 	<ul style="list-style-type: none"> ★ To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar ★ words accurately, automatically and without undue hesitation. ★ To reread these books to build up fluency and ★ confidence in word reading. ★ To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.



Reading Progression of Skills Comprehension

	EYFS Reception Early Learning Goals	Year 1	Year 2
Understanding and Correcting Inaccuracies	<ul style="list-style-type: none">★ Listen to and talk about stories to build familiarity and understanding.★ Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.★ Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	<ul style="list-style-type: none">★ To check that a text makes sense to them as they read and to self-correct.	<ul style="list-style-type: none">★ To show understanding by drawing on what they already know or on background information★ and vocabulary provided by the teacher.★ To check that the text makes sense to them as they read and to correct inaccurate reading.

<p>Comparing, Contrasting and Commenting</p>	<ul style="list-style-type: none"> ★ Compare and contrast characters from stories, including figures from the past. ★ Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. ★ Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. ★ 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. ★ Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. 	<ul style="list-style-type: none"> ★ To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. ★ To link what they have read or have read to them to their own experiences. ★ To retell familiar stories in increasing detail. ★ To join in with discussions about a text, taking turns and listening to what others say. ★ To discuss the significance of titles and events. 	<ul style="list-style-type: none"> ★ To 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 that they can read for themselves, explaining their understanding and expressing their views. ★ To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales. ★ To discuss the sequence of events in books and how items of information are related. ★ To recognise simple recurring literary language in stories and poetry. ★ To ask and answer questions about a text. ★ To make links between the text they are reading and other texts they have read (in texts that they can read independently).
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<p>Words in Context and Authorial Choice</p>	<ul style="list-style-type: none"> ★ Learn new vocabulary. ★ Use new vocabulary throughout the day. ★ Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. ★ Use new vocabulary in different contexts. ★ Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. ★ 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"> ★ To discuss word meaning and link new meanings to those already known. 	<ul style="list-style-type: none"> ★ To discuss and clarify the meanings of words, linking new meanings to known vocabulary. ★ To discuss their favourite words and phrases.
<p>Inference and Prediction</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. ★ Anticipate (where appropriate) key events in stories. 	<ul style="list-style-type: none"> ★ To begin to make simple inferences. ★ To predict what might happen on the basis of what has been read so far. 	<ul style="list-style-type: none"> ★ To make inferences on the basis of what is being said and done. ★ To predict what might happen on the basis of what has been read so far in a text.

<p>Poetry and Performance</p>	<ul style="list-style-type: none"> ★ Engage in story times. ★ Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. ★ Learn rhymes, poems and songs. ★ Sing in a group or on their own, increasingly matching the pitch and following the melody. ★ Develop storylines in their pretend play. ★ 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"> ★ To recite simple poems by heart. 	<ul style="list-style-type: none"> ★ To 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"> ★ To recognise that non-fiction books are often structured in different ways.

