



## Reading KS1 – Progression Plan

	Year 1			Year 2		
	Autumn	Spring	Summer	Autumn	Spring	Summer
<b>Decoding</b>	<p>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. (ELG)</p> <p>Begin to apply phonic knowledge to decode words</p> <p>Speedily read all 40+ letters/groups for 40+ phonemes</p> <p>Begin to read accurately by blending taught GPC.</p> <p>Begin to read common exception words •read common suffixes (-s, -es, -ing, -ed, etc.) •Begin to read multisyllable words containing taught GPCs .</p> <p>Begin to read contractions and understanding use of apostrophe</p> <p>Begin to read aloud phonically-decodable text.</p>	<p>Increasingly apply phonic knowledge to decode words •speedily read all 40+ letters/groups for 40+ phonemes</p> <p>Begin to read accurately by blending taught GPC .</p> <p>Increasingly read common exception words •read common suffixes (-s, -es, -ing, -ed, etc.)</p> <p>Increasingly read multisyllable words containing taught GPCs.</p> <p>Increasingly read contractions and understanding use of apostrophe .</p> <p>Increasingly read aloud phonically-decodable text.</p>	<p>Apply phonic knowledge to decode words.</p> <p>Speedily read all 40+ letters/groups for 40+ phonemes .</p> <p>Read accurately by blending taught GPC.</p> <p>Read common exception words .</p> <p>Read common suffixes (-s, -es, -ing, -ed, etc.)</p> <p>Read multisyllable words containing taught GPCs.</p> <p>Read contractions and understanding use of apostrophe.</p> <p>Read aloud phonically-decodable text.</p>	<p>Apply phonic knowledge to decode words.</p> <p>Speedily read all 40+ letters/groups for 40+ phonemes.</p> <p>Read accurately by blending taught GPC.</p> <p>Read common exception words.</p> <p>Read common suffixes (-s, -es, -ing, -ed, etc.)</p> <p>Read multisyllable words containing taught GPCs .</p> <p>Read contractions and understanding use of apostrophe.</p> <p>Read aloud phonically-decodable text.</p>	<p>Almost secure phonic decoding until reading is fluent.</p> <p>Read almost accurately by blending, including alternative sounds for graphemes .</p> <p>Read multisyllable words containing these graphemes.</p> <p>Read most common suffixes.</p> <p>Read exception words and begin to note unusual correspondences.</p> <p>Begin to read most words quickly &amp; accurately without overt sounding and blending.</p>	<p>Secure phonic decoding until reading is fluent.</p> <p>Read accurately by blending, including alternative sounds for graphemes,</p> <p>Read multisyllable words containing these graphemes .</p> <p>Read common suffixes.</p> <p>Read exception words, noting unusual correspondences.</p> <p>Read most words quickly &amp; accurately without overt sounding and blending.</p>
<b>Range of Reading</b>	<p>Beginning to listen to and discuss an increasing range of poems, stories and non-fiction at a level beyond that at which they can read</p>	<p>Listening to and discussing an increasing range of poems, stories and non-fiction at a level beyond that at</p>	<p>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read</p>	<p>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which</p>	<p>Beginning to listen to, discuss and express views about a wide range of contemporary and</p>	<p>Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-</p>

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	independently. Being encouraged to link what they read or hear read to their own experiences.	which they can read independently •being encouraged to link what they read or hear read to their own experiences.	independently •being encouraged to link what they read or hear read to their own experiences.	they can read independently.	classic poetry, stories and non-fiction at a level beyond that at which they can read independently.	fiction at a level beyond that at which they can read independently.
<b>Familiarity with text</b>	Beginning to become familiar with some key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. Beginning to recognise and join in with predictable phrases.	Becoming very familiar with an increasing number of key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. Recognising and joining in with an increasing number of predictable phrases.	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.	Being introduced to a wider range of stories, fairy stories and traditional tales . Beginning to recognise simple recurring literary language in stories and poetry.	Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales . Beginning to recognise simple recurring literary language in stories and poetry.	Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. Recognising simple recurring literary language in stories and poetry.
<b>Poetry and Performance</b>	Beginning to listen to rhymes and poems, and begin to recite some by heart.	Learning to appreciate an creasing number of rhymes and poems, and to recite some by heart.	Learning to appreciate rhymes and poems, and to recite some by heart.	Begin to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.	Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.	Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.
<b>Word meanings</b>	Beginning to discuss word meanings, linking new meanings to those already known.	Discussing an increasing number of word meanings, linking new meanings to those already known.	Discussing word meanings, linking new meanings to those already known .	Begin to discuss and clarify the meanings of words, linking new meanings to known vocabulary. Discussing their favourite words and phrase.	Discussing and clarifying the meanings of words, linking new meanings to known vocabulary. Discussing their favourite words and phrase	Discussing and clarifying the meanings of words, linking new meanings to known vocabulary Discussing their favourite words and phrase.

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Understanding	Beginning to draw on what they already know or on background information and vocabulary provided by the teacher . Begin to check, when prompted, that the text makes sense to them as they read and begin to correct inaccurate reading.	Drawing on increasing knowledge what they already know or on background information and vocabulary provided by the teacher. Beginning to check independently that the text makes sense to them as they read and begin to correct inaccurate reading independently.	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.	Beginning to discuss the sequence of events in books and how items of information are related. 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.	Beginning to discuss the sequence of events in books and how items of information are related. 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 sequence of events in books and how items of information are related. 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.
Inference	Beginning to discuss the significance of the title and events. Beginning to make inferences on the basis of what is being said and done.	Discussing the significance of the title and events. Making some inferences on the basis of what is being said and done.	Discussing the significance of the title and events. Making inferences on the basis of what is being said and done.	With support, begin to make inferences on the basis of what is being said and done. Answering and asking questions.	Making inferences on the basis of what is being said and done. Answering and asking questions.	Making inferences on the basis of what is being said and done. Answering and asking questions.
Prediction	Beginning to predict what might happen on the basis of what has been read so far.	Making some predictions on what might happen on the basis of what has been read so far.	Predicting what might happen on the basis of what has been read so far.	Beginning to predict what might happen on the basis of what has been read so far.	Making some predictions on what might happen on the basis of what has been read so far.	Predicting what might happen on the basis of what has been read so far.
Non fiction	Beginning to listen to and discuss non-fiction at a level beyond that at which they can read independently.	Listening to and discussing non-fiction at a level beyond that at which they can read independently.	Listening to and discussing non-fiction at a level beyond that at which they can read independently.	Begin to be introduced to non-fiction books that are structured in different ways.	Being introduced to non-fiction books that are structured in different ways.	Being introduced to non-fiction books that are structured in different ways.
Discussing Reading	<i>They demonstrate understanding when talking with others about what they have read, (ELG)</i>	Participate in discussion about what is read to them, taking turns and listening to what others say.	Participate in discussion about what is read to them, taking turns and listening to what others say. Explain	Begin to participate in discussion about books, poems & other works that are read to them & those that they can	Participate in discussion about books, poems & other works that are read to them & those that	Participate in discussion about books, poems & other works that are read to them & those that they can read for

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	<p>Beginning to participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>Beginning to explain their understanding of what is read to them.</p>	<p>Beginning to explain clearly their understanding of what is read to them.</p>	<p>clearly their understanding of what is read to them.</p>	<p>read for themselves, taking turns and listening to what others say.</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>	<p>they can read for themselves, taking turns and listening to what others say.</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>	<p>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.</p>