



SOUTH WOOTTON INFANT SCHOOL

English Progression - Reading

	EYFS	YEAR 1	YEAR 2
Word Reading	<ul style="list-style-type: none"> begin to apply phonic knowledge and skills to decode words give the sound when shown all or most of the phase 2 and phase 3 graphemes find all or most Phase 2 and 3 graphemes when given the sound be able to blend and read CVC words(using phase 2 & 3 graphemes) be able to read the tricky words the, no, to, go, I, he, she, we, me, be, was, my, you, her, they, all, are continue a rhyming string link sounds to letters, naming and sounding the letters of the alphabet begin to read simple sentences. 	<ul style="list-style-type: none"> apply phonic knowledge and skills to decode words respond speedily with the correct sound to graphemes (letters or groups of letters)for all the 40+ phonemes, including where appropriate alternative sounds for graphemes. read accurately by blending sounds in unfamiliar words containing phonemes that have been taught. read common exception words/'tricky troll' words (Storytime Phonics) noting unusual correspondences between spelling and sound and where these occur in the word. read words containing taught phonemes and -s, -es, -ing, -ed, -er, and -est endings. read other words of more than one syllable that contain taught phonemes. 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 the alternative sounds for graphemes) read words accurately of two or more syllables that contain the same graphemes as above read words containing common suffixes read further common exception words/'tricky' words, noting unusual correspondences between spelling and sound and where these occur in the word.(See Storytime Phonics/No nonsense spelling) read most words quickly and accurately without overt sounding and blending, when they have been frequently encountered.

		<ul style="list-style-type: none"> • read books accurately 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. 	<ul style="list-style-type: none"> • read books aloud and to themselves closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately , automatically and without due hesitation. • re-read these books to build up their fluency and confidence with word reading.
Comprehension	<ul style="list-style-type: none"> • listen to and talk about a wide range of poems, stories and nonfiction text • Become familiar with key stories, fairy stories ,traditional tales and poems and retell them • Use vocabulary and forms of speech that are increasingly influenced by their experiences of books and through Talk for Writing (T4W) • begin to read and understand simple sentences. • demonstrate understanding when talking to others about what they have read or has been read to them • know that information can be retrieved from books and computers. 	<ul style="list-style-type: none"> • listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that which they can read independently • link what they read or hear read to their own experiences • become very familiar with key stories, fairy stories and traditional tales, retell them and consider their particular characteristics (link to T4W) • recognise and join in with predictable phrases • learn to appreciate rhymes and poems, and to recite some by heart • discuss word meanings, linking new meanings to those already known • draw upon what they already know or on background information and vocabulary 	<ul style="list-style-type: none"> • listen to, discuss and express views about a wide range of contemporary and classic poems, stories and non-fiction at a level beyond that which they can read independently • discuss the sequence of events in books and how items of information are related • become increasingly familiar with and retell a wider range of stories , fairy stories and traditional tales (link to T4W) • discuss the features of non-fiction books that are structured in different ways • recognise simple recurring literary language in stories and poetry • discuss and clarify the meanings of words linking new meanings to known vocabulary. • discuss their favourite words and

		<ul style="list-style-type: none">• check that the text makes sense to them as they read and self-correct• talk about the significance of the title and events• make inferences on the basis of what is being said or done.• predict what might happen on the basis of what has been read so far• join in with 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>phrases continuing to build up a repertoire of poems learnt by heart</p> <ul style="list-style-type: none">• recite some poems by heart(using appropriate intonation to make the meaning clear)• draw upon what they already know or on background information and vocabulary• check that the text makes sense to them as they read and self-correct• make inferences on the basis of what is being said or done• answer and ask questions predicting what might happen on the basis of what has been read so far• take part in discussions about books, poems and other works , taking turns and listening to what others say.• explain and discuss their understanding and possible links between books, poems and other material that they listen to or those they have read for themselves.
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