



# Reading Progression of Knowledge and Skills

	EYFS	Year 1	Year 2
Word Reading	<ul style="list-style-type: none"> <li>To continue a rhyming string.</li> <li>Read individual letters by saying the sounds for them.</li> <li>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>Read some letter groups that each represent one sound and say sounds for them.</li> <li>Read a few common exception words matched to the school's phonic programme.</li> <li>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>ELG</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>To apply phonic knowledge and skills as the route to decode words</li> <li>To respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes to</li> <li>To read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>To read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>To read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</li> <li>To read other words of more than one syllable that contain taught GPCs</li> <li>To read words with contractions, e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s)</li> <li>To 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</li> <li>To re-read these books to build up their fluency and confidence in word reading.</li> </ul>	<ul style="list-style-type: none"> <li>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>To read accurately words of two or more syllables that contain the same GPCs as above</li> <li>To read words containing common suffixes</li> <li>To read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word</li> <li>To read most words quickly and accurately when they have been frequently encountered without overt sounding and blending</li> <li>To read aloud books closely matched to their improving</li> <li>To phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>To re-read these books to build up their fluency and confidence in word reading.</li> </ul>
Reading Comprehension	<ul style="list-style-type: none"> <li>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>Engage in story times.</li> <li>Listen to and talk about stories to build familiarity and understanding.</li> <li>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> <li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and</li> </ul>	<ul style="list-style-type: none"> <li>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</li> <li>To listen to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>To be encouraged to link what they read or hear read to their own experiences</li> <li>To become very familiar with key stories, fairy stories and traditional tales, retelling them and considering</li> </ul>	<ul style="list-style-type: none"> <li>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</li> <li>To listen, discuss and express views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently</li> <li>To discuss the sequence of events in books and how items of information are related reading with expression</li> <li>To become increasingly familiar with and retelling a wider</li> </ul>

	<p>vocabulary.</p> <ul style="list-style-type: none"> <li>• ELG:</li> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. - 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.</li> </ul>	<p>their particular characteristics</p> <ul style="list-style-type: none"> <li>• To recognise and joining in with predictable phrases</li> <li>• To learn to appreciate rhymes and poems, and to recite some by heart</li> <li>• To discuss word meanings, linking new meanings to those already known.</li> <li>• Understand both the books they can already read accurately and fluently and those they listen to by:</li> <li>• To draw on what they already know or on background information and vocabulary provided by the teacher</li> <li>• To check that the text makes sense to them as they read and correcting inaccurate reading</li> <li>• To discuss the significance of the title and events</li> <li>• To make inferences on the basis of what is being said and done</li> <li>• To predict what might happen</li> <li>• To participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>• To explain clearly their understanding of what is read to them.</li> <li>• To answer simple retrieval questions independently.</li> </ul>	<p>range of stories, fairy stories and traditional tales</p> <ul style="list-style-type: none"> <li>• To be introduced to non-fiction books that are structured in different ways</li> <li>• To recognise simple recurring literary language in stories and poetry</li> <li>• 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</li> <li>• Understand both the books they can already read accurately and fluently and those they listen to by:</li> <li>• To draw on what they already know or on background information and vocabulary provided by the teacher</li> <li>• To check that the text makes sense to them as they read and correcting inaccurate reading</li> <li>• To make inferences on the basis of what is being said and done</li> <li>• To answer and ask questions</li> <li>• To predict what might happen on the basis of what has been read so far</li> <li>• To 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</li> <li>• To explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> </ul>
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## How we will implement Reading at Hetts Lane

- Planned **discrete teaching** of reading
- Daily phonics lessons using Twinkl **Phonics scheme**
- KS1 daily **Reading** includes, reading to teacher, guided group reading, reading with TA, phonics and CEW practice.
- All pupil access a minimum of 3 reads per week (class teachers and/or TAs and other adults to complete appropriate reading activities with pupils).
- Guided reading books (Rhino Readers) are linked to the phonic scheme and additional reading books sent home are **colour banded** to support children's application of phonics and CEWs.
- A reading log is used throughout the school and shared with parents, including reading challenges to support learning at home.
- Whole school **reading logs** celebrate reading at home and encourages pupils to develop motivation and pleasure in reading.
- A twinkl **phonics mat** is used across classes and shared with parents to support learning at home.
- English is based on a high quality text and linked to **other curriculum areas** where possible.
- **Daily story time** across classes includes age appropriate texts.
- **Reading areas** in all classrooms promote reading for pleasure .