

### Reading Progression of Skills EYFS to end of KS1

The document below demonstrates how we structure and sequence our reading curriculum across the school to ensure our pupils gain a rich and wide range of skills, knowledge and vocabulary, effectively built upon year on year.

Reading – Word Reading	EYFS	Year 1	Year 2
<b>Phonics and Decoding</b>	<p>To hear and say the initial sound in words.</p> <p>To segment the sounds in simple words and blend them together and knows which letters represent them.</p> <p>To link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>To use phonic knowledge to decode regular words and read them aloud accurately.</p>	<p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To read accurately by blending sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>To respond speedily, with the correct sound to graphemes for all of the 40+ phonemes, including where applicable, alternative sounds for graphemes.</p> <p>To read words of more than one syllable containing taught GPCs.</p> <p>To read words containing -s, -es, -ing, -ed and -est endings.</p> <p>To read words with contractions, e.g. I’m, I’ll and we’ll and understand that the apostrophe represents the omitted letter[s].</p>	<p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately read words of two or more syllables that contain the same graphemes as above.</p> <p>To read most words containing common suffixes.</p>
<b>Common Exception Words</b>	<p>To read some common irregular words.</p>	<p>To read Y1 common exception words*, noting unusual correspondences between spelling and sound and where these occur in words.</p>	<p>To read Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.</p>

<b>Fluency</b>	To begin to read words and simple sentences.	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.	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.
<b>Reading – Comprehension</b>		<b>Year 1</b>	<b>Year 2</b>
<b>Understanding and Correcting Inaccuracies</b>	To respond to adult direction and support to correct inaccurate reading.  To begin to explain their understanding of what is read to them and simple sentences they read.	To check that a text makes sense to them as they read and to correct inaccurate reading with prompting.  To explain their understanding of what they read and what is being read to them.	To check that the text makes sense to them as they read and self correct.  To explain clearly their understanding of what they read and what is being read to them.
<b>Comparing, Contrasting and Commenting</b>	To demonstrate a simple understanding of a wide range of fiction, non-fiction and poetry, both those that they listen to and those that they read for themselves.  To join in simple discussions about books and stories.  To make simple links to their own familiar experiences.  To discuss simple features of texts, e.g. the cover and illustrations.	To demonstrate good understanding of a wide range of fiction, non-fiction and poetry, both those that they listen to and those that they read for themselves.  To participate in discussions about what is read to them, taking turns and listening to what others say.  To link what they have read or have read to them to their own experiences.  To discuss the significance of titles and events.	To demonstrate secure understanding of and express their views on a wide range of fiction, non-fiction and contemporary and classic poetry, both those that they listen to and those that they read for themselves.  To participate in discussion about texts that are read to them and those that they can read for themselves, listening to the view point of others.  To make links between the text they are reading and other texts they have read (in texts that they can read independently).  To discuss the sequence of events in books and how items of information are related.

	To answer simple questions about a text.	To draw on what they already know or on background information and vocabulary provided by the teacher  To ask and answer simple questions about a text.	To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.  To ask and answer questions about a text.
<b>Words in Context and Authorial Choice</b>	To be introduced to new words through books read to them, and discuss what they mean.	To discuss word meaning and link new meanings to those already known.	To discuss and clarify the meanings of words, linking new meanings to known vocabulary.  To discuss their favourite words and phrases in texts.
<b>Inference and Prediction</b>	To demonstrate basic understanding when talking with others about what they have read.  To make simple predictions in familiar stories.	To begin to make simple inferences.  To predict what might happen on the basis of what has been read so far.	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, considering more than one possibility.
<b>Poetry and Performance</b>	To join in with simple rhymes and poems.  To recognise and join in with repeated phrases.	To recite simple rhymes poems by heart.  To recognise and join in with predictable phrases	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.  To recognise simple recurring literary language in poetry.
<b>Fiction</b>	To listen to and enjoy a wide range of key stories, fairy stories and traditional tales, retelling them through play and discussion.  To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.	To become very familiar with key stories, fairy stories and traditional tales, retelling them with increasing detail and considering their particular characteristics  To use vocabulary and language acquired from reading.	To identify the key characteristics and retell clearly and in sequence 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 recurring literary language in stories and use an increasing range of vocabulary and language acquired from reading.

<b>Non-Fiction</b>	<p>To listen to a range of non-fiction books.</p> <p>To understand that non-fiction books are factual and give us information.</p>	<p>To access a wide range of non-fiction books, including those read to them and those they read themselves.</p> <p>To distinguish between fiction and non fiction texts.</p> <p>To identify the key features of non fiction texts and understand their purpose.</p>	<p>To access a wide range of non-fiction books of different types, e.g. reports, explanatory texts, instructions, including those read to them and those they read themselves.</p> <p>To recognise that non-fiction books are often structured in different ways.</p> <p>To navigate non-fiction texts efficiently, e.g. using the contents and index pages.</p>
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*\* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell-see chart below:.*

<b>Year Group</b>	<b>Exception Words</b>
<b>1</b>	the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and/or others, according to the programme used
<b>2</b>	door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used.

