

Reading Progression Steps

Word Reading

Phonics and Decoding			
Lower Foundation Stage	Upper Foundation Stage	Year One	Year Two
<p>To enjoy rhyming and rhythmic activities.</p> <p>To show an awareness of rhyme and alliteration.</p> <p>To recognise rhythm in spoken words.</p>	<p>To continue a rhyming string.</p> <p>To hear and say the initial sounds in words.</p> <p>To segment the sounds in simple words and blend them together and know which letter represents some of them.</p> <p>To link sounds to letters, naming and sounding the letters of the alphabet.</p> <p><u>To use phonic knowledge to decode regular words and read them aloud accurately.</u></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 containing the GPCs that they have been taught.</p> <p>To respond speedily giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>To read words of more than one syllable that contain GPCs.</p> <p>To read words with contractions.</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.</p> <p>To read words containing common suffixes.</p>
Common Exception Words			
	<p><u>To read some common irregular words.</u></p>	<p>To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words. (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)</p>	<p>To read most Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in words. (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,</p>

			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)
Fluency			
<p>To show interest in illustrations and print in books and print in the environment.</p> <p>To recognise familiar words and signs such as own name and advertising logos.</p> <p>To look and handle books independently (holds books the correct way up and turns pages).</p>	<p>To ascribe meanings to the marks that they see in different places.</p> <p>To begin to break the flow of speech into words.</p> <p>To begin to read words and simple sentences.</p> <p><u>To read and understand simple sentences.</u></p>	<p>To read aloud accurately books that are consistent with their developing phonic knowledge and do not require them to use other strategies to work out words.</p> <p>To reread texts to build up fluency and confidence in word reading.</p>	<p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>To reread these books to build up their fluency and confidence in word reading.</p> <p>To read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</p>

Reading Comprehension

Understanding and Correcting Inaccuracies			
Lower Foundation Stage	Upper Foundation Stage	Year One	Year Two
<p>To know that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p>	<p>To understand humour, e.g. nonsense rhymes and jokes.</p> <p><u>To demonstrate an understanding when talking with others about what they have read.</u></p> <p><u>They read and understand simple sentences.</u></p>	<p>To check that a text makes sense to them as they read and correct inaccurate reading.</p>	<p>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>To check that a text makes sense to them as they read and correct inaccurate reading.</p>
Comparing, Contrasting and Commenting			
<p>To listen to stories with increasing attention and recall.</p> <p>To anticipate key events and phrases in rhymes and stories.</p> <p>Describes main story settings, events and principal characters.</p> <p>To begin to be aware of the way stories are structured.</p>	<p>To enjoy an increasing range of books.</p> <p>To follow a story without pictures or prompts.</p> <p><u>To listen to stories accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</u></p> <p><u>To demonstrate an understanding when talking with others about what they have read.</u></p>	<p>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.</p> <p>To link what they have read or have read to them to their own experiences.</p> <p>To become very familiar with key stories, fairy stories and traditional tales, retelling them in increasing detail.</p> <p>To join in with discussions about a text, taking turns and listening to what others say.</p> <p>To discuss the significance of titles and events.</p>	<p>To participate in discussions about poetry, stories and non-fiction books that are read to them (at a level beyond that at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.</p> <p>To become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</p> <p>To discuss the sequence of events in books and how items of information are related.</p> <p>To recognise simple recurring literary language in stories</p>

			<p>and poetry.</p> <p>To ask and answer questions about a text.</p> <p>To make links between the text they are reading and other texts that they have read.</p>
Words in Context and Authorial Choices (Vocabulary)			
<p>To build up vocabulary that reflects the breadth of their experiences.</p>	<p>To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>To use vocabulary and forms of speech that is increasingly influenced by their experiences of books.</p>	<p>To discuss word meanings and link new meanings to those already known.</p>	<p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>To discuss their favourite words and phrases.</p>
Inference and Prediction			
<p>To suggest how a story might end.</p> <p>To begin to understand how and why questions.</p>	<p><u>To answer how and why questions about their experiences and in response to stories and events.</u></p>	<p>To begin to make simple inferences of what is being said and done.</p> <p>To predict what might happen on the basis of what has been read so far.</p>	<p>To make simple inferences of what is being said and done.</p> <p>To predict what might happen on the basis of what has been read so far.</p>
Poetry and Performance			
<p>To listen to and join in with stories and poems, one-to-one and also in small groups.</p> <p>To join in with repeated refrains in rhymes and stories.</p> <p>To use intonation, rhythm and phrasing to make the meaning clear to others.</p> <p>To develop preference for forms of expression.</p>	<p>To play cooperatively as part of a group and act out a narrative.</p> <p><u>To express themselves effectively showing the awareness of the listeners' needs.</u></p> <p><u>They develop their own narratives by connecting ideas or events.</u></p>	<p>To appreciate rhymes and poems and to recite some by heart.</p>	<p>To recognise simple reoccurring literary language in stories and poetry.</p> <p>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

To know that information can be relayed in the form of print.

To know that information can be retrieved from books and computers.

To listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.

To recognise that non-fiction books can be structured in different ways.