

# Reading Progression Grid



	EYFS Skills	Key Stage 1 Skills	
	End of REC Expectations	End of Year 1 Expectations	End of Year 2 Expectations
Decoding	<p><b>F1</b>                      -To understand print has meaning - print can have different purposes                      - we read English text from left to right and from top to bottom                      - the names of the different parts of a book - page sequencing                      Develop their phonological awareness, so that they can:                      - spot and suggest rhymes                      - count or clap syllables in a word                      - recognise words with the same initial sound, such as money and mother</p> <p><b>F2</b>                      Read individual letters by saying the sounds for them.                      • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.                      • Read some letter groups that each represent one sound and say sounds for them.                      • Read a few common exception words matched to Letters and Sounds phonic programme.                      • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>	<ul style="list-style-type: none"> <li>• apply phonic knowledge to decode words</li> <li>• speedily read all 40+ letters/groups for 40+ phonemes</li> <li>• read accurately by blending taught GPC</li> <li>• read common exception words</li> <li>• read common suffixes (-s, -es, -ing, -ed, etc.)</li> <li>• read multisyllable words containing taught GPCs</li> <li>• read contractions and understanding use of apostrophe</li> <li>• read aloud phonically-decodable texts</li> </ul>	<ul style="list-style-type: none"> <li>• secure phonic decoding until reading is fluent</li> <li>• read accurately by blending, including alternative sounds for graphemes</li> <li>• read multisyllable words containing these graphemes</li> <li>• read common suffixes</li> <li>• read exception words, noting unusual correspondences</li> <li>• read most words quickly &amp; accurately without overt sounding and blending</li> </ul>
Range of Reading		<ul style="list-style-type: none"> <li>• listening 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>• being encouraged to link what they read or hear read to their own experiences</li> </ul>	<ul style="list-style-type: none"> <li>• listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li> </ul>
Familiarity with texts	<p><b>F2</b>                      Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p>	<ul style="list-style-type: none"> <li>• becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> </ul>	<ul style="list-style-type: none"> <li>• becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>• recognising simple recurring literary language in stories and poetry</li> </ul>

		<ul style="list-style-type: none"> <li>• recognising and joining in with predictable phrases</li> </ul>	
Poetry & Performance		<ul style="list-style-type: none"> <li>• learning to appreciate rhymes and poems, and to recite some by heart</li> </ul>	<ul style="list-style-type: none"> <li>• continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul>
Word meanings		<ul style="list-style-type: none"> <li>• discussing word meanings, linking new meanings to those already known</li> </ul>	<ul style="list-style-type: none"> <li>• discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>• discussing their favourite words and phrases</li> </ul>
Understanding		<ul style="list-style-type: none"> <li>• drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• checking that the text makes sense to them as they read and correcting inaccurate reading</li> </ul>	<ul style="list-style-type: none"> <li>• discussing the sequence of events in books and how items of information are related</li> <li>• drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• checking that the text makes sense to them as they read and correcting inaccurate reading</li> </ul>
Inference		<ul style="list-style-type: none"> <li>• discussing the significance of the title and events</li> <li>• making inferences on the basis of what is being said and done</li> </ul>	<ul style="list-style-type: none"> <li>• making inferences on the basis of what is being said and done</li> <li>• answering and asking questions</li> </ul>
Prediction		<ul style="list-style-type: none"> <li>• predicting what might happen on the basis of what has been read so far</li> </ul>	<ul style="list-style-type: none"> <li>• predicting what might happen on the basis of what has been read so far</li> </ul>
Non-fiction			<ul style="list-style-type: none"> <li>• being introduced to non-fiction books that are structured in different ways</li> </ul>
Discussing reading		<ul style="list-style-type: none"> <li>• participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>• explain clearly their understanding of what is read to them</li> </ul>	<ul style="list-style-type: none"> <li>• participate in discussion about books, poems &amp; other works that are read to them &amp; those that they can read for themselves, taking turns and listening to what others say</li> <li>• 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>