

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>F1 -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>F2 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"> • apply phonic knowledge to decode words • speedily read all 40+ letters/groups for 40+ phonemes • read accurately by blending taught GPC • read common exception words • read common suffixes (-s, -es, -ing, -ed, etc.) • read multisyllable words containing taught GPCs • read contractions and understanding use of apostrophe • read aloud phonically-decodable texts <p><u>Please refer to the National Curriculum English Appendix 1 - Spelling</u></p>	<ul style="list-style-type: none"> • secure phonic decoding until reading is fluent • read accurately by blending, including alternative sounds for graphemes • read multisyllable words containing these graphemes • read common suffixes • read exception words, noting unusual correspondences • read most words quickly & accurately without overt sounding and blending <p><u>Please refer to the National Curriculum English Appendix 1 - Spelling</u></p>
Range of Reading	<p>listening to and discussing a wide range of poems, stories and non-fiction. being encouraged to link what they read or hear read to their own experiences</p>	<ul style="list-style-type: none"> • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • being encouraged to link what they read or hear read to their own experiences 	<ul style="list-style-type: none"> • 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
Familiarity with texts	<p>F2</p>	<ul style="list-style-type: none"> • becoming very familiar with key stories, fairy stories and traditional tales, retelling 	<ul style="list-style-type: none"> • becoming increasingly familiar with and retelling a wider range of stories, fairy

	Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment	them and considering their particular characteristics <ul style="list-style-type: none"> • recognising and joining in with predictable phrases 	stories and traditional tales <ul style="list-style-type: none"> • recognising simple recurring literary language in stories and poetry
Poetry & Performance	<p>F1 Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. Remember and sing entire songs. Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs. Create their own songs, or improvise a song around one they know.</p> <p>F2 Engage in story times. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Learn rhymes, poems and songs. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Make use of props and materials when role playing characters in narratives and stories. Invent, adapt and recount narratives and stories with their peers and their teacher. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</p>	<ul style="list-style-type: none"> • learning to appreciate rhymes and poems, and to recite some by heart 	<ul style="list-style-type: none"> • continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
Word meanings	<p>F1 Read a few common exception words matched to the school's phonic programme.</p> <p>F2 To read some common irregular words.</p>	<ul style="list-style-type: none"> • discussing word meanings, linking new meanings to those already known 	<ul style="list-style-type: none"> • discussing and clarifying the meanings of words, linking new meanings to known vocabulary • discussing their favourite words and phrases

<p>Understanding</p>	<p>F1 Enjoy listening to longer stories and can remember much of what happens. Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions</p> <p>F2 Listen to and talk about stories to build familiarity and understanding. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p>	<ul style="list-style-type: none"> • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading 	<ul style="list-style-type: none"> • discussing the sequence of events in books and how items of information are related • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading
<p>Inference</p>	<p>F1 Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>F2 Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Anticipate (where appropriate) key events in stories.</p>	<ul style="list-style-type: none"> • discussing the significance of the title and events • making inferences on the basis of what is being said and done 	<ul style="list-style-type: none"> • making inferences on the basis of what is being said and done • answering and asking questions
<p>Prediction</p>		<ul style="list-style-type: none"> • predicting what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> • predicting what might happen on the basis of what has been read so far
<p>Non-fiction</p>	<p>F1 Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>F2 Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play</p>	<p>Understanding what is non fiction</p>	<ul style="list-style-type: none"> • being introduced to non-fiction books that are structured in different ways
<p>Discussing reading</p>	<p>F1 Be able to express a point of view and debate when they</p>	<ul style="list-style-type: none"> • participate in discussion about what is read to them, taking turns and listening to 	<ul style="list-style-type: none"> • participate in discussion about books, poems & other works that are read to them

	<p>disagree with an adult or a friend, using words as well as actions.</p> <p>FS2</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Anticipate (where appropriate) key events in stories</p>	<p>what others say</p> <ul style="list-style-type: none"> • explain clearly their understanding of what is read to them 	<p>& those that they can read for themselves, taking turns and listening to what others say</p> <ul style="list-style-type: none"> • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves
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