

Reading Progression Document

The Horsell Village School



	Reception	Year 1	Year 2
Word Reading			
Knowledge	<ul style="list-style-type: none"> Read a few common exception words matched to the school's phonic programme. Say a sound for each letter in the alphabet and at least 10 digraphs. 	<ul style="list-style-type: none"> Use phonic knowledge to decode words. 	<ul style="list-style-type: none"> Apply phonic knowledge and skills to decode words until automatic decoding has become embedded and reading is fluent.
Skills	<ul style="list-style-type: none"> 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. 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 simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. 	<ul style="list-style-type: none"> Apply phonic knowledge. Respond speedily with the correct sound to graphemes. Read words with contractions – understand that the apostrophe represents the omitted letters. Read accurately by blending sounds in unfamiliar words. Read common exception words Read words containing taught GPCs and -s, -es, -ing, -er, -ed and -est endings. Read words of more than one syllable. Read aloud accurately books that are consistent with developing phonic knowledge. Re-read books to build up fluency and confidence in word reading 	<ul style="list-style-type: none"> Read words quickly and accurately without overt sounding and blending. Read accurately by blending sounds in words that contain taught graphemes - recognise alternate sounds for graphemes. Read accurately words of two or more syllables containing taught graphemes. Read words containing common suffixes. Read further CEW – note unusual correspondence between spelling and sound. Read aloud books matched to phonic knowledge. Sound out unfamiliar words accurately. Re-read books to build up fluency and confidence.
Comprehension			
Knowledge	<ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. 	<ul style="list-style-type: none"> Link what they read or hear read to own experiences Become familiar with key stories - join in with predictable phrases. Discuss word meanings, link new meanings to those already known. Explain clearly their understanding of what is read to them. Develop pleasure in reading. Learn to appreciate rhymes and poems - recite some by heart. Understand books by drawing on what they know. Discuss significance of title and events. 	<ul style="list-style-type: none"> Develop pleasure in reading, motivation to read, vocabulary and understanding by: Discuss the sequence of events in books and how items of information are related Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales Be introduced to non-fiction books that are structured in different ways Recognise simple recurring literary language in stories and poetry Discuss and clarify the meanings of words, linking new meanings to known vocabulary Discuss their favourite words and phrases 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>Skills</p>	<ul style="list-style-type: none"> • Anticipate – where appropriate – key events in stories. 	<ul style="list-style-type: none"> • Make inferences based on what is being said and done. • Predict what might happen next. • Participate in discussion about what is being read, taking turns and listening to others. • Check that the text makes sense to them - correct inaccuracies. • Listen to and discuss a range of poems, stories and non-fiction beyond level that they can read independently. 	<ul style="list-style-type: none"> • Understand both the books that they can already read accurately and fluently and those that they listen to by: <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 ○ making inferences on the basis of what is being said and done ○ answering and asking questions ○ predicting what might happen on the basis of what has been read so far ○ 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 ○ explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves • Listen 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.
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