



English Reading Progression & Coverage Document



Curriculum Objectives	
EYFS	KS1
<p>Development matters:</p> <p>Birth to three:</p> <ul style="list-style-type: none"> • Enjoy songs and rhymes, tuning in and paying attention. • Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. • Say some of the words in songs and rhymes. • Copy finger movements and other gestures. • Sing songs and say rhymes independently, for example, singing whilst playing. • Enjoy sharing books with an adult. • Pay attention and respond to the pictures or the words. • Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. • Repeat words and phrases from familiar stories. • Ask questions about the book. Make comments and shares their own ideas. • Develop play around favourite stories using props. <p>3 and 4 year olds:</p> <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> • Spot and suggest rhymes. • Count or clap syllables in a word. • Recognise words with the same initial sound, such as money and mother. • Engage in extended conversations about stories, learning new vocabulary. <p>Reception:</p> <ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. 	<p>Word Reading</p> <p>Year 1 Pupils should be taught about:</p> <ul style="list-style-type: none"> • Apply phonic knowledge and skills as the route to decode words. • Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. • Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. • Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. • Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings. • Read other words of more than one syllable that contain taught GPCs and read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s). • Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. • Re-read these books to build up their fluency and confidence in word reading <p>Comprehension</p> <p>Year 1 Pupils should be taught about:</p> <p>develop pleasure in reading, motivation to read, vocabulary and understanding by:</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.



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- 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 the school's phonic programme.
- 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.

ELG

Comprehension: Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate – where appropriate – key events in stories
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Word Reading Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs
- 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.

- Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
- Recognising and joining in with predictable phrases.
- Learning to appreciate rhymes and poems, and to recite some by heart.
- Discussing word meanings, linking new meanings to those already known.

Understand both the books they can already read accurately and fluently and those they listen to by:

- 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.
- Discussing the significance of the title and events.
- Making inferences on the basis of what is being said and done.
- Predicting what might happen on the basis of what has been read so far.
- Participate in discussion about what is read to them, taking turns and listening to what others say.
- Explain clearly their understanding of what is read to them.

Word Reading

Year 2 Pupils should be taught about:

- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.
- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.
- Read accurately words of two or more syllables that contain the same graphemes as above.
- Read words containing common suffixes.



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- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered ☐ read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- Re-read these books to build up their fluency and confidence in word reading.

Comprehension

Year 2 Pupils should be taught about:

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- 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.
 - Discussing the sequence of events in books and how items of information are related.
 - Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.
 - Being introduced to non-fiction books that are structured in different ways.
 - Recognising simple recurring literary language in stories and poetry.
 - Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.
 - Discussing their favourite words and phrases.
 - Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.
- Understand both the books that they can already read accurately and fluently and those that they listen to by:



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	<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.
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Objectives				
	YN As a reader I can ...	YR As a reader I can...	Y1 As a reader I can...	Y2 As a reader I can...
Word Reading	<ul style="list-style-type: none"> • Enjoy songs and rhymes, tuning in and paying attention. • Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. • Say some of the words in songs and rhymes. • Copy finger movements and other gestures. • Sing songs and say rhymes independently, 	<ul style="list-style-type: none"> • Read individual letters by the teacher saying the sounds for me. • Blend sounds into words, so that I can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for me. • Read a few common exception words matched 	<ul style="list-style-type: none"> • Apply phonic knowledge and skills as the route to decode words • Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • Read accurately by blending sounds in unfamiliar words 	<ul style="list-style-type: none"> • Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. • Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.



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	<p>for example, singing whilst playing.</p> <ul style="list-style-type: none">• Spot and suggest rhymes.• Count or clap syllables in a word.• Recognise words with the same initial sound, such as money and mother.	<p>to the school's phonic programme.</p> <ul style="list-style-type: none">• Read simple phrases and sentences made up of words with known letter-sound correspondences and where necessary, a few exception words.• Say a sound for each letter in the alphabet and at least 10 digraphs.• Read words consistent with my phonic knowledge by sound-blending.• Read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words.	<p>containing GPCs that have been taught</p> <ul style="list-style-type: none">• Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word• Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings• Read other words of more than one syllable that contain taught GPCs• Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)• Read aloud accurately books that are consistent with my developing phonic knowledge and that do not require me to use other strategies to work out words.• Re-read these books to build up my fluency and confidence in word reading.	<ul style="list-style-type: none">• Read accurately words of two or more syllables that contain the same graphemes as above.• Read words containing common suffixes.• Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.• Read most words quickly and accurately, without overt sounding and blending, when I have been frequently encountered• Read aloud books closely matched to my improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.• Re-read these books to build up my fluency and confidence in word reading.
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Comprehension	<ul style="list-style-type: none">• Enjoy sharing books with an adult.• Pay attention and respond to the pictures or the words.• Have favourite books and seek them out to share with an adult, another child or to look at by myself.• Engage in extended conversations about stories, learning new vocabulary.• Repeat words and phrases from familiar stories.• Ask questions about the book. Make comments and shares their own ideas.• Develop play around favourite stories using props.• Engage in extended conversations about stories, learning new vocabulary.	<ul style="list-style-type: none">• Re-read these books to build up my confidence in word reading, my fluency and my understanding and enjoyment.• Demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary.• Anticipate – where appropriate – key events in stories.• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</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 I can read independently.• Being encouraged to link what I read or hear read to my own experiences.• Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering my particular characteristics.• Recognising and joining in with predictable phrases.• Learning to appreciate rhymes and poems, and to recite some by heart.• Discussing word meanings, linking new meanings to those already known. <p>Understand both the books I can already read accurately and fluently and those I listen to by:</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <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 I can read independently.• Discussing the sequence of events in books and how items of information are related.• Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.• Being introduced to non-fiction books that are structured in different ways.• Recognising simple recurring literary language in stories and poetry.• Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.• Discussing my favourite words and phrases.
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			<ul style="list-style-type: none">• Drawing on what I already know or on background information and vocabulary provided by the teacher.• Checking that the text makes sense to me as I read and correcting inaccurate reading.• Discussing the significance of the title and events.• Making inferences on the basis of what is being said and done.• Predicting what might happen on the basis of what has been read so far.• Participate in discussion about what is read to me, taking turns and listening to what others say.• Explain clearly my understanding of what is read to me.	<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. <p>Understand both the books that I can already read accurately and fluently and those that I listen to by:</p> <ul style="list-style-type: none">• Drawing on what I already know or on background information and vocabulary provided by the teacher.• Checking that the text makes sense to me as I 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 me and those that I can read by myself, taking turns and listening to what others say.
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				Explain and discuss my understanding of books, poems and other material, both those that I listen to and those that I read by myself.
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