

English: Reading Skills Progression		
	Word Reading	Comprehension
Nursery	<p>Understand the five key concepts about text:</p> <ul style="list-style-type: none"> • Print has meaning. • Print can have different purposes. • We read English from left to right and from top to bottom. • The names of different parts of a book. • Page sequencing. <p>Develop their phonological awareness of sound through activities to develop listening and attention, including:</p> <ul style="list-style-type: none"> • Oral blending. • Spotting and suggest rhyme. • Counting or clapping syllables in a word. • Recognising words with the same initial sound. 	<p>In Nursery the children will learn in a language-rich environment and develop a life-long love of reading by:</p> <ul style="list-style-type: none"> • Engaging in extended conversations about stories, learning new vocabulary. • Understanding a question or instruction that has two parts. • Understanding 'why' questions. • Knowing many rhymes, being able to talk about familiar books, and being able to tell a long story.
Reception	<ul style="list-style-type: none"> • Blend sounds into words, so they can read short words made up of known letter-sound correspondences. Moving on to: Blend taught GPCs to read CVC, CCVC and CVCC words. • Identify taught GPCs, including some diagraphs. 	<p>In Reception the children will learn in a language-rich environment and develop a life-long love of reading by:</p> <ul style="list-style-type: none"> • Understanding how to listen carefully and why listening is important.

- Read simple phrases and sentences made up of taught GPCs and common exception words.
- Read some taught Reception tricky words, matched to Little Wandle progression.
- Re-read books to build confidence in word reading, fluency and their understanding and enjoyment.

ELG: Reading:

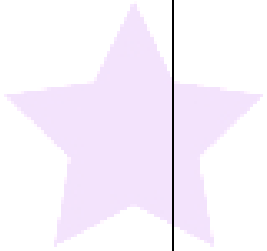
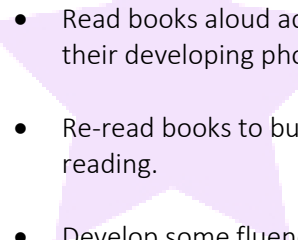
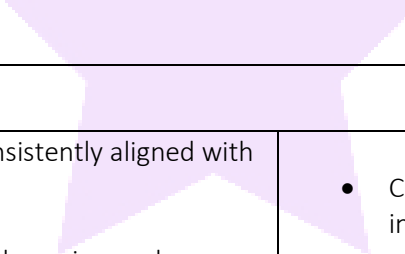
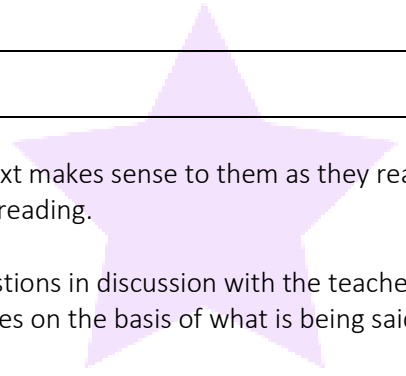
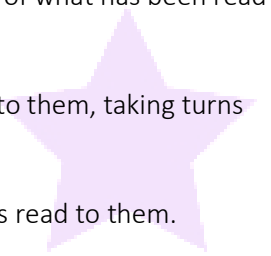
- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

- Learning new vocabulary and use this throughout the day.
- Asking questions to find out more and checking their understanding.
- Describing events in some detail.
- Listening to and talking about stories to build familiarity and understanding.
- Retelling the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
- Engaging in story times.
- Listening carefully and learn rhymes, poems and songs.
- Engaging in non-fiction books and talking about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
- Re-reading books to build their understanding and enjoyment of what they have read.

ELG Comprehension

- Anticipate key events in stories.
- Demonstrating 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.

		<p>ELG Communication and Language</p> <ul style="list-style-type: none"> • 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. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
Year 1	<ul style="list-style-type: none"> • Apply phonic knowledge and skills as the route to decode words. • Read speedily with the correct sound to graphemes 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 so far. • Read many Year 1 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. • Read words with common suffixes including: –s, -es, -ing, -ed, -er and –est endings. • Read some words of two or more syllables that contain GPCs taught so far. • Read contracted forms and understand the apostrophe represents the omitted letter (s). 	<p>In Year 1 the children will 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 which they can read independently. • Being encouraged to link what they read or hear read to their personal experiences. • Becoming familiar with key stories, fairy tales and traditional tales, retelling them and considering their particular characteristics. • Recognising and joining in with predictable phrases. • Learning to appreciate rhymes and poems, reciting some by heart. • Discussing word meaning, linking new meanings to those already known. <p>In Year 1 the children will understand both the books they can already read accurately and fluently, and those they listen to by:</p> <ul style="list-style-type: none"> • Using their prior knowledge or background information and vocabulary provided by the teacher.

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| | <ul style="list-style-type: none">• Read books aloud accurately that are consistently aligned with their developing phonic knowledge.• Re-read books to build fluency and confidence in word reading.• Develop some fluency and expression, pausing at full-stops. | <ul style="list-style-type: none">• Checking the text makes sense to them as they read and correcting inaccuracies in reading.• Answering questions in discussion with the teacher and making simple inferences on the basis of what is being said and done.• Discussing the significance of the title and events.• Predicating 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. |
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- 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 most Year 2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- Read accurately polysyllabic words that contain alternative graphemes.
- Read most words containing common suffixes. –s, -es, -ing, -ed, -er and –est -y, -er, -ment, -ful, -ness, -less, -ly
- Read 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, decoding unfamiliar words accurately, automatically and without undue hesitation.
- Re-read books to build fluency and accuracy in word reading.
- Read with appropriate expression showing awareness of punctuation.

In Year 2 the children will 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, 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.
- Explaining what has happened so far in what they have read.
- Becoming increasingly familiar with and retelling a wide range of stories, fairy stories and traditional tales.
- Being introduced to non-fiction books that are structured in different ways.
- Recognising simple recurring literacy language in stories and poetry.
- Discussing and clarifying the meaning of words, linking new meaning to known vocabulary.
- Discussing 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.

In Year 2 the children will understand both the books they can already read accurately and fluently, and those they listen to by:

- Using their prior knowledge or background information and vocabulary provided by the teacher.
- Checking the text makes sense to them as they read and correcting inaccuracies in reading.

		<ul style="list-style-type: none">• Making inferences on the basis on what is being said and done.• Answering and asking questions.• Making plausible predictions about what might happen on the basis of what has been read so far.• Make links between the book they are reading and other books they have read.• Explain what has happened so far in what they have read.
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ACADEMY