



English: Reading Skills Progression

Word Reading

Comprehension

Nursery

Understand the five key concepts about text:

- 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.

Develop their phonological awareness of sound through activities to develop listening and attention, including:

- Oral blending.
- Spotting and suggest rhyme.
- Counting or clapping syllables in a word.
- Recognising words with the same initial sound.

In Nursery the children will learn in a language-rich environment and develop a life-long love of reading by:

- Engage in extended conversations about stories, learning new vocabulary.
- Understand a question or instruction that has two parts.
- Understand 'why' questions.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.

Reception

- 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.

In Reception the children will learn in a language-rich environment and develop a life-long love of reading by:

- 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:

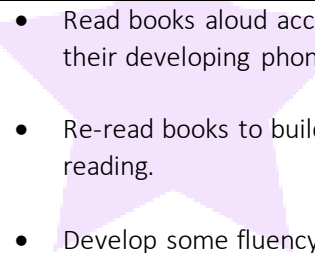
- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

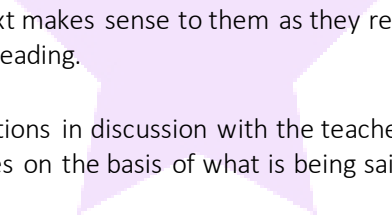
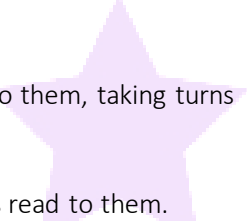
- Learning new vocabulary and use this throughout the day.
- Asking questions to find out more and checking their understanding.
- Describing events in some detail.
- Listening to and talking about stories to build familiarity and understanding.
- Retelling the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
- Engaging in story times.
- Listen 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.
<p>Year 1</p>	<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.

- 
- 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.

- 
- 
- 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.

SEATON

ACADEMY

Year 2

- 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.

- 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.

SEATON

ACADEMY