

Progression Throughout The Curriculum At Wheelock

Reading – word reading	EYFS	KS1	
		Year 1	Year 2
Phonics and decoding	<ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. 	<ul style="list-style-type: none"> • To apply phonic knowledge and skills as the route to decode words. • To blend sounds in unfamiliar words using the GPCs that they have been taught. • To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes. • To read words containing taught GPCs. • To read words containing s, -es, -ing, -ed and -est endings. • To read words with contractions, e.g. I'm, I'll and we'll. 	<ul style="list-style-type: none"> • To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. • To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. • To accurately read most words of two or more syllables. • To read most words containing common suffixes.*
Common exception words	<ul style="list-style-type: none"> • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<ul style="list-style-type: none"> • To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words. 	<ul style="list-style-type: none"> • To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.
Fluency	<ul style="list-style-type: none"> • Read aloud simple sentences and books that are consistent with their phonic knowledge. • To read short sentences to check for sense. 	<ul style="list-style-type: none"> • To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. • To reread texts to build up fluency and confidence in word reading. 	<ul style="list-style-type: none"> • To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. • To reread these books to build up fluency and confidence in word reading. • To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.

Reading comprehension	EYFS	KS1	
		Year 1	Year 2
Understanding and correcting inaccuracies	<ul style="list-style-type: none"> To read short sentences to check for sense. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary 	<ul style="list-style-type: none"> To check that a text makes sense to them as they read and to self- correct. 	<ul style="list-style-type: none"> To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. To check that the text makes sense to them as they read and to correct inaccurate reading.
Comparing, contrasting and commenting	<ul style="list-style-type: none"> Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role-play. 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. 	<ul style="list-style-type: none"> To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. To link what they have read or have read to them to their own experiences. To retell familiar stories in increasing detail. To join in with discussions about a text, taking turns and listening to what others say. To discuss the significance of titles and events. 	<ul style="list-style-type: none"> To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views. To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales. To discuss the sequence of events in books and how items of information are related. To recognise simple recurring literary language in stories and poetry. To ask and answer questions about a text. To make links between the text they are reading and other texts they have read (in texts that they can read independently).
Words in context and authorial choice	<ul style="list-style-type: none"> 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"> To discuss word meaning and link new meanings to those already known. 	<ul style="list-style-type: none"> To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To discuss their favourite words and phrases.

Inference and prediction	<ul style="list-style-type: none"> • Anticipate – where appropriate – key events in stories. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 	<ul style="list-style-type: none"> • To begin to make simple inferences. • To predict what might happen on the basis of what has been read so far. 	<ul style="list-style-type: none"> • To make inferences on the basis of what is being said and done. • To predict what might happen on the basis of what has been read so far in a text.
Poetry and performance	<ul style="list-style-type: none"> • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during roleplay. • To read short sentences in a variety of genres including poetry. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Make use of props and materials when role playing characters in narratives and stories. • Invent, adapt and recount narratives and stories with peers and their teacher. • Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. 	<ul style="list-style-type: none"> • To recite simple poems by heart. 	<ul style="list-style-type: none"> • To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.
Non-fiction	<ul style="list-style-type: none"> • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during roleplay. • To read short sentences in a variety of genres including non-fiction. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 		<ul style="list-style-type: none"> • To recognise that non-fiction books are often structured in different ways.