



## St Andrew's C of E Infant School

### Progression in Reading Knowledge & Skills

Areas of Learning	Key Learning in Reception	Key Learning in Year 1	Key Learning in Year 2
<b>Phonics, Decoding and Word Reading</b>	<ul style="list-style-type: none"> <li>Orally blend sounds to make simple words.</li> <li>Decode a number of regular words using Phase 2 phonemes. Phase 3 phonemes/Phase 4 (combination of adjacent consonants) with build and blend strategy.</li> <li>Link sounds to letters, naming and sounding letters of the alphabet as well as digraphs (Phase 3 phonemes).</li> <li>Use decoding to read – using build and blend strategy – towards automatically reading known words.</li> <li>Blend phonemes to read a range of words using build and blend towards automaticity, fluency and accuracy.</li> <li>Use phonic knowledge to attempt unknown words.</li> <li>Read decodable HFWs sight words (list 1) (e.g. a an as at if in).</li> <li>Read decodable HFWs sight words (list 2) (e.g. will that this then them).</li> <li>Read common exception words (tricky) from Phase 2 (e.g. the to no go into).</li> <li>Read common exception words (tricky) from Phase 3 (e.g. he she we me be was you they all are my her).</li> <li>Read some common exception words (tricky) from Phase 4 (e.g. said like have so).</li> <li>Distinguish between a word, a letter and a space.</li> <li>Read simple sentences and books consistent with their phonic knowledge.</li> <li>Recognise some capital and lower case letters.</li> </ul>	<ul style="list-style-type: none"> <li>apply phonic knowledge to decode words</li> <li>respond with the correct sound for graphemes for all 40+phonemes – including alternative sounds</li> <li>read accurately by blending taught GPCs</li> <li>read common exception words eg: the, said, once, she, friend, school</li> <li>read common suffixes -s, -es, -ing, -ed, -est</li> <li>read multi-syllable words containing taught GPCs</li> <li>read contractions such as I'm, can't, we'll</li> <li>Know that apostrophes represent omitted letters</li> <li>read aloud phonically-decodable texts</li> <li>read pseudo words with accuracy – including vowel digraphs and trigraphs</li> </ul>	<ul style="list-style-type: none"> <li>apply phonic knowledge and skills consistently to decode quickly and accurately</li> <li>read accurately by blending, including alternative sounds for graphemes</li> <li>read multi-syllable words containing these graphemes</li> <li>read common suffixes such as: -ment, -less, -ness, -ful and -ly</li> <li>read exception words, noting unusual correspondences (including words from the Y2 Spelling appendix such as because, beautiful, everybody, should, whole, parents, money)</li> <li>read most words quickly and accurately without overt sounding and blending</li> <li>read some phonically-decodable books with fluency, sound out unfamiliar words automatically</li> <li>reread books to build up fluency and confidence</li> </ul>



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<p><b>Range of reading</b></p>	<ul style="list-style-type: none"> <li>• listen to others 1:1/in groups/whole class, in familiar and new situations, during conversations or activities, listen to stories with enjoyment and interest.</li> <li>• maintain attention in different contexts, attend to other people (adults, peers) both familiar and unfamiliar. Show attention and interest in stories read to them in whole class and small group contexts</li> <li>• with relevant comments, questions of their own or actions when listening to stories, to instructions and when engaged in play activities e.g. role play/creative expression. Interact with and respond to others in a range of situations including small group interactions, whole class discussions and during play. Engage in purposeful conversations with others during play, in response to stories or questions, daily routine, etc</li> <li>• follow instructions, requests, and ideas in a range of contexts and situations. Ask and answer questions in different contexts including in response to stories, ask questions to check understanding.</li> <li>• 'where' 'how' and 'why' questions about self and own experiences; 'how' and 'why' in response to stories and events; answer questions in response to thoughts, ideas, predications, speculation, provocations in different contexts and situations, including their play</li> </ul>	<ul style="list-style-type: none"> <li>• listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>• link what they read or hear read to their own experiences</li> </ul>	<ul style="list-style-type: none"> <li>• listen to, discuss and express 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</li> </ul>
<p><b>Familiarity with texts</b></p>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</li> </ul>	<ul style="list-style-type: none"> <li>• become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular</li> </ul>	<ul style="list-style-type: none"> <li>• become increasingly familiar with and retell a wide range of stories, fairy stories and traditional tales</li> </ul>



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	<ul style="list-style-type: none"> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</li> <li>• Express their ideas and feelings about their experiences using full sentences, including accurate use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• characteristics</li> <li>• recognise and join in with predictable phrases</li> </ul>	<ul style="list-style-type: none"> <li>• recognise simple recurring literary language in stories and poetry</li> </ul>
<b>Poetry and Performance</b>		<ul style="list-style-type: none"> <li>• appreciate rhymes and poems, and recite some by heart</li> </ul>	<ul style="list-style-type: none"> <li>• build up a repertoire of poems learnt by heart, appreciate these and recite some with appropriate intonation to make the meaning clear</li> </ul>
<b>Comprehension and Understanding</b>	<ul style="list-style-type: none"> <li>• Listen attentively to a story at the appropriate interest level.</li> <li>• Recite simple rhymes, songs and poems.</li> <li>• Differentiate between text and illustrations.</li> <li>• Understand that print conveys meaning.</li> <li>• Hold a book correctly and turn pages from front to back and recognise front and back cover.</li> <li>• Know that in English print is read from left to right and top to bottom.</li> <li>• Use picture clues to help read a simple text.</li> <li>• Talk about events, settings and characters.</li> <li>• Retell stories and narratives in the correct sequence and in their own words, drawing on the language patterns of stories.</li> <li>• Use and show understanding of recently introduced vocabulary appropriately when retelling stories and narratives, and during discussions about stories, non-fiction, rhymes and poems.</li> <li>• Sequence a simple story or event.</li> </ul>	<ul style="list-style-type: none"> <li>• draw on what they already know or on background information and vocabulary provided by the teacher</li> <li>• check that the text makes sense to them as they read and correct inaccurate reading</li> </ul>	<ul style="list-style-type: none"> <li>• discuss the sequence of events in books and how items of information are related</li> <li>• draw on what they already know or on background information and vocabulary provided by the teacher</li> <li>• check that the text makes sense to them as they read and correct inaccurate reading</li> </ul>



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	<ul style="list-style-type: none"> <li>• Use gestures and actions to act out a story, event or rhyme from text or illustrations.</li> <li>• Say how they feel about stories and poems.</li> <li>• Recall the main points in text in the correct sequence.</li> <li>• Use the structure of a simple story when re-enacting and re-telling in their own words.</li> <li>• Talk about the themes of simple texts, (e.g. good over evil).</li> <li>• Act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary</li> </ul>		
<b>Inference</b>	<ul style="list-style-type: none"> <li>• Respond to questions about who, what, where, when linked to text and illustrations.</li> <li>• Respond to questions about how and why something is happening.</li> <li>• Say what a character might be thinking, saying or feeling.</li> </ul>	<ul style="list-style-type: none"> <li>• discuss the significance of the title and events</li> <li>• make inferences on the basis of what is being said and done</li> </ul>	<ul style="list-style-type: none"> <li>• make inferences on the basis of what is being said and done</li> <li>• answer and ask questions</li> </ul>
<b>Prediction</b>	<ul style="list-style-type: none"> <li>• Predict storyline and key events (e.g. the ending and appropriate vocabulary, aided by illustrations).</li> <li>• Make predictions and anticipate key events based on illustrations, story content and title.</li> </ul>	<ul style="list-style-type: none"> <li>• predict what might happen on the basis of what has been read so far</li> </ul>	<ul style="list-style-type: none"> <li>• predict what might happen on the basis of what has been read so far</li> </ul>
<b>Non-fiction</b>		<ul style="list-style-type: none"> <li>• listen to and discuss a range of non-fiction texts, draw on what they already know and on background information and vocabulary provided by the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• be introduced to non-fiction books that are structures in different ways</li> </ul>



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<p><b>Discussing Reading</b></p>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Listen attentively and respond to what they hear with relevant</li> <li>• questions, comments and actions when being read to and during whole</li> <li>• class discussions and small group interactions;</li> <li>• Make comments about what they have heard and ask questions to</li> <li>• clarify their understanding;</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</li> </ul>	<ul style="list-style-type: none"> <li>• participate in discussion about what is read to them, take turns and listen to what others say</li> <li>• explain clearly their understanding of what is read to them</li> </ul>	<ul style="list-style-type: none"> <li>• 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 other say</li> <li>• explain and discuss their understanding of books, poems and other material, both those that they listen to and those they read for themselves</li> </ul>
<p><b>Speaking</b> EYFS Key skills linked to Early Learning Goal: Speaking</p>	<ul style="list-style-type: none"> <li>• Speaking – speak clearly, speak in full sentences, use sentences that give many details, express ideas about feelings and experiences.</li> <li>• Vocabulary – use an increasing range of vocabulary appropriately, understand the meaning of new words and use appropriately in discussions and conversation.</li> <li>• Communication – communicate freely with different people, engage in conversations taking into account the listener, and take turns to listen and to speak in different contexts including small group, whole class and 1-1 discussions. Talk about and discuss familiar events or characters in stories.</li> <li>• Questioning – ask and answer questions in different contexts including group activities, during their play, daily routine, personal conversations with others etc.</li> <li>• Uses Tenses – past, present and future – in conversations with peers/adults about themselves and their experiences, activities,</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking and listening embedded in KS1 reading and writing skills</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking and listening embedded in KS1 reading and writing skills</li> </ul>



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	<p>ideas and events. Begin to use conjunctions to extend ideas.</p> <ul style="list-style-type: none"><li>• Reasoning – talk about, explain and give reasons for actions, events and activities linked to their experiences, stories, or other contexts. Offer explanations for why things might happen.</li><li>• Clarify Thinking – use talk to connect ideas, and share their thinking in different contexts.</li></ul> <p>Narrative – use language of stories, rhymes, poems and non-fiction to imagine and recreate ideas in different contexts and offer explanations for why things happen</p>		
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