



Reading Progression of Skills



	Nursery	Reception	Year 1	Year 2
Word reading	Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. To know that print has meaning and can have different purposes Know that English text is read from left to right and from top to bottom	<u>Children in Reception</u> Read individual letters by saying the sounds for them. (Literacy) Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. (Literacy) Read some letter groups that each represent one sound and say sounds for them. (Literacy) Read a few common exception words matched to the school's phonic programme. (Literacy) Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. (Literacy) <u>End of Reception Expectation ELG 2021</u> 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. (Word reading)	Apply phonic knowledge and skills as the route to decode words. Respond 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. Read common exception words. 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. Read aloud accurately	<u>End of KS1 Expectation</u> 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 taught so far, especially recognising alternative sounds for graphemes. Read words containing common suffixes. Read further common exception words. 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,

			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 books to build up their fluency and confidence in word reading.	automatically and without undue hesitation. Re-read books to build up their fluency and confidence in word reading.
Comprehension	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	<u>Children in Reception</u> Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. (Literacy) Engage in story times. (Communication and Language) Listen to and talk about stories to build familiarity and understanding. (Communication and Language) Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. (Communication and Language) Listen carefully to rhymes and songs, paying attention to how they sound. (Communication and Language) Learn rhymes, poems and songs. (Communication and Language) Engage in non-fiction books. (Communication and Language) Listen to and talk about selected non-fiction	Pupils should be taught to develop pleasure in reading, be motivated to read, and develop their vocabulary and understanding. Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond their independent reading level. Make links between their experiences and stories they read or listen to. Become familiar with key stories, fairy stories and traditional tales, can retell them and discuss their key features. Enjoy learning about rhymes and poems, and can recite some by heart. Discuss word meanings. When discussing the story,	<u>End of KS1 Expectation</u> Pupils should be taught to develop pleasure in reading, be motivated to read, and develop their vocabulary and understanding. Listen to, discuss and share views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond their independent reading level. Discuss the sequence of events in books and how items of information are related. Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales. Are introduced to non-fiction books that are structured in different ways. Recognise simple recurring literary language in stories and poetry. Discuss and clarify the meanings of words.

	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. Engage in extended conversations about stories, learning new vocabulary. Recognise the names of the different parts of a book Page sequencing	to develop a deep familiarity with new knowledge and vocabulary. (Communication and Language) <u>End of Reception Expectation ELG 2021</u> 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. (Comprehension) 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. (Listening, Attention and Understanding) Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. (Speaking) Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. (People, Culture and Communities) Invent, adapt and recount narratives and	draw on what they already know or on background information and vocabulary provided by the teacher. Check that the text makes sense to them as they read and self-correct inaccurate reading. Discuss the significance of the title and events. Make inferences. Predict what might happen. Participate in discussion about what is read to them and listen to what others say. Explain clearly their understanding of what is read to them.	Discuss 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. When discussing the story, draw on what they already know or on background information and vocabulary provided by the teacher. Check that the text makes sense to them as they read and self-correct inaccurate reading. Make inferences. Answer and ask questions about what they have read or is being read to them. Predict what might happen. Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves and listen 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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		stories with peers and their teacher. (Being Imaginative and Expressive) Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. (Being Imaginative and Expressive)		
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