



## Progression of Knowledge and Skills in Reading

### Infant School

**EYFS** – Develop an understanding of what has been read and anticipate key events. Use introduced vocabulary to discuss stories, nonfiction, rhymes, and poems during role-play. Children will be able to say a sound for each letter and recognise and say at least 10 digraphs. They will read words and then simple sentences consistent with their phonic knowledge by sound blending including some common exception words.

#### **National curriculum purpose of study**

Through reading and listening, others can communicate to the child. Pupils have the chance to develop culturally, morally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils to acquire knowledge and build on what they already know.

#### **National curriculum aims:**

- Read easily, fluently and with good understanding.
- Develop the habit of reading widely and often, both for pleasure and information.

#### **Assessment and Tracking**

Children be tracked in their attainment using our tracking program – Insight and Phonic Tracker. They will be judged after completion of objectives as being on-track, just below or well below the expectations of achieving the Reading Programme of Study. By the end of the Foundation Stage and Key Stage 1 they will be expected to know, apply and understand the matters, skills and processes identified at the end of Foundation and Key Stage Statutory Assessment Frameworks.

<b>Knowledge and Skills</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>
Decoding (Word Reading)	<ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>• Read words consistent with their phonic knowledge by sound blending.</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> <li>• See Reception Phonic overview for specific phonic programme details.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply phonic knowledge to decode words.</li> <li>• Speedily read all 40+ letters/groups for 40+ phonemes</li> <li>• Read accurately by blending taught GPC.</li> <li>• Read common exception words.</li> <li>• Read common suffixes (-s, -es, -ing, -ed, etc.)</li> <li>• Read multisyllable words containing taught GPCs.</li> <li>• Read contractions and understanding use of apostrophe.</li> <li>• Read aloud phonically decodable texts and texts that are consistent with their developing phonic knowledge.</li> <li>• Re-read books to build up fluency and confidence.</li> <li>• See Year 1 Phonic Overview for specific phonic programme details.</li> </ul>	<ul style="list-style-type: none"> <li>• Secure phonic decoding until reading is fluent.</li> <li>• Read accurately by blending, including alternative sounds for graphemes (See Year 2 Phonic Overview for specific phonic programme details)</li> <li>• Read multisyllable words containing these graphemes.</li> <li>• Read common suffixes.</li> <li>• Read common exception words, noting unusual correspondences.</li> <li>• Read most words quickly &amp; accurately without overt sounding and blending.</li> </ul>

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			<ul style="list-style-type: none"> <li>• Read aloud phonically decodable texts and texts that are consistent with their developing phonic knowledge.</li> <li>• Re-read books to build up fluency and confidence</li> </ul>
Range of reading (Comprehension)	<ul style="list-style-type: none"> <li>• Listen to and discuss a wide range of stories and nonfiction books at an appropriate level.</li> <li>• Participate in daily story times.</li> <li>• Use the core book lists to experience a range of books.</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to and discussing a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently.</li> <li>• Being encouraged to link what they read or hear read to their own experiences.</li> <li>• Use the core book lists to experience a range of books.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop pleasure in reading.</li> <li>• Listening to, discussing, and expressing 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> <li>• Be encouraged to explore and read texts from a wide range of genres in order to gather information or offer opinions on</li> <li>• Use the core book lists to experience a range of books.</li> </ul>
Familiarity with texts (Comprehension)	<ul style="list-style-type: none"> <li>• Become familiar with a variety of nursery rhymes and join in with songs and repeated phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• Become familiar with key stories, fairy stories and traditional tales, retell them and consider their characteristics.</li> <li>• Recognise and joining in with predictable phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.</li> <li>• Recognising simple recurring literary language in stories and poetry.</li> <li>• Begin to make links between what has been read either by themselves or others.</li> </ul>
Poetry and Performance (Comprehension)	<ul style="list-style-type: none"> <li>• Listen to and re tell nursery rhymes.</li> <li>• Have read to them simple poems.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning to appreciate rhymes and poems, and to recite some by heart.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</li> <li>• Perform poetry that has be written by the class or by themselves</li> </ul>
Word Meanings (Comprehension)	<ul style="list-style-type: none"> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss word meanings, linking new meanings to those already known.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss and clarify meanings of words, linking new meanings to known vocabulary.</li> <li>• Discuss favourite words and phrases.</li> </ul>
Understanding (Comprehension)	<ul style="list-style-type: none"> <li>• Retell stories and narratives using their own words and introduced vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw on what is read, pictures, information, what is already known or on background information and vocabulary to make sense of the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Answer questions about what has been read to them or from what they have read.</li> </ul>

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		<ul style="list-style-type: none"> <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>• Draw on what they already know, vocabulary or on background information to discuss what has been read.</li> <li>• Discuss the sequence of events in books and how items of information are related drawing on what they already know or on background information and vocabulary provided by the teacher.</li> <li>• Checking that the text makes sense to them as they read and correcting inaccurate reading.</li> <li>• Ask questions about books that they have read or has been read to them.</li> </ul>
Inference (Comprehension)	<ul style="list-style-type: none"> <li>• Begin to make links between the title and front cover of the book to the events that take place.</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 in the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Making inferences on the basis of what is being said and done.</li> <li>• Discuss choices that the author has made in narrative, presentation, and word choice.</li> </ul>
Prediction (Comprehension)	<ul style="list-style-type: none"> <li>• Anticipate key events in stories.</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 and reason ideas.</li> </ul>
Non-fiction (Comprehension)	<ul style="list-style-type: none"> <li>• Begin to explore the difference between story and fact books.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the difference between nonfiction and fiction books.</li> <li>• Share and collect information from information books</li> </ul>	<ul style="list-style-type: none"> <li>• Be introduced to non-fiction books that are structured in different ways.</li> <li>• Use nonfiction books to find out information.</li> </ul>
Discussing reading (Comprehension)	<ul style="list-style-type: none"> <li>• Discuss books or characters that they like or dislike and begin to explain this.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in discussion about books, poems &amp; other works that are read to them &amp; those that they can read for themselves, taking turns and listening to what others say.</li> <li>• Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> </ul>