



# Reading Progression at Settle Primary School



	<b>EYFS (30-50mths to ELGs)</b> <b>30 – 50 months</b> <b>40 – 60 months</b> <b>Early Learning Goals</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Phonics and Decoding</b>	<ul style="list-style-type: none"> <li>*enjoy rhyming and rhythmic activities</li> <li>*show an awareness of rhyme and alliteration</li> <li>*recognise rhythm in spoken words</li> <li>*continue a rhyming string</li> <li>*hear and say the initial sound in words</li> <li>*segment the sounds in simple words and blend them together and know which letter represents some of them</li> <li>*link sounds to letters, naming and sounding the letters of the alphabet</li> <li>*use phonic knowledge to decode regular words and read them aloud and accurately</li> <li>*read some common irregular words</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</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</li> <li>*read multisyllable words containing these graphemes</li> <li>*read common suffixes</li> <li>*read most Y1 and Y2 common exception words, noting unusual correspondences</li> <li>*read most words quickly and accurately without overt sounding and blending</li> </ul>
<b>Fluency</b>	<ul style="list-style-type: none"> <li>*show interest in illustration and print in books and print in the environment</li> <li>*recognise familiar words and signs such as own name and advertising logos</li> <li>*look and handle books independently (hold books the correct way up and turns pages)</li> <li>*ascribe meanings to marks that they see in different places</li> <li>*begin to break the flow of speech into words</li> <li>*begin to read words and simple sentences</li> <li>*read and understand simple sentences</li> </ul>	<ul style="list-style-type: none"> <li>*accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words</li> <li>*reread texts to build up fluency and confidence in word reading</li> </ul>	
<b>Understanding and Correcting Inaccuracies</b>	<ul style="list-style-type: none"> <li>*know that print carries meaning and, in English, is read from left to right and top to bottom</li> <li>*understand humour, e.g. nonsense rhymes, jokes</li> </ul>	<ul style="list-style-type: none"> <li>*check that a text makes sense to them as they read and to self-correct</li> </ul>	<ul style="list-style-type: none"> <li>*show understanding by drawing 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 to correct inaccurate reading</li> </ul>
<b>Comparing, Contrasting and Commenting</b>	<ul style="list-style-type: none"> <li>*listen to stories with increasing attention and recall</li> <li>*anticipate key events and phrases in rhymes and stories</li> <li>*begin to be aware of the way stories are structured</li> <li>*describe main story settings, events and principal characters</li> <li>*enjoy an increasing range of books</li> <li>*follow a story without pictures or props</li> <li>*listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</li> <li>*demonstrate understanding when talking with others about what they read</li> </ul>	<ul style="list-style-type: none"> <li>*listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently</li> <li>*link what they have read or have read to them to their own experiences</li> <li>*retell familiar stories in increasing detail</li> <li>*join in with discussions about a text, taking turns and listening to what others say</li> <li>*discuss the significance of titles and events</li> </ul>	<ul style="list-style-type: none"> <li>*participate in discussion about books, poems and other works that are read to them (at a level beyond that at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views</li> <li>*Become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales</li> <li>*discuss the sequences of events in books and how items of information are related</li> <li>*Recognise simple recurring literacy language in stories and poetry</li> <li>*ask and answer questions about a text</li> <li>*make links between the text they are reading and other texts they have read (in texts that they can read independently)</li> </ul>
<b>Poetry &amp; Performance</b>	<ul style="list-style-type: none"> <li>*listen to and join in with stories and poems, one-to-one and also in small groups</li> <li>*join in with repeated refrains in rhymes and stories</li> <li>*use intonation, rhythm and phrasing to make the meaning clear to others</li> <li>*develop preference for forms of expression</li> <li>*play cooperatively as part of a group to develop and act out a narrative</li> <li>*express themselves effectively, showing awareness of listeners' needs</li> </ul>	<ul style="list-style-type: none"> <li>*learn 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> </ul>
<b>Word in Context and Authorial Choice</b>	<ul style="list-style-type: none"> <li>*build up vocabulary that reflects the breadth of their experiences</li> <li>*extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words</li> <li>*use vocabulary and forms of speech that are increasingly influenced by their experiences of books</li> </ul>	<ul style="list-style-type: none"> <li>*discuss word meaning, linking new meanings to those already known</li> </ul>	<ul style="list-style-type: none"> <li>*discuss and clarify the meanings of words, linking new meanings to known vocabulary</li> <li>*discuss their favourite words and phrases</li> </ul>
<b>Inference</b>	<ul style="list-style-type: none"> <li>*begin to understand 'why' and 'how' questions</li> <li>*answer 'how' and 'why' questions about their experiences and in response to stories or events</li> </ul>	<ul style="list-style-type: none"> <li>*discuss the significance of the title and events</li> <li>*making inferences on the basis of what is being said and done</li> </ul>	<ul style="list-style-type: none"> <li>*making inferences on the basis of what is being said and done</li> <li>*answering and asking questions</li> </ul>
<b>Prediction</b>	<ul style="list-style-type: none"> <li>*suggest how a story might end</li> </ul>	<ul style="list-style-type: none"> <li>*predicting what might happen on the basis of what has been read so far</li> </ul>	<ul style="list-style-type: none"> <li>*predicting 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>*know that information can be relayed in the form of print</li> <li>*know that information can be retrieved from books and computers</li> </ul>	<ul style="list-style-type: none"> <li>*being introduced to non-fiction books that are structured in different ways</li> </ul>	<ul style="list-style-type: none"> <li>*being introduced to non-fiction books that are structured in different ways</li> </ul>

