



Reading Progression at Settle Primary School



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

