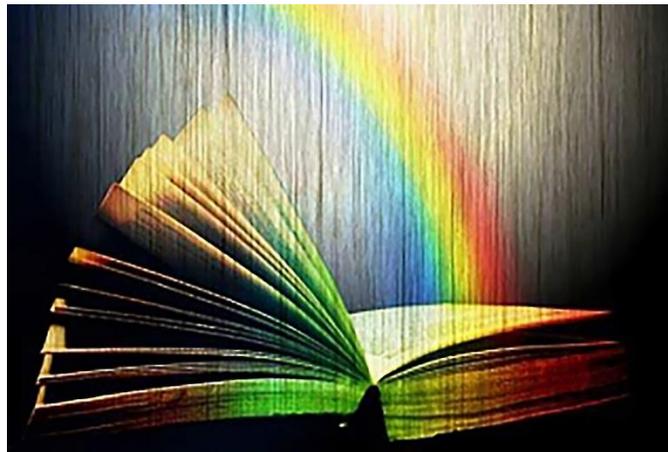




WEST RISE

Reading Progression Document



	EYFS	Year 1	Year 2
Phonics/ Word reading	<ul style="list-style-type: none"> • Spot and suggest rhymes. • Count or clap syllables in words. • Recognise words with the same initial sound. • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of letter-sound correspondences. -Read some letter groups that each represent one sound and say sounds for them. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • 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. 	<ul style="list-style-type: none"> • To apply phonic knowledge and skills as the route to decode words. -To blend sounds in unfamiliar words using the GPCs that they have been taught. • To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes. • To read words containing taught GPCs. • To read words containing -s, -es, -ing, -ed and -est endings. • To read words with contractions, e.g. I'm, I'll and we'll. 	<ul style="list-style-type: none"> • To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. • To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. • To accurately read most words of two or more syllables. • To read most words containing common suffixes. (NC spelling appendix 1)

	EYFS	Year 1	Year 2
Common exception words	<ul style="list-style-type: none"> • Read a few common exception words. • To read some common irregular (tricky) words. 	<ul style="list-style-type: none"> • To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words. 	<ul style="list-style-type: none"> • To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.
Fluency	<p>To understand:</p> <ul style="list-style-type: none"> • that print has meaning. • the names of different parts of a book. • That print can have different purposes. • page sequencing. • we read English text from left to right and from top to bottom. • you can blend sounds into words, so that they can read short words made up of letter-sound correspondences. • how to read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • re-reading books builds up confidence in word reading, fluency, understanding and enjoyment. • how to read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<ul style="list-style-type: none"> • To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. • To reread texts to build up fluency and confidence in word reading. 	<ul style="list-style-type: none"> • To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately and automatically. • Re-read these books to build up fluency and confidence in word reading. • To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.

	EYFS	Year 1	Year 2
Understanding and correcting inaccuracies	<ul style="list-style-type: none"> To know that print carries meaning and, in English, is read from left to right and top to bottom. To understand humour, e.g. nonsense rhymes, jokes. 	<ul style="list-style-type: none"> To check that a text makes sense to them as they read and to self-correct. 	<ul style="list-style-type: none"> To show understanding by drawing on what they already know or on background information given. To 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"> Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions. Compare and contrast characters from stories, including figures from the past. 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. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Anticipate (where appropriate) key events in stories. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. 	<ul style="list-style-type: none"> To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. -To link what they have read or have had read to them to their own experiences. To retell familiar stories in increasing detail. To join in with discussions about a text, taking turns and listening to what others say. To discuss the significance of titles and events. 	<ul style="list-style-type: none"> To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views. To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales. To discuss the sequence of events in books and how items of information are related.

	EYFS	Year 1	Year 2
Words in context	<ul style="list-style-type: none"> To build up vocabulary that reflects the breadth of their experiences. To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. To use vocabulary and forms of speech that are increasingly influenced by their experiences of books. 	<ul style="list-style-type: none"> To discuss word meaning and link new meanings to those already known. 	<ul style="list-style-type: none"> To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To discuss their favourite words and phrases.
Inference and prediction	<ul style="list-style-type: none"> Understand 'why' questions: "Why do you think the caterpillar got so fat?" Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Anticipate (where appropriate) key events in stories. 	<ul style="list-style-type: none"> To begin to make simple inferences. To predict what might happen on the basis of what has been read so far. 	<ul style="list-style-type: none"> To make inferences on the basis of what is being said and done. To predict what might happen on the basis of what has been read so far in a text
Non-Fiction	<ul style="list-style-type: none"> Talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions. Know and explain some differences between fiction and non-fiction books. 	<ul style="list-style-type: none"> Listen to and discuss a wide range of non-fiction at a level beyond that at which they can read independently. 	<ul style="list-style-type: none"> Be introduced to non-fiction books that are structured in different ways.

	EYFS	Year 1	Year 2
Poetry and performance	<ul style="list-style-type: none"> • Engage in story times and retell the story, once they have developed a deep familiarity with the text, repetition and own words. • Learn rhymes, poems and songs. Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play. • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Make use of props and materials when role playing characters in narratives and stories. • Invent, adapt and recount narratives and stories with their peers and their teacher. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music. 	<ul style="list-style-type: none"> • To recite simple poems by heart. 	<ul style="list-style-type: none"> • To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.