	EYFS 30 – 50 months 40 – 60 months Early Learning Goals	Year 1	Year 2
Phonics and Decoding	• To enjoy rhyming and rhythmic activities. • To show an awareness of rhyme and alliteration. • To recognise rhythm in spoken words. • To continue a rhyming string. • To hear and say the initial sound in words. • To segment the sounds in simple words and blend them together and know which letter represents some of them. • To link sounds to letters, naming and sounding the letters of the alphabet. • To use phonic knowledge to decode regular words and read them aloud accurately.	• 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.	• 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.*
Common Exception Words	• To read some common irregular words.	• To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.	• To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.
Fluency	• To show interest in illustrations & print in books & print in the environment. • To recognise familiar words & signs such as own name & advertising logos. • To look & handle books independently (holds books the correct way up & turns pages). • To ascribe meanings to marks that they see in different places. • To begin to break the flow of speech into words. • To begin to read words and simple sentences. • To read and understand simple sentences.	• 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.	• To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. • To reread 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.
Comprehension Understanding and Correcting Inaccuracies	• 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.	• To check that a text makes sense to them as they read and to self-correct.	• To show understanding by drawing on what they already know or on background info & vocab provided by the teacher. • To check that the text makes sense to them as they read and to correct inaccurate reading.
Comprehension Comparing, Contrasting and Commenting	• To listen to stories with increasing attention and recall. • To anticipate key events and phrases in rhymes and stories. • To begin to be aware of the way stories are structured. • To describe main story settings, events and principal characters. • To enjoy an increasing range of books. • To follow a story without pictures or props. • To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. • To demonstrate understanding when talking with others about what they have read.	• 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 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.	• 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. • To recognise simple recurring literary language in stories and poetry. • To ask and answer questions about a text. • To make links between the text they are reading and other texts they have read (in texts that they can read independently).
Words in Context and Authorial Choice	• To build up vocabulary that reflects the breadth of their experiences. • To extend vocabulary, especially by grouping & 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.	• To discuss word meaning and link new meanings to those already known.	• To discuss and clarify the meanings of words, linking new meanings to known vocabulary. • To discuss their favourite words and phrases.

Inference and Prediction	• To suggest how a story might end. • To begin to understand 'why' and 'how' questions. • To answer 'how' and 'why' questions about their experiences and in response to stories or events.	• To begin to make simple inferences. • To predict what might happen on the basis of what has been read so far.	• 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	• To know that information can be relayed in the form of print. • To know that information can be retrieved from books and computers.		• To recognise that non-fiction books are often structured in different ways.
Poetry and Performance	• To listen to and join in with stories and poems, one-to-one and also in small groups. • To join in with repeated refrains in rhymes and stories. • To use intonation, rhythm and phrasing to make the meaning clear to others. • To develop preference for forms of expression. • To play cooperatively as part of a group to develop and act out a narrative. • To express themselves effectively, showing awareness of listeners' needs.	• To recite simple poems by heart.	• 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.

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.