

READING Curriculum Progression at Merebrook Infant School

	EYFS Three and Four Year Olds Reception Early Learning Goals	Year 1	Year 2
Phonics and Decoding	<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> spot and suggest rhymes count or clap syllables in a word recognise words with the same initial sound, such as money and mother Listen carefully to rhymes and songs, paying attention to how they sound. Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known 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.*
Common Exception Words	<ul style="list-style-type: none"> Read a few common exception words matched to the school's phonic programme. 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 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>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> print has meaning the names of the different parts of a book print can have different purposes page sequencing we read English text from left to right and from top to bottom Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment 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, 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	<ul style="list-style-type: none"> Understand that print has meaning and different purposes. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Re-read what they have written to check that it makes sense. 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 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 info & vocab provided by the teacher. To check that the text makes sense to them as they read and to correct inaccurate reading.
Comprehension	<ul style="list-style-type: none"> Enjoy listening to longer stories and can remember much of what happens Know many rhymes, be able to talk about familiar books, and be 	<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 read to them to their own experiences. 	<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

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Comparing, Contrasting and Commenting	<ul style="list-style-type: none"> able to tell a long story Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words 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. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. 	<ul style="list-style-type: none"> 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. 	<p>their understanding and expressing their views.</p> <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Use a wider range of vocabulary. Engage in extended conversations about stories, learning new vocabulary. Learn new vocabulary. Use new vocabulary through the day. Use new vocabulary in different contexts. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play 	<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, like: "Why do you think the caterpillar got so fat?" Ask questions to find out more and to check they understand what has been said to them. Anticipate (where appropriate) key events in stories. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 	<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"> Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play 		<ul style="list-style-type: none"> To recognise that non-fiction books are often structured in different ways.
Poetry and Performance	<ul style="list-style-type: none"> Develop their phonological awareness, so that they can: - spot and suggest rhymes Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Watch and talk about dance and performance art, expressing their feelings and responses. Develop storylines in their pretend play. Invent, adapt and recount narratives and stories with peers and 	<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.

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	<p>their teacher.</p> <ul style="list-style-type: none">• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music		
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** 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.*