

Kingsmoor Lower School – Reading Progression

	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3 / 4</u>
Decoding	• show an awareness of rhyme and alliteration. • 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 accurately.	• 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	• 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 exception words, noting unusual correspondences • read most words quickly & accurately without overt sounding and blending	• apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
Fluency	• recognise familiar words and signs such as own name and advertising logos. • 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.	• 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.	• read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. • reread these books to build up fluency and confidence in word reading. • read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.	<i>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</i> Reading Comprehension skills taught through VIPERS focused lessons.

Range of Reading	enjoy an increasing range of books.	- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently - being encouraged to link what they read or hear read to their own experiences	listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently	- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - reading books that are structured in different ways and reading for a range of purposes
Familiarity with texts	- 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. - follow a story without pictures or props. - accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.	- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics - recognising and joining in with predictable phrases	- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales - recognising simple recurring literary language in stories and poetry	- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally - identifying themes and conventions in a wide range of books
Poetry & Performance	- 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. - play cooperatively as part of a group to develop and act out a narrative. - express themselves effectively, showing awareness of listeners' needs.	learning to appreciate rhymes and poems, and to recite some by heart	continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action - recognising some different forms of poetry

Word meanings	• 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.	• discussing word meanings, linking new meanings to those already known	• discussing and clarifying the meanings of words, linking new meanings to known vocabulary • discussing their favourite words and phrases	• using dictionaries to check the meaning of words that they have read
Understanding	• 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.	• drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading	• discussing the sequence of events in books and how items of information are related • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading	• checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context * asking questions to improve their understanding of a text * identifying main ideas drawn from more than one paragraph and summarising these
Inference	• To begin to understand 'why' and 'how' questions. • To answer 'how' and 'why' questions about their experiences and in response to stories or events.	• discussing the significance of the title and events • making inferences on the basis of what is being said and done	• making inferences on the basis of what is being said and done • answering and asking questions	• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
Prediction	• To suggest how a story might end.	• predicting what might happen on the basis of what has been read so far	• predicting what might happen on the basis of what has been read so far	• predicting what might happen from details stated and implied
Authorial Intent				• discussing words and phrases that capture the reader's interest and imagination • identifying how language, structure, and presentation contribute to meaning

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.	- know that information can be retrieved from books and computers. - being introduced to non-fiction books that are structured in different ways	- being introduced to non-fiction books that are structured in different ways retrieve and record information from non-fiction	retrieve and record information from non-fiction
Discussing reading	- 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.	- participate in discussion about what is read to them, taking turns and listening to what others say - explain clearly their understanding of what is read to them	- participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say - explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say