

Progression in Reading at Locks Heath Infant School



Early Years	Year One	Year Two
<p>Knows the correct orientation of a book (front cover and holds book the correct way) and can turn the pages independently</p> <p>Follows simple texts with support</p> <p>Listens attentively to a text with appropriate interest levels</p> <p>Joins in with simple known repetitive texts</p> <p>Can retell a simple story using pictures to support</p> <p>Understands that print conveys meaning</p> <p>Can distinguish between a letter and a word</p>	<p>Identify which words appear repeatedly</p> <p>Relate reading to own experiences</p> <p>Re-reads if reading does not make sense</p> <p>Re-tell with considerable accuracy</p> <p>Discuss significance of title & events</p> <p>Make predictions on basis of what has been read</p> <p>Make inferences on basis of what is being said & done</p> <p>Knows difference between fiction and non-fiction texts</p>	<p>Listen, discuss and can say what they think about poems, stories and non-fiction books read</p> <p>Can talk about things in the order they happen and say if they are connected</p> <p>Can tell you about all the different stories read</p> <p>Enjoys finding out about non-fiction books and how they are set out</p> <p>Reads non-fiction books and can discuss how they are laid out</p> <p>Can recognise simple language patterns in stories</p> <p>Can discuss the meaning of words</p> <p>Can tell you favourite words and phrases from reading</p> <p>Can say out loud a number of poems they have learnt</p> <p>Understands the books they can read</p>

Makes 1:1 correspondence between written and spoken words

Blends phonemes to read CVC, CCVC and CVCC words

Reads on sight most words for YR and other familiar words

Chooses familiar books to read

Read and understand simple sentences

Use phonic knowledge to decode regular words and read them aloud accurately

Demonstrate an understanding when talking with others about what they have read

Checks what they are reading makes sense as they read through it

Can tell you why certain things happen in a book or why a character says the things they do

Can answer and ask questions about what they have read

Likes to guess what happens next in a story, using what they already know has gone on before

Takes turns to discuss and listen to others about what they have read

Can explain and discuss what has happened in books that they have read or have been read to them

Can read by blending together the sounds known and can read out within a word

Can read words quickly because they know how to sound out

Reads with pace & expression, i.e. pause at full stop; raise voice for question

Can read words with two or three syllables

Can read words with common word endings, such as -ing and -ed

		<p>Can read most words quickly and accurately.</p> <p>Can re-read books, to become better and better at reading the text</p>
<p>Themes and Conventions</p>		
<p>Listen to and join in with stories and poems, one-to-one and in small groups</p> <p>Join in with repeated refrains in rhymes and stories</p> <p>Know that information can be relayed in the form of print and it goes from left to right</p> <p>Know that information can be retrieved from books and computers</p> <p>Enjoy an increasing range of books</p>	<p>Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>Understand and use the terms story, fairy story, rhyme, poem, cover, title, author, illustrator</p> <p>With support seek out books on a simple theme or topic</p> <p>Understand the difference between fiction and non-fiction</p> <p>Understand the way that information texts are organised and use this when reading simple texts</p>	<p>Listen to, discuss and express 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</p> <p>Be introduced to non-fiction books that are structured in different ways</p> <p>Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>Identify how features are linked to purpose, e.g or why characters and settings in stories are described or why an information text has subheadings</p> <p>Make comparisons between books, noting similarities, differences and preferences between:</p> <ul style="list-style-type: none"> • narrative sequences • characters • setting • layout • features • setting

		<p>Identify how features are linked to purpose, e.g. why an information text has subheadings</p> <p>Make links between the texts they are reading and other texts they have read</p>
<p>Word Reading - Clarify - Phonics and Decoding</p>		
<p>Learn all sounds in Floppy Phonics Levels 1+ - Level 3</p> <p>Read cv, vc, cvc, ccvc and cvcc words</p> <p>Read some high frequency words</p> <p>Blend and segment words with known sounds</p>	<p>Consolidate and revise Floppy Phonics Levels 1+3</p> <p>Learn Floppy Phonics Level 4-5</p> <p>Broaden children's knowledge of graphemes and phonemes</p> <p>Learn new graphemes for alternative pronunciations</p> <p>Demonstrate a faster recognition of graphemes</p>	<p>Consolidate and revise Floppy Phonics Levels 1+-5</p> <p>Learn a greater range of prefixes and suffixes</p> <p>Read longer less familiar texts with increased fluency and expression</p> <p>Automatic grapheme recognition to aid fluency</p> <p>Reading aloud and silently</p>
<p>Enjoy rhyming and rhythmic activities</p> <p>Show an awareness of rhyme and alliteration</p> <p>Recognise rhythm in spoken words</p> <p>Continue a rhyming string</p> <p>Segment the sounds in</p>	<p>Apply phonic knowledge and skills as the route to decode words</p> <p>Blend sounds in unfamiliar words using the GPCs that they have been taught</p> <p>Respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes including where applicable alternative sounds for graphemes</p> <p>Read words of more than one syllable that</p>	<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>Accurately read most words of two or more syllables</p> <p>Read most words containing common suffixes.</p>

<p>simple words and blend them together and know which letter represents some of them</p> <p>Link sounds to letters, naming and sounding the letters of the alphabet</p> <p>Use phonic knowledge to decode regular words and read them aloud accurately</p> <p>Begin to read words and simple sentences</p> <p>Read and understand simple sentences</p>	<p>contain taught GPCs</p> <p>Read words containing -s, -es, -ing, -ed and -est endings</p> <p>Read words with contractions, e.g. I'm, I'll and we'll</p>	<p>Use the grammar of a sentence to decipher new or unfamiliar words</p>
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Word Reading Clarify Common Exception Words

<p>Read some common irregular words</p>	<p>Read Y1 words, noting unusual correspondences between spelling and sound and where these occur in words</p>	<p>Read most Y1 and Y2 words, noting unusual correspondences between spelling and sound and where these occur in the word</p>
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Word Reading - Clarify - Fluency

<p>Show interest in illustrations and print in books and print in the environment</p>	<p>Accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words</p>	<p>Read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>Reread books to build up fluency and confidence in word</p>
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<p>Recognise familiar words and signs such as own name and advertising logos</p> <p>Look at and handle books independently (holds books the correct way up and turns pages)</p> <p>Play cooperatively as part of a group to develop and act out a narrative</p> <p>Express themselves effectively, showing awareness of listeners' needs</p>	<p>Reread texts to build up fluency and confidence in word reading.</p> <p>Read 'instructional texts.' (those which they can read at 90--94% accurately) in a phrased and fluent manner</p> <p>Understand the books they can already read accurately and fluently and those they listen to by checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>Check that a text makes sense to them as they read and to self- correct with support at first and then progressing to by themselves</p>	<p>reading</p> <p>Read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts</p> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by checking that the text makes sense to them as they read and correcting inaccurate reading</p>
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Monitor and Summarise

<p>Read and understand simple sentences</p> <p>Demonstrate understanding when talking with others about what they have read.</p>	<p>Recall the main points of a narrative in the correct sequence</p> <p>Discuss the significance of the title and events</p> <p>Discuss word meanings, linking new meanings to those already known</p>	<p>Discuss the sequence of events in books and how items of information are related</p> <p>Identify the main events or key points in a text</p> <p>Retell a story clearly and with appropriate detail</p> <p>Discuss the sequence of events in books and how items of information are related</p>
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<p>Anticipate key events and phrases in rhymes and stories</p> <p>Begin to be aware of the way stories are structured</p> <p>Describe main story settings, events and principal characters</p>		<p>Discuss and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>Discuss their favourite words and phrases</p> <p>Identify or provide own synonyms for specific words with the text</p>
<p>Select and Retrieve</p>		
<p>Demonstrate understanding when talking with others about what they have read</p>	<p>Participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>Identify the major points in a story or some key facts from an information text</p>	<p>Use alphabetically ordered texts to retrieve information</p> <p>Extract information from the text and discuss it orally with reference to the text</p> <p>Read non-fiction texts structured in different ways and use bibliographic knowledge to help retrieve specific information</p>
<p>Respond and Explain</p>		

<p>Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions</p> <p>Answer 'how' and 'why' questions about their experiences and in response to stories or events</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what they read or hear read to their own experiences</p> <p>Ask questions and express opinions about main events and characters in stories, e.g. good and bad characters</p> <p>Talk about the significant features of layout-enlarged text, bold, italics etc</p>	<p>Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say by:</p> <ul style="list-style-type: none"> • taking turns and listening to what others say • expressing views • asking questions <p>Identify cause and effect in narrative and non-fiction, e.g. character motivation, why certain information has been included</p>
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Inference

<p>Suggest how a story might end</p> <p>Begin to understand 'why' and 'how' questions</p>	<p>Predict what might happen on the basis of what has been read so far</p> <p>Use knowledge of simple sentence structures and repeated patterns to make predictions and check reading</p> <p>Make predictions, talk about what characters are like, their motivations and what they might do</p>	<p>Identify key themes and discuss reasons for events in stories</p> <p>Make simple predictions linked to their own experiences</p> <p>Make predictions about expectations of a text by skim reading, title, contents, illustrations</p> <p>Make predictions using experience of reading books in the same genre, by the same author or based on similar themes</p> <p>Make predictions on the basis of what has been read so far</p> <p>Make simple inferences about character's thoughts and feelings and reasons for actions</p>
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		Make inferences on the basis of what is being said and done
Language for Effect		
<p>Build up vocabulary that reflects the breadth of their experiences</p> <p>Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words</p> <p>Use vocabulary and forms of speech that are increasingly influenced by their experiences of books</p>	<p>Use the language of a known story for retelling, particularly repetitive patterns, e.g. 'I'll huff and I'll puff.'</p> <p>Recognise and join in with predictable phrases</p> <p>Talk about rhyme and repetition in books</p> <p>Enjoy word-play in books and be able to identify words and phrases they like</p>	<p>Recognise simple recurring literary language in stories and poetry</p> <p>Identify rhyme and alliterative words</p> <p>Begin to understand the effects of different words and phrases e.g. to create humour, images and atmosphere</p> <p>Discuss favourite words and phrases and identify how vocabulary choice affects meaning, identifying or providing own synonyms for specific words within the text</p>