



Reading Progression Document

Areas of Study	EYFS	Year 1	Year 2
Word reading	<ul style="list-style-type: none">• I can say a sound for each letter in the alphabet and at least 10 digraphs.• I can read words consistent with my phonics knowledge by sound-blending.• I can read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words.	<ul style="list-style-type: none">• I can apply phonic knowledge to decode words.• I can speedily read all 40+ letters/groups for 40+ phonemes.• I can read accurately by blending taught GPCs.• I can read common exception words.• I can read common suffixes (-s, -es, -ing, -ed, etc.)• I can read multisyllable words containing taught GPCs.• I can read contractions and understand the use of apostrophes in contracted words.• I can read aloud phonically-decodable texts.	<ul style="list-style-type: none">• I can continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.• I can read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.• I can read accurately words of two or more syllables that contain the same graphemes I have been taught.• I can read words containing common suffixes.• I can read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.• I can read most words quickly and accurately, without overt sounding

			<p>and blending, when they have been frequently encountered.</p> <ul style="list-style-type: none"> • I can read aloud books closely matched to my improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. • I can re-read these books to build up my fluency and confidence in word reading.
Comprehension	<ul style="list-style-type: none"> • I can demonstrate an understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary. • I can anticipate, where appropriate, key events in stories. • I can 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"> • I can develop: pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which I can read independently. • I can understand both the books that I can already read accurately and fluently and those that I listen to by: drawing on what I already know or on background information and vocabulary provided by the teacher, checking that the text makes sense as I read and correcting inaccurate reading, making inferences on the basis of what is being said and done and by predicting what might happen on the basis of what has been read so far. 	<ul style="list-style-type: none"> • I can develop pleasure in reading, motivation to read, vocabulary and understanding by: 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 I can read independently, being introduced to non-fiction books that are structured in different ways, recognising simple recurring literary language in stories and poetry. • I can understand both the books that I can already read accurately and fluently and those that I have listened to by: drawing on what I already know or on background information and vocabulary provided by the teacher, checking that the text makes sense as I read and correcting inaccurate reading, making inferences on the

			basis of what is being said and done.
Performance		<ul style="list-style-type: none"> • I can understand and am being encouraged to link what I have read or heard being read to my own experiences, becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering • their particular characteristics. • I can recognise and join in with predictable phrases. • I am learning to appreciate rhymes and poems, and to recite some by heart. 	<ul style="list-style-type: none"> • I can understand and am continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. • I am becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.
Discussing reading	<ul style="list-style-type: none"> • I can participate in small group, class and one-to-one discussions, offering my own ideas, using recently introduced vocabulary. • I can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems. • I can express my ideas and feelings about my experiences using full sentences including the use of past, present and future tenses and making use of conjunctions with support/modelling from the teacher. 	<ul style="list-style-type: none"> • I can discuss word meanings, linking new meanings to those I already know. • I can discuss the significance of the title and events. • I can participate in discussion about what is read to me, taking turns and listening to what others say. • I can explain clearly my understanding of what is read to me. 	<ul style="list-style-type: none"> • I can discuss and clarify the meanings of words, linking new meanings to known vocabulary. • I can discuss my favourite words and phrases. • I can discuss the sequence of events in books and how items of information are related. • I can answer and ask questions predicting what might happen on the basis of what has been read so far. • I can participate in discussions about books, poems and other works that are read to me and those that I can read for myself,

	<ul style="list-style-type: none"> • I can listen attentively and respond to what I hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • I can make comments about what I have heard and ask questions to clarify understanding. 		<p>taking turns and listening to what others say.</p> <ul style="list-style-type: none"> • I can explain and discuss my understanding of books, poems and other material, both those that I listen to and those that I read for myself.
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