

## Reading Progression in Key Stage 1

	Year 1	Year 2
<b>Decoding</b>	<ul style="list-style-type: none"> <li>• apply phonic knowledge and skills as the route to decode words</li> <li>• speedily read all 40+ letters/groups for 40+ phonemes</li> <li>• read accurately by blending taught GPC</li> <li>• read common exception words</li> <li>• read common suffixes (-s, -es, -ing, -ed, etc.)</li> <li>• read multisyllable words containing taught GPCs</li> <li>• read contractions and understanding use of apostrophe</li> <li>• read aloud phonically-decodable texts</li> <li>• read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li> <li>• reread these books to build up their fluency and confidence in word reading</li> </ul>	<ul style="list-style-type: none"> <li>• secure phonic decoding until reading is fluent</li> <li>• read accurately by blending, including alternative sounds for graphemes</li> <li>• read multisyllable words containing these graphemes</li> <li>• read common suffixes</li> <li>• read exception words, noting unusual correspondences</li> <li>• read most words quickly &amp; accurately without overt sounding and blending</li> <li>• read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>• reread these books to build up their fluency and confidence in word reading</li> <li>• <i>shown syllable boundaries</i></li> </ul>
<b>Range of reading &amp; familiarity</b>	<ul style="list-style-type: none"> <li>• develop pleasure in reading, motivation to read, vocabulary and understanding</li> <li>• listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>• become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>• recognise and join in with predictable phrases</li> </ul>	<ul style="list-style-type: none"> <li>• develop pleasure in reading, motivation to read, vocabulary and understanding</li> <li>• 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</li> <li>• become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales</li> <li>• recognise simple recurring literary language in stories and poetry</li> </ul>

	Year 1	Year 1
<b>Discussing and understanding reading</b>	<ul style="list-style-type: none"> <li>• explain clearly their understanding of what is read to them</li> <li>• check that the text makes sense to them as they read, and correcting inaccurate reading</li> <li>• draw on what they already know or on background information and vocabulary provided by the teacher</li> <li>• <i>extensive experience of listening to, sharing and discussing a wide range of high-quality books with the teacher, other adults and each other</i></li> </ul>	<ul style="list-style-type: none"> <li>• check that the text makes sense to them as they read, and correcting inaccurate reading</li> <li>• answer and ask questions</li> <li>• 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</li> <li>• explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li> <li>• <i>discussion should be demonstrated to pupils. They should be guided to participate in it and they should be helped to consider the opinions of others. They should receive feedback on their discussions.</i></li> </ul>

<p><b>Poetry and Performance</b></p>	<ul style="list-style-type: none"> <li>• learn to appreciate rhymes and poems, and to recite some by heart</li> </ul>	<ul style="list-style-type: none"> <li>• continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul>
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<p><b>Content Domain 1a</b> draw on knowledge of vocabulary to understand texts</p>	<ul style="list-style-type: none"> <li>• discuss word meanings, linking new meanings to those already known</li> </ul>	<ul style="list-style-type: none"> <li>• discuss and clarify the meanings of words, linking new meanings to known vocabulary</li> <li>• discuss their favourite words and phrases</li> <li>• <i>meaning of new words should be explained within the context of what they are reading, and they should be encouraged to use morphology (such as prefixes) to work out unknown words</i></li> <li>• <i>deliberate steps should be taken to increase pupils' vocabulary</i></li> </ul>
<p><b>Content Domain 1b</b> Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</p>	<ul style="list-style-type: none"> <li>• discuss the significance of the title and events</li> <li>• <i>pupils begin to understand how written language can be structured in order, for example, to build surprise in narratives or to present facts in nonfiction</i></li> <li>• <i>shown some of the processes for finding out information</i></li> </ul>	<ul style="list-style-type: none"> <li>• being introduced to non-fiction books that are structured in different ways</li> </ul>
<p><b>Content Domain 1c</b> Identify and explain the sequence of events in texts</p>	<ul style="list-style-type: none"> <li>• being encouraged to link what they read or hear to their own experiences</li> <li>• draw on what they already know or on background information and vocabulary provided by the teacher</li> <li>• <i>begin to understand how written language can be structured in order, for example, to build surprise in narratives or to present facts in non-fiction</i></li> <li>• <i>shown some of the processes for finding out information</i></li> </ul>	<ul style="list-style-type: none"> <li>• draw on what they already know or on background information and vocabulary provided by the teacher</li> </ul>
<p><b>Content Domain 1d</b> make inferences from the text</p>	<ul style="list-style-type: none"> <li>• make inferences on the basis of what is being said and done</li> <li>• discuss the significance of the title and events</li> </ul>	<ul style="list-style-type: none"> <li>• make inferences on the basis of what is being said and done</li> <li>• answer and ask questions</li> </ul>
<p><b>Content Domain 1e</b> predict what might happen on the basis of what has been read so far</p>	<ul style="list-style-type: none"> <li>• predict what might happen on the basis of what has been read so far</li> </ul>	<ul style="list-style-type: none"> <li>• predict what might happen on the basis of what has been read so far</li> </ul>