

Progression in Reading Year 1

Strands	Term 1 & 2	Term 3 & 4	Term 5 & 6
Word Reading	Read aloud accurately books that are consistent with developing phonic knowledge. (phase 5a – see writing SofW for detail)	Read aloud accurately books that are consistent with developing phonic knowledge. (phase 5b – see writing SofW for detail)	Read aloud accurately books that are consistent with developing phonic knowledge. <i>Consolidating all phonics to phase 5 & some of phase 6</i>
	Apply phonic knowledge & skills as the route to decode words.	Apply phonic knowledge & skills as the route to decode words. (phase 5b – see writing SofW for detail)	Apply phonic knowledge & skills as the route to decode words. (<i>consolidate phase 5 & some of phase 6</i>)
	Respond speedily to the correct sound to grapheme for the 44 phonemes. (phase 5a – see writing SofW for detail)	Respond speedily to the correct sound to grapheme for the 44 phonemes. Revisit dependent on assessment outcomes	Respond speedily to the correct sound to grapheme for the 44 phonemes. (<i>consolidate all phonics to phase 5 & some of phase 6</i>)
	Recognise and use different ways of pronouncing the same grapheme (included in phase 5a)	Recognise and use different ways of pronouncing the same grapheme (phase 5b – see writing SofW for detail)	Recognise and use different ways of pronouncing the same grapheme eg c in ice & cream; ch in chef, school & church; ou in could, found, you & shoulder;
	Read accurately by blending sounds in unfamiliar words.	Read accurately by blending sounds in unfamiliar words. <i>Developing further from T1/2</i>	Read accurately by blending sounds in unfamiliar words. <i>Developing further from T1/2/3/4</i>
	Read common exception words , noting tricky parts. Revisit phase 4 Begin phase 5	Read common exception words , noting tricky parts. (link to spelling) <i>Developing further from T1/2 ie new words</i>	Read common exception words , noting tricky parts. <i>Developing further from T1 -4 ie new words</i>
	Read words with –s –es –er –est endings (<i>links to learning in maths measurement.</i>)	Read words with –s –es –er –est –ing –ed (<i>consolidate T1/2 & extend</i>)	Read words with –s –es –ing –ed –er –est endings consolidation from T1 – 4
	Split two syllable words into syllables, , including compound words (as relevant to phonic stage), to support blending for reading eg jumping pocket, longer, boxes.	Split two syllable words into syllables, including compound words (as relevant to phonic stage), to support blending for reading eg picnic, sticker, dinner, haircut, something, flipchart.	Split two and three (new) syllable words into syllables to support blending for reading eg farmyard, playground, September, Saturday, internet, animal, Africa.
	Read the contraction <i>I'm</i> and <i>understand the apostrophe represents an omitted letter.</i>	Read the contractions <i>I'm, I'll, we'll</i>	Read words with contractions <i>I'm, I'll, we'll</i> <u>and understand that the apostrophe represents the omitted letter (new)</u>
	Develop fluency, accuracy and confidence by re-reading books. (as appropriate to phonic stage)	Develop fluency, accuracy and confidence by re-reading books. (as appropriate to phonic stage)	Develop fluency, accuracy and confidence by re-reading books. (as appropriate to phonic stage)
		Read more challenging texts using phonics and common exception word recognition. <i>New</i>	Read more challenging texts using phonics and common exception word recognition. (<i>Books towards the end of each reading level contain increased numbers of phonics and more polysyllabic words, increased vocab etc</i>)

Developing pleasure in reading, motivation & vocabulary to understand.	When prompted through questioning, relates texts to own experiences eg Have you ever been to the zoo?	Relates texts to own experiences.	Relates texts to own experiences and describe with some detail .
	Recognise and join in with language patterns and repetition during class story time.	Recognise and join in with language patterns and repetition in stories eg fairy stories, traditional tales, well known authors.	Use patterns and repetition to orally re-tell familiar stories in a range of contexts eg role play, small world
	Orally re-tell stories using props and pictures	Orally re-tell stories in a range of contexts eg small world, role play, storytelling <i>extends from T1/2</i>	Retell particular key stories eg fairy tales, traditional tales, considering particular characteristics.
	Enjoy and recite simple rhymes & poems.	Enjoy and recite simple rhymes & poems including traditional verse	Learn to appreciate rhymes & poems and to recite some by heart expressing preferences.
	Make personal reading choices eg to share with the class, in choosing time	Make personal reading choices & with support, give simple reasons for their selection.	Make personal reading choices & give simple reasons for their selection.
Understanding books which they can read themselves and those which are read to them	Discuss key vocabulary, linking meanings of new words to those already known eg <i>a sparkler</i> is like a little firework you can hold.	Discuss key vocabulary, linking meanings of new words to those already known eg Its fireworks night so what could a sparkler be?	Discuss key vocabulary, linking meanings of new words to those already known.
	Activate prior knowledge eg What do you know about autumn? (as relevant to topic/text)	Activate prior knowledge eg What do you know about pirates? (as relevant to topic/text)	Activate prior knowledge eg What do you know about castles? (as relevant to topic/text)
	Recognise when a text does not make sense when reading.	Recognise when a text does not make sense when reading, and with prompting can correct.	Check that texts make sense while reading and self-correct.
	Develop and demonstrate their understanding of characters through role play.	Develop and demonstrate their understanding of characters and events through role play and drama.	Develop and demonstrate their understanding of characters and events through role play and drama drawing on language from the text..
	Give opinions about books, stories, poems	Give opinions, and with prompting, support with reasons.	Explain clearly their understanding of what is read to them and what they read.
	Demonstrate understanding of texts by answering questions related to who, what, where and when.	Demonstrate understanding of texts by answering questions related to who, what, where, when, why and how.	Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how.
	Discuss the main events in a story.	Discuss the main events in a story using words like first, next, after that, later on, at the end.	Identify, discuss and sequence the main events in stories eg story maps
	Make predictions based on what has been read so far.	Make predictions based on what has been read so far and give example reasons.	Make predictions based on what has been read so far and give reasons.
	With support, begin to make inferences on the basis of what is said and what is done.	Begin to make inferences on the basis of what is said and what is done.	Make inferences on the basis of what is said and what is done.
	Identify the main characters in stories.	Identify and describe the main characters in stories. Capture simply in writing eg character profile, role on the wall.	Identify and describe the main characters in stories. Capture simply in writing eg character profile, wanted poster.
	Recall information from non-fiction texts eg by saying something they have found out	Locate parts of the text by naming or labelling eg titles, contents page, labelled diagram	Recall specific information from non-fiction texts. Use parts of the text to find information.
	Discuss the title and predict what the story might be about.	Discuss the title of books they read themselves and those which are read to them. Suggest how titles relate to events in the whole story eg Where the Wild Things are; Not now, Bernard and predict what the story might be about.	Answer 'why' questions requiring basic inference eg Why do you think he said.... Why do you think she did that?

**Participating
in discussion**

In discussions about books, listen to what others say, responding by nodding or maintaining eye contact.

In discussions about books, listen to what others say, taking turns to speak as directed by the teacher.

In discussions about texts, listen carefully to what others say, taking turns to speak.