



## Progression in Reading – Year 1/2

	<b>Autumn – Term 1 and 2</b>	<b>Spring – Term 3 and 4</b>	<b>Summer – Term 5 and 6</b>
<b>Word Reading</b>	Read aloud accurately books that are consistent with developing phonic knowledge.	Read aloud accurately books that are consistent with developing phonic knowledge.	Read aloud accurately books that are consistent with developing phonic knowledge.
	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>
	<b>YEAR 1</b> - 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 &amp; some of phase 6</i> )
	<b>YEAR 1</b> - 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 &amp; some of phase 6</i> )
	<b>YEAR 1</b> - 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>
	<b>YEAR 1</b> - Read words with –s –es –er –est endings ( <i>links to learning in maths measurement.</i> )	Read words with –s –es –er –est <u>–ing –ed</u> ( <i>consolidate T1/2 &amp; extend</i> )	Read words with –s –es –ing –ed –er –est endings consolidation from T1 – 4
	<b>YEAR 2</b> - Read words containing suffixes eg –ing –ed –er –est –y	Read words containing suffixes eg –ness –ment –ful –ly .	Read words containing suffixes eg –ness –ment –ful –ly –lees, –ing, –ed, er, est, y
	<b>YEAR 1</b> - 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.
	<b>YEAR 2</b> - Read accurately words of two or more syllables that contain alternative sounds for grapheme eg treated & heading; carrot & recently.	Read accurately words of two or more syllables that contain alternative sounds for grapheme eg treated & heading; carrot & recently	Read longer and less familiar texts independently.
<b>YEAR 1</b> - Read the contraction <i>I'm and 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 and understand that the apostrophe represents the omitted letter (new)</i>	
<b>YEAR 2</b> - 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)	
<b>Developing pleasure in reading, motivation &amp;</b>	<b>YEAR 1</b> - 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 .



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<b>vocabulary to understand</b>	<b>YEAR 1</b> - 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
	<b>YEAR 2</b> - 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.
	<b>YEAR 2</b> - Sequence the main events in stories using prompts eg pictures, objects, questions.	Discuss the main events in stories	Discuss the main events in stories and sequence using language such as first of all, moments later, After a while, Finally.
	<b>YEAR 2</b> - Learn and recite a poem	Learn and recite a range of poems.	Learn and recite a range of poems

<b>Understanding books which they can read themselves and those which are read to them</b>	Develop and demonstrate their understanding of characters through role play and drama eg hot seat, magic mirror	Develop and demonstrate their understanding of events through role play and drama eg improvisation, freeze frames	Develop and demonstrate their understanding of characters and events.
	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.
	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)
	Demonstrate an understanding of fiction and non-fiction texts by orally asking and answering who, what, where, when, why, how questions.	Demonstrate an understanding of fiction and non-fiction texts by orally and, with support, in writing asking and answering who, what, where, when, why, how questions.	Demonstrate an understanding of fiction and non-fiction texts by orally and in writing asking and answering who, what, where, when, why, how questions.
	Take note of punctuation when reading ie pausing at full stops, question marks, exclamation marks.	Take note of punctuation when reading aloud ie pausing at commas which separate items in a list.	Take note of punctuation by using tone and intonation when reading aloud eg pausing at full stops, changing voice at a question or exclamation mark.
	<b>YEAR 1</b> - 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?
	<b>YEAR 1</b> - 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.
	<b>YEAR 2</b> - Draw inferences about characters from the text eg what is the character thinking? Saying? Feeling?	Draw inferences about events from the text eg why do you think that happened? How do you think the problem will be resolved?	Draw inferences about characters and events from the text.



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	<b>YEAR 1</b> - Identify how specific information is organised within a non-fiction text eg sub-headings, contents, bullet points, glossary, diagrams.	Locate information from a non-fiction text using the contents page, index, labelled diagrams and charts.	Locate specific information in order to answer questions from a selection of non-fiction texts. Find info using the contents page, index, labelled diagrams and charts.
	<b>YEAR 1</b> - 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.
	<b>YEAR 2</b> - Discuss their understanding of a text and give opinions eg I wouldn't want to live in a land where its always winter.	Explain and discuss their understanding of a text, giving opinions eg I think Lucy should go back through the wardrobe for the animals need her help to fight the queen.	Explain and discuss their understanding of a text, giving opinions and supporting with reasons eg Hansel was clever when he put stones in his pockets because....

<b>Discussion &amp; debate</b>	<b>YEAR 1</b> - 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.
	<b>YEAR 2</b> - Make contributions to discussions about texts in different group situations eg pairs, guided reading groups	Make thoughtful contributions to discussions about texts in different group situations eg pairs, guided reading groups, whole class.	Make thoughtful contributions to discussions about texts in different group situations beginning to consider what others have said.
	<b>YEAR 2</b> - In discussing books, listen to contributions from others and give simple responses eg I agree because.... I disagree because.....	In discussing books, consider other points of view put forward by the teacher and/or peers.	Make extended contributions to discussions about a range of text types.