



# SPEEN Church of England READING PROGRESSION

	PRE-SCHOOL	YEAR R	YEAR 1	YEAR 2
Decoding Phonological awareness	<ul style="list-style-type: none"> <li>To begin to develop basic concepts about print.</li> <li>To understand that books need to be held right side up, are read from the beginning to end.</li> <li>To understand what the cover, title, author of book is.</li> <li>To turn pages one at a time/page sequencing.</li> <li>To understand that print has meaning and different purposes and that illustrations can support that meaning.</li> <li>To understand that English text is read from left to right and top to bottom.</li> <li>To begin to learn the names of the different parts of a book</li> <li>To engage with simple books with no words</li> </ul>	<ul style="list-style-type: none"> <li>With introduction of Level 1 Phonemes (RWI) in Term 1 begin to apply phonic knowledge to decode simple words.</li> <li>Say a sound for each letter in the alphabet and at least Set 1 (RWI) digraphs</li> <li>Read words consistent with their phonic knowledge by sound blending</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (linked to RWI scheme).</li> </ul>	<ul style="list-style-type: none"> <li>apply phonic knowledge 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> </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> </ul>

	<ul style="list-style-type: none"> <li>Take part in Letters and Sounds Phase One activities so they can:</li> <li>Recognise and respond to familiar environmental sounds</li> <li>Remember and repeat simple rhythms</li> <li>Join in with words and actions to familiar songs</li> <li>Spot and suggest rhymes</li> <li>Count or clap syllables in a word</li> <li>Recognise words with the same initial sound</li> </ul>			
<b>Range of Reading</b>	<p>Listen/be introduced to and engage in a wide range of rhymes, poems, stories and non-fiction. Begin to show some enthusiasm for some favourite/ familiar stories etc.</p> <p>Enjoy listening to longer stories and can remember much of what happens</p>	<p>Engage and listen with pleasure to and begin to discuss a wide range of rhymes, poems, stories and non-fiction at a level beyond that at which they can read independently</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>Listening attentively to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>Able to link what they read or hear read to their own experiences</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>Listening carefully to, discuss, and express opinions 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>Able to link what they read or hear read to their own experiences</p>
<b>Familiarity with texts</b>	<p>Introduction to key stories. With support, identify the predictable phrases in a text and sometimes join in. Know many</p>	<p>Listen to and talk about key stories to build familiarity and understanding.</p>	<p>Become familiar with key stories, fairy stories and traditional tales, retelling</p>	<p>Become familiar at a greater depth with and able to retell a wider range of stories, fairy stories and traditional tales</p>

	<p>rhymes, are able to talk about familiar books and are able to tell a 'long' story</p> <p>Engage with the interdependent strands of language experiences - speaking, listening, reading, and mark-making.</p> <p>Know that their stories can be drawn or written to be retold or re-read.</p>	<p>Retell a story, once they have developed a deep familiarity with a text, some as exact repetition and some in their own words</p> <p>Begin to retell, predict, and discuss. With support, identify the predictable phrases in a text and sometimes join in with saying them aloud within a group. Describe events in some detail.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p>	<p>them and considering their characteristics.</p> <p>To quickly recognise and join in with predictable phrases</p> <p>Begin to offer opinions</p>	<p>Recognise simple recurring literary language in stories and poetry</p>
<b>Poetry &amp; Performance</b>	Beginning to enjoy rhymes and poems, and to recite some by heart with support	Show some enthusiasm for rhymes and poems, and recite some by heart with encouragement	Show an appreciation of rhymes and poems, and recite some by heart	Continue to build up a repertoire of favourite poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
<b>Word meanings/ vocabulary</b>	Beginning to learn new word meanings	Discuss new word meanings, linking new meanings to those already known	Discuss word meanings, link new meanings to existing vocabulary. Demonstrate an understanding of new words in speech.	Can discuss and clarify the meanings of words, link new meanings to known vocabulary Can talk about favourite words and phrases

Understanding Comprehension	<p>With support- develop an understanding of the books they listen to.</p> <p>Understand 'why' questions.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Begin to respond to questions when prompted.</p>	<p>Begin to understand both the books they can already read accurately and fluently and those they listen to. Respond to and ask questions and explain their understanding with encouragement.</p> <p>Understand how to listen carefully and why listening is so important</p> <p>Learn new vocabulary</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p>	<p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Usually ask and answer 'how' and 'why' questions about what they have read and know where to look for information.</p> <p>With support check that the text makes sense to them as they read and self-correcting inaccurate reading</p>	<p>Confidently discuss the sequence of events in books and how items of information are related</p> <p>Draw on what they already know or on background information and vocabulary provided by the teacher</p> <p>Check that the text makes sense to them as they read and correcting inaccurate reading</p>
Inference	<p>To listen to and understand with support some significant events in a story.</p>	<p>With encouragement begin to discuss stories and make links to own experience and inferences.</p>	<p>Discuss the significance of the title and events. Discuss the link between events and the text title.</p> <p>Demonstrate simple Inference.</p>	<p>Discuss the significance of the title and events. Discuss the link between events and the text title.</p> <p>Make inferences based on what is being said and done</p> <p>Answer and ask questions</p>

<b>Prediction</b>	Be able to listen to leader TOL and begin to offer a relevant simple prediction	Begin to predict what might happen next in a story	Predict what might happen based on what has been read so far	Predict what might happen based on what has been read so far  Usually predict what might happen with responses linked closely to the story characters, plot and language read so far.
<b>Non-fiction</b>	Be introduced to non-fiction books that are structured in different ways	Be introduced to non-fiction books that are structured in different ways and understand their purpose.	Be introduced to non-fiction books that are structured in different ways	Be introduced to non-fiction books that are structured in different ways. Become familiar with the structure of nonfiction books and terminology
<b>Discussing reading</b>	With support - begin to join in a simple discussion with a simple comment about what is being read. To begin to take turns and listen to what others say.	Begin to join in a discussion with a relevant comment about what is being read. To take turns and listen to what others say.	Participate in discussion about what is read to them, taking turns, and listening to what others say  Clearly explain their understanding of what is read to them  Contribute ideas and thoughts to discussion, remembers significant events/ key information and usually follows the agreed rules for effective discussion.	Participate in discussion with confidence about books, poems & other works that are read to them & those that they can read for themselves, taking turns, and listening to what others say  Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves