**The Bigger Picture: Reading Progression**

**Where the children have come from and where they are heading.**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Year 1** | **Year 2** | **Lower KS2** |
| **Word Reading** | **Pupils should be taught to:**   * Apply phonic knowledge & skills as the route to decode words | **Pupils should be taught to:**   * Continue to apply phonic knowledge & skills as the route to decode words until automatic decoding has become embedded & reading is fluent | **Pupils should be taught to:**   * Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both when reading aloud & to understand the meaning of new words they meet * Read further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word |
| * Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes | * Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes |
| * Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught | * Read accurately words of two or more syllables that contain the same graphemes as above |
| * Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word | * Read further exception words, noting unusual correspondences between spelling and sound and where these occur in the word |
| * Read words containing taught GPCs and –s, -es, -ing, -ed, -er and –est endings | * Read words containing common suffixes |
| * Read other words of more than one syllable that contain taught GPCs | * Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered |
| * Read words with contractions (I’m, I’ll, we’ll) and understand that the apostrophe represents the omitted letter(s) |  |
| * 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 | * Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation |
| * Re-read these books to build up their fluency and confidence in word reading | |
| **Comprehension** | **Attitudes to & Understanding of Reading** | **Attitudes to & Understanding of Reading** | **Attitudes to & Understanding of Reading** |
| **Pupils should be taught to:**   * Listen to and discuss a wide range of poems, stories & non-fiction at a level beyond that at which they can read independently | **Pupils should be taught to:**   * 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 | **Pupils should be taught to:**   * Read books that are structured in different ways; read for a range of purposes * Prepare poems & play scripts to read aloud / perform, showing understanding through intonation, tone, volume & action * Listen to & discuss a wide range of fiction, poetry, plays, non-fiction & reference / textbooks * Use dictionaries to check the meaning of words they have read * Increase familiarity with a wide range of books: fairy stories, myths & legends and retell some of these orally * Discuss words & phrases that capture the reader’s interest & imagination * Recognise some different forms of poetry (free verse, narrative etc) |
| * Link what they read or hear to their own experiences |  |
| * Become very familiar with key stories, fairy stories & traditional tales, retelling them & considering their particular characteristics | * Become increasingly familiar with and retelling a wide range of stories, fairy stories and traditional tales |
| * Recognise and join in with predictable phrases | * Recognise simple recurring literary language in stories and poetry |
| * Learn to appreciate rhymes and poems, to recite some by heart | * Continue to build up a repertoire of poems learnt by heart, appreciating and reciting some, with appropriate intonation to make the meaning clear |
| * Discuss word meanings, linking new meanings to those already known | * Discuss and clarify the meanings of words, linking new meanings to known vocabulary |
|  | * Discuss the sequence of events in books and how items of information are related |
|  | * Be introduced to non-fiction books that are structured in different ways |
|  | * Discuss their favourite words and phrases |
| **Understanding the Text** | **Understanding the Text** | **Understanding the Text** |
| **Pupils should be taught to:**   * Draw on what they already know or on background information & vocabulary provided by the teacher | | **Pupils should be taught to:**   * Check that the text makes sense to them, discuss understanding and explain the meaning of words in context * Draw inferences, predict, ask questions to improve understanding, identify main ideas from more than one paragraph, understand how LSP contribute to meaning |
| * Check that the text makes sense to them as they read & correct inaccurate reading | |
| * Make inferences on the basis of what is being said & done | |
| * Predict what might happen on the basis of what has been read so far | |
| * Discuss the significance of the title & events | * Ask and answer questions |
| **Pupils should be taught to:**   * Participate in discussion about what is read to them, taking turns & listening to what others say | **Pupils should be taught to:**   * Participate in discussion about books, poems and other words that are read to them / independently | **Pupils should be taught to:**   * Participate in discussion about both books that are read to them & those they can read for themselves, taking turns & listening to what others say * Retrieve and record information from non- fiction |
| * Explain clearly their understanding of what is read to them | * Explain and discuss their understanding of books, poems and other material listen to / independent |