**The Bigger Picture: Reading Progression**

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

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|  | **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
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| * 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
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| * 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
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| * 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
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| * Read words containing taught GPCs and –s, -es, -ing, -ed, -er and –est endings
 | * Read words containing common suffixes
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| * 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
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| * Read words with contractions (I’m, I’ll, we’ll) and understand that the apostrophe represents the omitted letter(s)
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| * 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
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| * Re-read these books to build up their fluency and confidence in word reading
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| **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)
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| * Link what they read or hear to their own experiences
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| * 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
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| * Recognise and join in with predictable phrases
 | * Recognise simple recurring literary language in stories and poetry
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| * 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
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| * Discuss word meanings, linking new meanings to those already known
 | * Discuss and clarify the meanings of words, linking new meanings to known vocabulary
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|  | * Discuss the sequence of events in books and how items of information are related
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|  | * Be introduced to non-fiction books that are structured in different ways
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|  | * Discuss their favourite words and phrases
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| **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
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| * Check that the text makes sense to them as they read & correct inaccurate reading
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| * Make inferences on the basis of what is being said & done
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| * Predict what might happen on the basis of what has been read so far
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| * Discuss the significance of the title & events
 | * Ask and answer questions
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| **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
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| * Explain clearly their understanding of what is read to them
 | * Explain and discuss their understanding of books, poems and other material listen to / independent
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