

**Elizabeth Woodville Primary School**  
**Progression in Reading FS1/KS1**

	<b>Foundation Stage</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Word Reading and Comprehension</b>	<p>We believe it is essential for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. We develop language comprehension with our pupils by talking with our children about the world around them and the books (stories and non-fiction) we read with them. We enjoy rhymes, poems and songs together. Skilled word reading, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.</p>	<p>During year 1, we build on work from the Early Years Foundation Stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. We also ensure that pupils continue to learn new grapheme-phoneme correspondences (GPCs) and revise and consolidate those learnt earlier. The understanding that the letter(s) on the page represent the sounds in spoken words underpin pupils' reading and spelling of all words. This includes common words containing unusual GPCs.</p> <p>Alongside this knowledge of GPCs, pupils develop the skill of blending the sounds into words for reading and establish the habit of applying this skill whenever they encounter new words. This is supported by practice in reading books consistent with their developing phonic knowledge and skill and their knowledge of common exception words. At the same time, pupils will hear, share and discuss a wide range of high- quality books to develop a love of reading and broaden their vocabulary.</p> <p>Pupils are helped to read words without overt sounding and blending after a few encounters. Those who are slow to develop this skill will be given opportunities for extra practice.</p>	<p>At the beginning of year 2, pupils should be able to read all common graphemes. They should be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil's level of word reading knowledge. They should also be able to read many common words containing GPCs taught so far [for example, shout, hand, stop, or dream], without needing to blend the sounds out loud first. Pupils' reading of common exception words [for example, you, could, many, or people], should be secure. Pupils will increase their fluency by being able to read these words easily and automatically. Pupils should be able to retell some familiar stories that have been read to and discussed with them or that they have acted out during year 1.</p> <p>During year 2, there is a continued focus on establishing pupils' accurate and speedy word reading skills. Pupils listen to and discuss a wide range of stories, poems, plays and information books; including whole books. As pupils read well, they will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum.</p>
<b>Word Reading</b>	<b>Foundation Stage</b>	<b>Year 1</b>	<b>Year 2</b>
	<p>Pupils are taught to:</p> <p>Blend sounds into words, so that they can read short words made up of known letter – sound correspondences.</p>	<p>Pupils are taught to:</p> <p>Apply phonic knowledge and skills as the route to decode words</p>	<p>Pupils are taught to:</p> <p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p>

<b>Reading – Comprehension</b>	<p>Read individual letters by saying the sounds for them.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read some common exception words matched to the school’s phonic programme. (ELS)</p> <p>Read simple phrases and sentences made up of words known letter -ound correspondences and, where necessary, a few exception words.</p>	<p>Respond speedily with the correct sound to graphemes for all 40+ phonemes, where applicable, alternative sounds for graphemes</p> <p>Read accurately by blending sounds in an unfamiliar word containing GPCs that have been taught</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</p> <p>Read other words of more than one syllable that contain taught GPCs</p> <p>Read words with contractions and understand that the apostrophe represents the omitted letter</p> <p>Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p> <p>Re-read these books to build up their fluency and confidence</p>	<p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>Read accurately words of two or more syllables that contain the same graphemes as above</p> <p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>Read words containing common suffixes</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>Re-read these books to build up their fluency and confidence in word reading</p>
	<b>Foundation Stage</b>	<b>Year 1</b>	<b>Year 2</b>
	<p>Pupils are taught to:</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>- Enjoying looking at books and sharing a range of stories.</li> </ul>	<p>Pupils are taught to:</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>- Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>- Being encouraged to link what they read or hear read to their own experiences</li> <li>- Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> </ul>	<p>Pupils are taught to:</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>- Listening to, discussing and expressing views about a range of contemporary classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li> <li>- Discussing the sequence of events in books and how items of information are related</li> <li>- Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>- Being introduced to non-fiction books that are structures in different ways</li> <li>- Recognising simple recurring literary language in stories and poetry</li> </ul>

	<ul style="list-style-type: none"> <li>- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul> <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> <li>- Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment</li> <li>- Anticipate – where appropriate – key events in stories.</li> <li>- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> </ul> <p>Enjoy talking about books they are familiar with</p> <p>Re-tell stories and narratives using their own words and recently introduced vocabulary</p>	<ul style="list-style-type: none"> <li>- Recognising and joining in with predictable phrases</li> <li>- Discussing word meanings, linking new meanings to those already known</li> <li>- Learning to appreciate rhymes and poems, and to recite some by heart</li> </ul> <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> <li>- Drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>- Checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>- Discussing the significance of the title and events</li> <li>- Making inferences on the basis of what is being said and done</li> <li>- Predicting what might happen on the basis of what has been read so far</li> <li>-</li> </ul> <p>Participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>Explain clearly their understanding of what is read to them.</p>	<ul style="list-style-type: none"> <li>- Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>- Discussing their favourite words and phrases</li> <li>- Continuing to build a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul> <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> <li>- Drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>- Checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>- Answering and asking questions</li> <li>- Making inferences on the basis of what is being said and done</li> <li>- Predicting what might happen on the basis of what has been read so far</li> </ul> <p>Participate in discussion about books, poems and other words that are read to them and those that they can read for themselves, taking turns and listening to what others say</p> <p>Explain and discuss their understanding of books, poems and other materials, both those that they listen to and those that they read for themselves</p>
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