



Key Stage 1 Reading Progressions

Reading aloud and performance	Poetry	To recite simple poems and rhymes by heart. To join in with language patterns and repetition.	To continue to build up a repertoire of poems learnt by heart.
	Performance	To recite simple poems and rhymes by heart.	To appreciate the poems learnt by reciting some with appropriate intonation to make the meaning clear.
Comprehension	Vocabulary	To discuss word meaning and link new meanings to those already known. To acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.	To recognise simple recurring literary language in stories and poetry. To discuss and clarify the meanings of words, linking new meanings to known vocabulary – using morphology of familiar words.
	Inference	To begin to make simple inferences.	To make inferences on the basis of what is being said and done – what is character thinking, feeling or saying?
	Prediction	To predict what might happen on the basis of what has been read so far.	To predict what might happen on the basis of what has been read so far in a text.
	Explanation		
	Retrieval	To demonstrate understanding of a text by answering questions related to who, what where, when, why and how.	To ask and answer questions about a text using who, what, where, when, why and how.
	Summarise		We might ask chn to briefly explain what is happening in each part of a story but it is not a National Curriculum objective...

	Sequence	To retell familiar stories in increasing detail.	To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.
Speaking and Listening	Compare and contrast	To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. To link what they have read or heard to their own experiences. To retell familiar stories in increasing detail.	To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales. To make links between the text they are reading and other texts they have read (in texts that they can read independently).
	Authorial intent	To discuss the significance of titles and how it might relate to the whole story.	To discuss the sequence of events in books and how items of information are related. To recognise simple recurring literary language in stories and poetry. To recognise that non-fiction books are often structured in different ways.
	Discussion	To join in with discussions about a text, taking turns and listening to what others say. To discuss word meaning and link new meanings to those already known.	To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views. To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To discuss their favourite words and phrases.
Reading Fluency standing	Phonics and decoding	Little Wandle Letters and Sounds Revised, a DfE validated systematic synthetic phonics programme. To review Phase 3 and 4 – building on Reception progression Begin phase 5 – alternative spellings and pronunciations of grapheme-phoneme correspondences, (GPCs) e.g. /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each and to learn:	To provide sufficient additional support where necessary to help pupils to keep up with systems for formal support clearly established and implemented as soon as necessary To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative

		<p>-all the phonemes of English words -the correct pronunciation of the phonemes - all commonly occurring grapheme-phoneme correspondences (GPCs) -blending for reading -sequenced learning of appropriate tricky words.</p> <p>To respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes e.g. /ow/ in cow or snow To apply phonic knowledge and skills as the route to decode words.</p> <p>To blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>To read words containing taught GPCs.</p> <p>To read words containing -s, -es, -ing, -ed and -est endings.</p> <p>To read words with contractions, e.g. I'm, I'll and we'll.</p> <p>To read books that are exactly matched to the phonics progression of the Little Wandle programme and which present only words made up of GPCs learned to that point</p> <p>To read easily, fluently and with good understanding</p>	<p>sounds for graphemes.</p> <p>To accurately read most words of two or more syllables that contain alternative sounds for graphemes e.g. shoulder, roundabout, grouping</p> <p>To use tone and intonation when reading aloud</p> <p>To read most words containing common suffixes e.g. ness, ment, ful, ly</p> <p>To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts</p>
	<p>Common Exception Words</p>	<p>To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</p> <p>To include tricky words only as they are introduced in the Little Wandle phonics programme</p>	<p>To read most Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p>
	<p>Understanding words in context</p>	<p>To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</p> <p>To check that a text makes sense to them as they read and to self- correct.</p> <p>To read with prosody, (expression, intonation and understanding of how punctuation is used for effect)</p>	<p>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p>

			To check that the text makes sense to them as they read and to correct inaccurate reading
	Familiarity with texts	<p>To reread texts to build up fluency and confidence in word reading.</p> <p>To read widely and often, for both pleasure and information</p> <p>To acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.</p>	To reread books (closely matched to their improving phonic knowledge) to build up fluency and confidence in word reading.
	Reading a range of texts	To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.	<p>To read a wide range of longer and unfamiliar texts independently</p> <p>Read (or have read to them) a wide range of classic poems, stories, fairy tales and traditional tales, as well as non-fiction texts such as instructions, recounts, reports and information texts.</p>