

Cotmanhay Infant and Nursery School

Progression of skills and knowledge

Reading

	Cubs	Bears	Reception	Year 1	Year 2
<u>Word Reading</u>	<p>Pay attention and respond to the pictures or the words.</p> <p>Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</p> <p>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p>	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> -Print has meaning -Print can have different purposes -We read English text from left to right and from top to bottom (-the names of the different parts of a book) (-page sequencing) <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> -Spot and suggest rhymes -Count or clap syllables in a word -Recognise words with the same initial sound, such as money and mother. 	<p>Read individual letters by saying the sounds for them</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter-sound</p>	<p>Apply phonic knowledge and skills as the route to decode words</p> <p>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</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>Re-read books to build up their fluency and confidence in word reading</p>	<p>Apply phonic knowledge and skills as the route to decode words</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</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>Re-read books to build up fluency and</p>

		<p>correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>ELG: Word Reading Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>Read other words of more than one syllable that contain taught GPCs</p> <p>Respond speedily with the correct sound to graphemes for all 40+ phonemes</p> <p>Understand that the apostrophe represents the omitted letter (s)</p> <p>Read words with contractions (for example I'm, I'll, we'll)</p> <p>Read common exception words</p> <p>Note unusual correspondences between spelling and sound and where these occur in the exception words</p>	<p>confidence in word reading</p> <p>Read further common exception words</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>Read accurately words of two or more syllables that contain the same graphemes that have been taught</p> <p>Read words containing common suffixes</p>
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<p><u>Language Comprehension</u></p>	<p>Enjoy songs and rhymes, tuning in and paying attention</p> <p>Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p> <p>Say some of the words in songs and rhymes.</p> <p>Sing songs and say rhymes independently, for example, singing whilst playing.</p> <p>Enjoy sharing books with an adult</p>	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> -Print has meaning -Print can have different purposes -We read English text from left to right and from top to bottom -Know the names of the different parts of a book -page sequencing <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Ask questions about the book. Make</p>	<p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>ELG: Comprehension - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; -</p>	<p>Recognising and joining in with predictable phrases</p> <p>Learning to appreciate rhymes and poems</p> <p>Being encouraged to link what they read or hear to their own experiences</p> <p>Becoming very familiar with key stories, fairy stories and traditional tales and be able to retell them</p> <p>Discuss word meanings, linking new</p>	<p>Discussing the sequence of events in books and how items of information are related</p> <p>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>Being introduced to non-fiction books that are structured in different ways</p>

	<p>Repeat words and phrases from familiar stories.</p> <p>Develop play around favourite stories using props.</p> <p>Ask questions about the book. Make comments and shares their own ideas.</p>	<p>comments and share their own ideas.</p>	<p>Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>	<p>meanings to those already known</p> <p>Recite some rhymes and poems by heart</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>Understand both the books they can already read and those they listen to by discussing the significance of the title and events</p> <p>Explain clearly their understanding of what is read to them</p> <p>Consider the particular characteristics of key stories, fairy stories and traditional tales</p> <p>Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that</p>	<p>Recognising simple recurring literary language in stories and poetry</p> <p>Predicting what might happen on the basis of what has been read so far</p> <p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>Discussing their favourite words and phrases</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>Checking that the text makes sense to them as they are</p>
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					<p>vocabulary provided by the teacher</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p> <p>Listening to, discussing and expressing 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</p> <p>Making inferences on the basis of what is being said and done</p>
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