



Seamer and Irton CP School

Progression of knowledge and skills in Reading

EYFS and KS1



Substantive Knowledge **Disciplinary Knowledge**

	EYFS	Y1	Y2
		NC guidance - Pupils should revise and consolidate the GPCs and the common exception words taught in the reception year. As soon as they can read words comprising the year 1 GPCs accurately and speedily, they should move on to the year 2 programme of study for word reading.	
Word reading Phonics and decoding	<p>To say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>To read words consistent with their phonic knowledge by sound-blending.</p> <p>To read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>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 respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</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 continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables.</p> <p>To read most words containing common suffixes. *</p>
Word reading Common exception words	<p>To read some common irregular 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 read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.</p>
Word reading Fluency	<p>To read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</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 blend sounds in their heads, not aloud.</p> <p>To reread texts to build up fluency and confidence in word reading.</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 reread these books to build up fluency and confidence in word reading.</p>

			To read words accurately and fluently, without overt sounding and blending, in age-appropriate texts.
Vocabulary	phoneme, grapheme, digraph, trigraph, blend, segment, chunking, prosody, rhyme, initial sound	phoneme, grapheme, digraph, trigraph, blend, segment, long and short vowel sounds, split digraph, syllable, chunking, prosody	phoneme, grapheme, digraph, trigraph, blend, segment, long and short vowel sounds, split digraph, syllable, chunking, prosody
Range of reading	To talk with adults about books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together.	To hear, share and discuss a wide range of high-quality books to develop a love of reading and broaden their vocabulary.	To listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books.
Comprehension and discussing	To listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.	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 have read to them to their own experiences. To retell familiar stories in increasing detail. To join in with discussions about a text, taking turns and listening to what others say. To discuss the significance of titles and events.	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 become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales. To discuss the sequence of events in books and how items of information are related.
Comprehension Vocabulary and authorial choice	To offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. To demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	To discuss word meanings and link new meanings to those already known.	To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To discuss their favourite words and phrases.
Comprehension Inference and prediction	To offer explanations for why things might happen. Anticipate (where appropriate) key events in stories.	To begin to make simple inferences. To predict what might happen on the basis of what has been read so far.	To make inferences on the basis of what is being said and done. To predict what might happen on the basis of what has been read so far in a text.

Poetry and performance Comprehension	<p>To demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>To make use of props and materials when role playing characters in narratives and stories.</p> <p>To invent, adapt and recount narratives and stories with their peers and their teacher.</p> <p>To perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</p>	To recite simple poems by heart.	To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.
Non-fiction Comprehension	<p>To offer explanations for why things might happen, making use of recently introduced vocabulary from non-fiction texts.</p> <p>To use and understand recently introduced vocabulary during discussions about non-fiction.</p>	Listen to and discuss a wide range of non-fiction at a level beyond that at which they can read independently.	To recognise that non-fiction books are structured in different ways.
Vocabulary	<i>explain, retell, guess, predict</i>	<i>discuss, retell, predict, infer, recite</i>	<i>discuss, clarify, retell, predict, infer, recite</i>

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.