

Reading Skills Progression

READING TO INFORM	READING FOR PLEASURE
READING TO LEARN	
<p>We want our children to develop:</p> <ul style="list-style-type: none"> • Excellent phonic knowledge and skills. • Fluency and accuracy in reading across a wide range of contexts throughout the curriculum. • Knowledge of an extensive and rich vocabulary. • An excellent comprehension of texts. • The motivation to read for both study and for pleasure. • Extensive knowledge through having read a rich and varied range of texts. 	
<p>KS1 Through reading the children will:</p> <ul style="list-style-type: none"> • Listen to traditional tales • Learn some poems by heart and build up a repertoire. • Become familiar with a wide range of texts of different lengths • Discuss books • Borrow and share books from libraries and each other. • Listen to short novels over time. 	<p>KS2 Through reading the children will:</p> <ul style="list-style-type: none"> • Read and listen to a wide range of styles of text, including fairy tales, myths and legends. • Learn poetry by heart • Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures. • Take part in conversations about books • Look at books other than those in English • Read and listen to whole books • Use the school and community libraries.

	Year 1	Year 2
Phonics and Decoding	<ul style="list-style-type: none"> *apply phonic knowledge to decode words *speedily read all 40+ letters/groups for 40+ phonemes *read accurately by blending taught GPC *read common exception words *read common suffixes (-s, -es, -ing, -ed, etc.) *read multisyllable words containing taught GPCs *read contractions and understanding use of apostrophe *read aloud phonically-decodable texts 	<ul style="list-style-type: none"> *secure phonic decoding until reading is fluent *read accurately by blending, including alternative sounds for graphemes *read multisyllable words containing these graphemes *read common suffixes *read most Y1 and Y2 common exception words, noting unusual correspondences *read most words quickly and accurately without overt sounding and blending
Fluency	<ul style="list-style-type: none"> *accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words *reread texts to build up fluency and confidence in word reading 	
Understanding and Correcting Inaccuracies	<ul style="list-style-type: none"> *check that a text makes sense to them as they read and to self-correct 	<ul style="list-style-type: none"> *show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher *check that the text makes sense to them as they read and to correct inaccurate reading

Comparing, Contrasting and Commenting	<ul style="list-style-type: none"> *listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently *link what they have read or have read to them to their own experiences *retell familiar stories in increasing detail *join in with discussions about a text, taking turns and listening to what others say *discuss the significance of titles and events 	<ul style="list-style-type: none"> *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 *Become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales *discuss the sequences of events in books and how items of information are related *Recognise simple recurring literacy language in stories and poetry *ask and answer questions about a text *make links between the text they are reading and other texts they have read (in texts that they can read independently)
Poetry & Performance	<ul style="list-style-type: none"> *learn to appreciate rhymes and poems, and to recite some by heart 	<ul style="list-style-type: none"> *continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
Word in Context and Authorial Choice	<ul style="list-style-type: none"> *discuss word meaning, linking new meanings to those already known 	<ul style="list-style-type: none"> *discuss and clarify the meanings of words, linking new meanings to known vocabulary *discuss their favourite words and phrases
Inference	<ul style="list-style-type: none"> *discuss the significance of the title and events *making inferences on the basis of what is being said and done 	<ul style="list-style-type: none"> *making inferences on the basis of what is being said and done *answering and asking questions
Prediction	<ul style="list-style-type: none"> *predicting what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> *predicting what might happen on the basis of what has been read so far
Non-fiction	<ul style="list-style-type: none"> *being introduced to non-fiction books that are structured in different ways 	<ul style="list-style-type: none"> *being introduced to non-fiction books that are structured in different ways