Grove Primary School
Reading Progression
EYFS- Key Stage One

Reading Knowledge and Skills Progression – KS1

National curriculum expectations:

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that by the end of Key Stage 2 all pupils should be able to:

- read easily, fluently and with good understanding.
- develop the habit of reading widely and often, for both pleasure and information.
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- appreciate our rich and varied literary heritage.
- write clearly, accurately, and coherently, adapting their language and style in and for a range of contexts, purposes, and audiences.
- use discussion to learn; they should be able to elaborate and clearly explain their understanding and ideas.
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others, and participating in debate.

READING PROGRESSION	EYFS	Year 1	Year 2
READING KNOWLEDGE DECODING	**Word Reading** Pupils should be taught to: • say a sound for each letter in the alphabet and at least 10 digraphs • read words consistent with	**Word Reading** Pupils should be taught to: • apply phonic knowledge and skills as the route to decode words • respond speedily with the	**Word Reading** Pupils should be taught to: • continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become

AND FLUENCY	their phonic knowledge by sound blending; - • read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. • To enjoy rhyming and rhythmic activities. • To continue a rhyming string. • To show interest in illustrations and print in books and print in the environment. • To look and handle books independently (hold books the correct way up and turn pages) • Read individual letters by saying sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them common exception words. • To read a few common exception words from Read Write Inc. • Read simple phrases and	correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings • read other words of more than one syllable that contain taught GPCs • read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) • read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work	embedded and reading is fluent • read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • read accurately words of two or more syllables that contain the same graphemes as above • read words containing common suffixes • read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • re-read these books to build up their fluency and confidence in word reading.

	sentences made up of words with known letter-sound correspondences and, where necessary a few common exception words.	out words • re-read these books to build up their fluency and confidence in word reading.	

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Reading for Pleasure Progression – EYFS- KS1

In year 1 and 2, children have a weekly session dedicated to Reading for Pleasure. Children have access to a range of texts chosen based on their interests, an online library and audio books. These sessions follow a RIST model: Reader-led, Informal, Social and with Texts that tempt. In EYFS, children have access to Reading for Pleasure books throughout the day and take a RfP book home each day to share with their parents/cares (in addition to the reading book that is linked to their phonics level).

READING PROGRESSION- READING FOR PLEASURE	EYFS	Year 1	Year 2
DEVELOP PLEASURE IN READING, MOTIVATION TO READ,	Develop positive attitudes to reading and understanding of what they read by: • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary • Anticipate where appropriate	Pupils should be taught to: • Develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories, and non-fiction at a level beyond that at which they can read independently	Pupils should be taught to: • Develop pleasure in reading, • motivation to read, vocabulary and understanding by: 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

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VOCABULARY AND UNDERSTANDING BY:	key events in stories will occur • Use and understand recently introduced vocabulary during discussion about stories, non- fiction, rhymes, and poems and during role-play • Know that print carries meaning and, in English, is read from left to right and top to bottom. • Begin to be aware of the way stories are structured. • Suggest how a story might end. • Enjoy an increasing range of books. • Listen to stories, poems and rhymes with increasing attention and recall. • Anticipate key events and phrases in rhymes and stories. • Describe main story settings, events, and principal characters. • Demonstrate understanding when talking with others	• being encouraged to link what they read or hear read to their own experiences • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • recognising and joining in with predictable phrases • learning to appreciate rhymes and poems, and to recite some by heart • discussing word meanings, linking new meanings to those already known • To understand both the books they can already read accurately and fluently and those they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes	which they can read independently. • discussing the sequence of events in books and how items of information are related. • becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • being introduced to non-fiction books that are structured in different ways. • recognising simple recurring literary language in stories and poetry • discussing and clarifying the meanings of words, linking new meanings to known vocabulary • discussing their favourite words and phrases • continuing to build up a repertoire of poems learnt by heart, appreciating these, and reciting some, with appropriate intonation to make the meaning clear. • To understand both the books

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	about what they have read.	sense to them as they read and correcting inaccurate reading • discussing the significance of the title and events • making inferences on the basis of what is being said and done • predicting what might happen on the basis of what has been read so far • To participate in discussion about what is read to them, taking turns, and listening to what others say • To clearly explain their understanding of what is read to them. • Become very familiar with key stories, fairy stories and traditional tales. • Begin to appreciate rhymes and poems, and to recite some by heart. • Discuss the significance of the title and events. • Relate texts to own experiences. • Understand and use terms such	that they can already read accurately and fluently and those that they listen to by: • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading • making inferences on the basis of what is being said and done • answering and asking questions • predicting what might happen on the basis of what has been read so far • To participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns, and listening to what others say • To explain and discuss their understanding of books, poems, and other material,

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		as story, fairy story, rhyme, poem, cover, title, author. • Become very familiar with key stories, fairy stories and traditional tales, retelling them. • Understand the difference between fiction and non-fiction. • Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. • Identify and discuss the main characters in stories. • Understand both the books they can already read accurately and fluently, and those they listen to. • Develop understanding by drawing on what they already know or on background information and vocabulary	both those that they listen to and those that they read for themselves. • Listen to, discuss, and express 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. • Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales. • Read non-fiction books that are structured in different ways. • Make comparisons between books, noting • similarities, differences, and preferences between e.g., layout, features, and setting. • Understand both the books they can already read accurately and fluently, and • those they listen to. • Check that the text makes sense to them as they read and correct inaccurate

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		provided by the teacher. • Can seek out books around a simple theme or topic.	reading.

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Reading Skills Progression – EYFS- KS1

The 5 domains focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, and prosody. In Key Stage One, children are exposed to new vocabulary, inference, prediction, explanation, retrieval, and sequence questions in Guided Reading sessions. The sessions are organized into a carousel of activities (with phonics focus activities also included) - some independent and some adult-guided. High quality texts are chosen and links are made to the curriculum when relevant.

KS1 Content Domain Reference
1a Draw on knowledge of vocabulary to understand texts
1b Identify/explain key aspects of fiction and non-fiction, such as characters, events, titles, and information.
1c Identify and explain the sequences of events in texts
1d Make inferences from the text
1e Predict what might happen on the basis of what has been read so far

	EYFS	Year 1	Year 2

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Vocabulary	• Build up vocabulary that reflects the breadth of their experiences. • Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • Use vocabulary and forms of speech that are increasingly influenced by their experiences of books.	• Discuss word meanings, linking new meanings to those already known. • Draw upon knowledge of vocabulary in order to understand the text. • Join in with predictable phrases. • Use vocabulary given by the teacher Discuss their favourite words and phrases.	• Understand and recognise simple recurring literary language in stories and poetry. • Discuss and clarify the meanings of words, linking new meanings to known vocabulary. • Discuss their favourite words and phrases.
Vocabulary Example Questions	• What does the word …mean in this sentence? • Find and copy a word which means …… • Which word in do you think is the most important? Why? • Which of the words best describes the character or setting? • Which word in this part do you think is the most important? • Why do you think they repeat this word in the story?	• What does the word …… me an in • this sentence? • Find and copy a word which means • …… Which word in do you think is the most important? Why? • Which of the words best describes the character or setting? • Which word in this part do you think is the most	• What does the word___mean What does the word ___ mean • What does the word mean in this sentence? • Find and copy a word which means… • What does this word or phrase tell you about? • Which word in this section do you think is the most important? Why? • Which of the words best describes the character/setting/mood etc? • Can you think of any other words the author could have used to describe

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		important? • Why do you think they repeat this word in the story?	this? • Why do you think is repeated in this section
Inference	• Begin to understand 'why' and 'how'questions. • Answer 'how' and 'why' questions about their experiences and in response to stories or events.	• Make basic inferences about characters' feelings by using what they say as evidence. • Infer basic points with direct reference to the pictures and words in the text. • Discuss the significance of the title and events. • Demonstrate simple inference from • the text based on what is said and done	• Make inferences on the basis of what is being said and done. • Answering and asking questions
Inference Example Questions	• (Looking at the pictures) What might they be feeling? • How do you know?	• What do you think …… means? • Why do you think that? How do you think. ? • When do you think. ? • Where do you think.? • How does… make you feel?	• Look at the book cover/blurb – what do you think this book will be about? • Look at the book cover/blurb – what do you think this book will be about? • Look at the book cover/blurb. What do you think this book will be about? • What do you think will happen next? What makes you think this?

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		• Why did …. happen?	• How does the choice of character or setting affect what will happen next? • What is happening? • What do you think happened before? • What do you think will happen after? What do you think the last paragraph suggests? • What will happen next?
Prediction	• Anticipate key events and phrases in rhymes and stories. • Suggest how a story might end.	• Predict what might happen on the basis of what has been read so far in terms of story, character, and plot. • Make simple predictions based on the story and on their own life experience. Begin to explain these ideas verbally or though pictures.	• Make plausible predictions about what might happen on the basis of what has been read so far.
Predictio Example Questions	• What might happen at the end of the story? What might happen in the story? • What might happen next?	• Looking at the cover and the title, what do you think this book is about? Where do you think……will go next? • What do you think will say / do next?	• Look at the book cover/blurb – What do you think this book will be about? • What do you think will happen next? What makes you think this? • How does the choice of character or setting affect what will happen next? What is happening?

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		• What do you think this book will be about? Why? • How do you think that this will end? Who do you think has done it? • What might… say about that? • Can you draw what might happen next?	• What do you think happened before? What do you think will happen after? What do you think the last paragraph suggests? • What will happen next?
Explain	•	• Give my opinion including likes and dislikes. (not NC objective). • Link what they read or hear to their own experiences. • Clearly explain my understanding of what has been read to me. • Express views about events or characters.	• Explain and discuss their understanding of books, poems, and other material, both those that they listen to and those that they read for themselves. • Explain what has happened so far in what he/she has read.
Explain Example Questions	• Is there anything you would change about this story? • What do you like about this text? • Who is your favourite character? Why?	• Is there anything you would change about this story? • What do you like about this text? • Who is your favourite character? Why?	• Who is your favourite character? Why? • Why do you think all the main characters are in this book? • Would you like to live in this setting? Why/why not? • Is there anything you would change

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			about this story? • Do you like this text? What do you like about it?
Retrieval	• Describe main story settings, events, and principal characters.	• Answer a question about what has just happened in a story. • Develop their knowledge of retrieval through images. • Recognise characters, events, titles, and information. • Recognise differences between fiction and non-fiction texts. • Retrieve information by finding a few key words. • Contribute ideas and thoughts in discussion.	• Ask and answer retrieval questions.
Retrieval Example Questions	• What did you find out? What can you see on the front cover? • Who did ? • Where did ? • When did ? • What happened when ? • Why did happen?	• Who is your favourite character? Why do you think all the main characters are …… in this book? Would you like to live in this setting? Why/why not? • Who is/are the main	• What kind of text is this? Who did ? • _____Where did? • When did ? • What happened when ? Why did happen? • How did? • How many? • _____What happened

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	• How did? • How many ?	character(s)? When/where is this story set? • Which is your favourite/worst/ funniest/scariest part of the story?	to?
Sequence	• Begin to be aware of the way stories are structured. • Follow a story without pictures or props.	• Retell familiar stories orally e.g., fairy stories and traditional tales. • Sequence the events of a story they are familiar with. • Begin to discuss how events are linked.	• Discussing the sequence of events in books and how items of information are related.
Sequence Example Questions	• Can you order these parts of the story? • What happened first, next…? • How/where does the story start? • What happened after? What was the first thing that happened in the story? • In what order do these events happen in the story? • What happened before that?	• What happens in the beginning of the story? • Can you number these events in the story? • How/where does the story start? What happened at the end of the. ? • Can you retell the story to me in 20 words or less? • What happened before that? • Can you sequence the key moments in this story?	• Can you number these events in the order that they happened? • What happened after …….? What was the first thing that happened in the story? • Can you summarise in a sentence the opening/middle/end of the story? • In what order do these chapter headings come in the story? • Sequence the key events in the story.