

Reading Progression End of Year Expectations



| | EYFS - Nursery | EYFS - Reception | Year 1 | Year 2 |
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| Word Reading | <ul style="list-style-type: none"> Recognises familiar words and signs such as own name and advertising logos. | <ul style="list-style-type: none"> Read aloud simple sentences and book that are consistent with their phonic knowledge, including some common exception words. Read words consistent with their phonic knowledge by sound-blending. Say a sound for each letter in the alphabet and at least 10 digraphs. | <ul style="list-style-type: none"> reads aloud books that are consistent with developing phonic knowledge responds speedily with the correct sound to graphemes for all 40+ phonemes including, where appropriate, alternative sounds for graphemes reads accurately by blending sounds in unfamiliar words containing GPCs that have been taught reads CEW with some fluency and begins to notice unusual correspondences between spelling and sound and where these occur in a word reads words containing known GPS and -s, -es, -ing, -ed, -er and -est endings reads words of more than one syllable that contain know GPCs reads words with contractions begins to take account of punctuation when reading begins to use context clues to help reading for meaning re-reads books to develop confidence, fluency and expression | <ul style="list-style-type: none"> applies phonic knowledge and skills consistently to decode age-appropriate texts accurately and without undue hesitation sounds out unfamiliar words accurately, without undue hesitation automatic decoding, using phonics, is embedded and reading is fluent recognises and effortlessly decodes most CEW reads most words quickly and accurately, without overt sounding and blending, when they have been encountered frequently reads words containing common suffixes reads age-appropriate texts with fluency and confidence notices when reading does not make sense and takes appropriate action begins to use expression and intonation to engage a listener, when reading aloud self-corrects and re-reads to make sure fluency and meaning |
| Comprehension | <ul style="list-style-type: none"> Knows that print carries meaning and, in English, is read from left to right and top to bottom. Describes story settings, events and principal characters. Suggests how the story might end. | <ul style="list-style-type: none"> 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) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. | <ul style="list-style-type: none"> listens to and discusses a wide range of poems, stories and non-fiction at a level beyond which can be read independently links what they hear or read to their own experiences retells stories they have read, heard and discussed using appropriate vocabulary talks about what is read to them, taking turns and listening to others. Expresses opinions based on these explains understanding of what they have read talk about particular characteristics of different types of stories talks about the significance of the title and events makes inferences on the basis of what is read makes simple predictions | <ul style="list-style-type: none"> Regards reading as a pleasurable activity Identifies sequences of events in texts and offers simple explanations of how items of information relate to one another Demonstrates familiarity with, and can retell, a wide range of stories, fairy stories and traditional tales Recognises and understands the different structures of non-fiction books that have been introduced Shares favourite words and phrases, and clarifies the meaning of new words through discussion, and by making links to known vocabulary learns and recites a repertoire of poems by heart, using appropriate intonation to help make the meaning clear |

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| | | | <ul style="list-style-type: none"> • learns and appreciate rhymes and poems and can recite some by heart • discusses word meanings, making links to known words • retells, using significant events and main points in sequence • reads checking texts make sense and correcting inaccurate reading | <ul style="list-style-type: none"> • demonstrates understanding of what is read independently, or listened to, by drawing on own knowledge, and information and vocabulary provided • constructs meaning whilst reading independently, self-correcting where the sense of the text is lost • makes inferences on what has been read • asks and answers questions appropriately, including those based on inference of what is said and done • makes predictions on the basis of what has been read so far • participates in discussions, offering opinions and explanations for these about books, poems and other materials • exercises choice in selecting books |
| Phonics | <ul style="list-style-type: none"> • Working within units 1 and 2 of the Initial Code – Sounds-Write. | <ul style="list-style-type: none"> • Working securely within Unit 11 of the initial code – Sounds-Write. | <ul style="list-style-type: none"> • Extended code unit 26. | <ul style="list-style-type: none"> • Completed the Extended Code – Sounds-Write. |