



Reading – Progression of Skills

	Nursery	Year R	Year 1	Year 2
Word Reading	<ul style="list-style-type: none"> Hear and say the initial sounds in their name Read / recognise their own name Orally segment and blend words in preparation for reading Begin to notice that words read to them are represented by text 	<ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs (see Twinkl progression) Read words consistent with their phonic knowledge by sound blending Read common exception words taught (see Twinkl progression) Read aloud simple sentences and books consistent with phonic knowledge and including some common exception words (see Twinkl progression) 	<ul style="list-style-type: none"> Respond to graphemes for phonemes taught incl alternative sounds (see Twinkl progression) Read accurately by blending sounds in unfamiliar words containing GPCs taught Read common exception words taught (see Twinkl progression) Read aloud accurately books consistent with their phonic knowledge (see Twinkl progression) Re-read books to build fluency Read words of more than one syllable that contain taught GPCs Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings (see Twinkl progression) Read words with contractions (I'm, I'll, we'll etc,) and understand the apostrophe represents the missing letter(s) 	<ul style="list-style-type: none"> Read accurately by blending sounds in unfamiliar words containing GPCs taught, especially recognising alternative sounds for graphemes (see Twinkl progression) Read accurately words of two or more syllables that contain graphemes taught (see Twinkl progression) Read words containing common suffixes Read aloud books closely matched to their phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation (see Twinkl progression) Read further common exception words (see Twinkl progression) Re-read books to build fluency Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
	<p>see Twinkl progression F7AF015034DD6B585A6087F5BF6D2C22.pdf (parsonagefarmschool.co.uk)</p>			

Comprehension

- | | | | | |
|--|--|---|--|---|
| | <ul style="list-style-type: none">• Share stories daily discussing what has happened, showing some understanding of what has been read to them | <ul style="list-style-type: none">• Demonstrate understanding of what has been read to them by retelling stories and narratives using own words• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play• Respond to books and other stimulus through drawing (Drawing Club) | <ul style="list-style-type: none">• Understand both the books they can already read accurately and fluently and those they listen to• Check the text they are reading makes sense to them, correcting inaccurate reading• Develop understanding by drawing on what they already know or on background information and vocabulary provided by the teacher• Discuss word meanings, linking new meanings to those already known• Explain clearly what is read to them• Recall the main points of a narrative in the correct sequence• Participate in discussion about what is read to them, taking turns and listening to what others say• Find key points in a story or some key facts from an information text• Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what they read or hear to their own experiences• Ask questions and express opinions about main events and characters in stories• Talk about significant features of layout, e.g. enlarged text, bold, italic etc. | <ul style="list-style-type: none">• Understand both the books they can already read accurately and fluently and those they listen to• Identify and discuss the main events or key points in a text• Retell a story clearly and with appropriate detail• Discuss the sequence of events in books and how items of information are related• Draw on what they already know or on background information and vocabulary provided by the teacher• Discuss and clarify word meanings, linking new meanings to known vocabulary• Use the context / grammar of the sentence to decipher new or unfamiliar words• Check that text makes sense to them as they read and correct inaccurate reading• Ask and answer questions about what they have read• Explain and discuss their understanding of 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• Discuss the sequence of events in books and how items of information are related |
|--|--|---|--|---|

<p style="text-align: center;">Inference, language for effect, themes and conventions</p>	<ul style="list-style-type: none"> • Share and enjoy a range of stories including fairy stories and traditional tales 	<ul style="list-style-type: none"> • Anticipate some key moments in stories • Become more familiar with a range of key stories, fairy stories and traditional tales • Begin to join in with predictable phrases • Notice repetitive patterns in a text 	<ul style="list-style-type: none"> • Predict what might happen on the basis of what has been read so far • Make inferences on the basis of what is being said and done • Recognise and join in with predictable phrases • Identify how repetitive patterns, words and phrases aid their enjoyment of the text • Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • Begin to appreciate rhymes and poems and to recite some by heart • Discuss the significance of the title and events • Understand and use terms such as story, fairy story, rhyme, poem, cover, title, author • Understand the difference between fiction and non-fiction 	<ul style="list-style-type: none"> • Predict what might happen on the basis of what has been read so far and their own experience • Make inferences about characters' thoughts, feelings and reasons for actions • Recognise simple recurring literary language in stories and poetry • Discuss favourite words and phrases • Identify how vocabulary choice affects meaning • Listen to, discuss and express views about a wide range of poetry, stories and non-fiction at a level beyond 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, setting
--	--	--	---	---