



## Town Lane Infant School – Progression of Reading Knowledge and Skills

	<b>EYFS</b> Birth to 3 3 and 4 Year Olds Reception	<b>Year 1</b>	<b>Year 2</b>
<b>Decoding</b>	<p>Enjoy songs and rhymes, tuning in and paying attention.</p> <p>Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p> <p>Say some of the words in songs and rhymes.</p> <p>Develop their phonological awareness</p> <p><b>Children know how to ...</b></p> <ul style="list-style-type: none"><li>- spot and suggest rhymes</li><li>- count or clap syllables in a word</li><li>- recognise words with the same initial sound, such as money and mother</li></ul>	<p><b>Children know how to....</b></p> <ul style="list-style-type: none"><li>• apply phonic knowledge to decode words</li><li>• speedily read all 40+ letters/groups for 40+ phonemes</li><li>• read accurately by blending taught GPC</li><li>• read common exception words</li><li>• read common suffixes (-s, -es, -ing, -ed, etc.)</li><li>• read multisyllable words containing taught GPCs</li><li>• read contractions and understand the use of apostrophe</li><li>• read aloud phonically-decodable texts</li></ul>	<ul style="list-style-type: none"><li>• secure phonic decoding until reading is fluent</li></ul> <p><b>Children know how to...</b></p> <ul style="list-style-type: none"><li>• read accurately by blending, including alternative sounds for graphemes</li><li>• read multisyllable words containing these graphemes</li><li>• read common suffixes</li><li>• read exception words, noting unusual correspondences</li><li>• read most words quickly &amp; accurately without overt sounding and blending</li></ul>

	<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school’s phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p>		
<p><b>Range of Reading</b></p>	<p>Enjoy sharing books with an adult.</p> <p>To enjoy an increasing range of books.</p> <p>To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p>	<ul style="list-style-type: none"> <li>• listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>• being encouraged to link what they read or hear read to their own experiences</li> </ul>	<ul style="list-style-type: none"> <li>• 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 which they can read independently</li> </ul>

<h2>Familiarity with texts</h2>	<p>Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</p> <p>Repeat words and phrases from familiar stories.</p> <p>Develop play around favourite stories using props.</p> <p>Children understand the five key concepts about print:</p> <p><b>Children know that...</b></p> <ul style="list-style-type: none"> <li>- print has meaning</li> <li>- print can have different purposes</li> <li>- we read English text from left to right and from top to bottom</li> <li>- the names of the different parts of a book page sequencing</li> </ul> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<ul style="list-style-type: none"> <li>• becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>• recognising and joining in with predictable phrases</li> </ul>	<ul style="list-style-type: none"> <li>• becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>• recognising simple recurring literary language in stories and poetry</li> </ul>
<h2>Poetry and Performance</h2>	<p><b>Children know some familiar songs and rhymes.</b></p>	<ul style="list-style-type: none"> <li>• learning to appreciate rhymes and poems</li> </ul>	<ul style="list-style-type: none"> <li>• continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some.</li> </ul>

	To play cooperatively as part of a group to develop and act out a narrative.	<b>Children know</b> some poems and recite some by heart	<b>Children know</b> how to use appropriate intonation to make the meaning clear
<b>Vocabulary</b>	To build up vocabulary that reflects the breadth of their experiences.  Engage in extended conversations about stories, learning new vocabulary.  Engage in extended conversations about stories, learning new vocabulary.	<ul style="list-style-type: none"> <li>• discussing word meanings, linking new meanings to those already known</li> </ul>	<ul style="list-style-type: none"> <li>• discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>• discussing their favourite words and phrases</li> </ul>
<b>Understanding</b>	Ask questions about the book. Make comments and shares their own ideas.  Children discuss ideas in response to stories.  To demonstrate understanding when talking with others about what they have read.	<ul style="list-style-type: none"> <li>• children draw on what they already know or on background information and vocabulary provided by the teacher</li> <li>• <b>Children know</b> to check that the text makes sense to them as they read and correct inaccurate reading</li> </ul>	<ul style="list-style-type: none"> <li>• discussing the sequence of events in books and how items of information are related</li> <li>• drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• <b>Children know</b> to check that the text makes sense to them as they read and correcting inaccurate reading</li> </ul>
<b>Inference</b>	<b>Children know</b> the meaning of 'how' and 'why' and are able to answer 'how' and 'why' questions about their experiences and in response to stories or events.	<ul style="list-style-type: none"> <li>• discussing the significance of the title and events</li> <li>• making inferences on the basis of what is being said and done</li> </ul>	<ul style="list-style-type: none"> <li>• making inferences on the basis of what is being said and done</li> <li>• answering and asking questions</li> </ul>

<b>Prediction</b>		<b>Children know</b> how to predict what might happen on the basis of what has been read so far	<b>Children know</b> how to predict what might happen on the basis of what has been read so far
<b>Non-fiction</b>	Understand that print can have different purposes.		<ul style="list-style-type: none"> <li>• being introduced to non-fiction books that are structured in different ways</li> </ul>
<b>Discussing reading</b>	<p>Children discuss ideas in response to stories.</p> <p>To demonstrate understanding when talking with others about what they have read.</p>	<ul style="list-style-type: none"> <li>• participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>• explain clearly their understanding of what is read to them</li> </ul>	<ul style="list-style-type: none"> <li>• participate in discussion about books, poems &amp; other works that are read to them &amp; those that they can read for themselves, taking turns and listening to what others say</li> <li>• explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li> </ul>