



# English Reading Progression for F2, Y1 and Y2



Difference

Communication

Creativity

Kindness

	F2	Y1	Y2	
NC Programme of study:	<p>Communication and language development This involves giving children opportunities to speak and listen in a range of situations and to develop their confidence and skills in expressing themselves.</p> <p>Literacy- This involves encouraging children to read and write, both through listening to others reading, and being encouraged to begin to read and write themselves. Children must be given access to a wide range of reading materials such as books, poems, and other written materials to ignite their interest.</p>	<p>It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.</p> <p>Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.</p> <p>Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.</p>		

## I know:

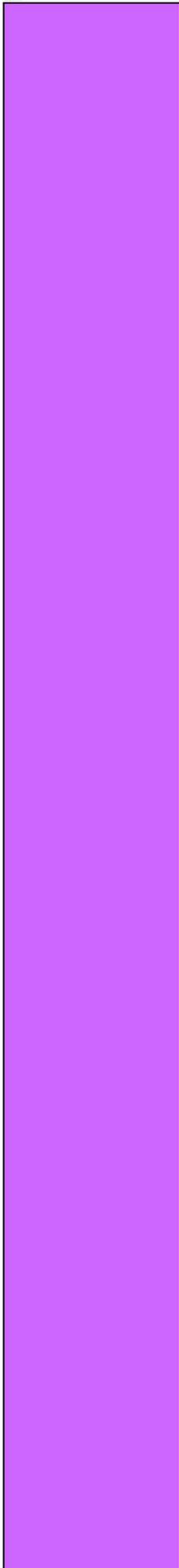
Reading – word reading	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Use phonic knowledge to decode regular words and read them aloud accurately</li> <li>-Can read some irregular common words</li> <li>-<b>Read</b> and understand simple sentences</li> </ul>	<ul style="list-style-type: none"> <li>-Apply phonic knowledge and skills as the route to decode words.</li> <li>- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</li> <li>- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</li> <li>-Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</li> <li>-Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.</li> <li>-Read other words of more than one syllable that contain taught GPCs.</li> <li>-Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).</li> <li>-Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</li> <li>- Reread these books to build up their fluency and confidence in word reading.</li> </ul>	<ul style="list-style-type: none"> <li>-Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</li> <li>-Read accurately words of two or more syllables that contain the same graphemes as above.</li> <li>-Read words containing common suffixes.</li> <li>-Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</li> <li>-Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</li> <li>-Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</li> <li>-Reread these books to build up their fluency and confidence in word reading.</li> </ul>
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<p>Comprehension (both listening and reading)</p>	<p>-Read and <b>understand</b> simple sentences</p> <p>-Demonstrate understanding when talking with others about what they have read</p>	<ul style="list-style-type: none"> <li>- 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.</li> <li>- Develop pleasure in reading, motivation to read, vocabulary and understanding by: being encouraged to link what they read or hear read to their own experiences.</li> <li>-Develop pleasure in reading, motivation to read, vocabulary and understanding by: becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</li> <li>- Develop pleasure in reading, motivation to read, vocabulary and understanding by: recognising and joining in with predictable phrases.</li> <li>- Develop pleasure in reading, motivation to read, vocabulary and understanding by: learning to appreciate rhymes and poems, and to recite some by heart.</li> <li>- Develop pleasure in reading, motivation to read, vocabulary and understanding by: discussing word meanings, linking new meanings to those already known.</li> <li>- 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.</li> <li>- Understand both the books they can already read accurately and fluently and those they listen to by: checking that the text makes sense to them as they read, and correcting inaccurate reading.</li> <li>-Understand both the books they can already read accurately and fluently and those they listen to by: discussing the significance of the title and events.</li> <li>- Understand both the books they can already read accurately and fluently and those they listen to by: making inferences on the basis of what is being said and done.</li> <li>- Understand both the books they can already read accurately and fluently and those they listen to by: predicting what</li> </ul>	<p>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 which they can read independently.</p> <p>-Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related.</p> <p>-Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</p> <p>-Develop pleasure in reading, motivation to read, vocabulary and understanding by being introduced to non-fiction books that are structured in different ways.</p> <p>-Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising simple recurring literary language in stories and poetry.</p> <p>-Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</p> <p>-Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing their favourite words and phrases.</p> <p>-Develop pleasure in reading, motivation to read, vocabulary and understanding by continuing to build up a repertoire of poems</p>
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might happen on the basis of what has been read so far.

- Participate in discussion about what is read to them, taking turns and listening to what others say.
- Explain clearly their understanding of what is read to them.

learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.

- Understand both the books 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.

- Understand both the books that they can already read accurately and fluently and those that they listen to by checking that the text makes sense to them as they read and correcting inaccurate reading.

- Understand both the books that they can already read accurately and fluently and those that they listen to by making inferences on the basis of what is being said and done.

- Understand both the books that they can already read accurately and fluently and those that they listen to by answering and asking questions.

- Understand both the books that they can already read accurately and fluently and those that they listen to by predicting what might happen on the basis of what has been read so far.

- 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.

- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.