



Puttenham CofE Infant School

Reading progression

	Reception	Year 1	Year 2
Phonics - see Read, Write Inc (RWI) progression chart			
Decoding	<p>To tune to environmental sounds, instrumental sounds, general body percussion. Identify rhythm and rhyme, hear alliteration, discriminate voice sounds, oral blending and segmenting.</p> <p>To say a sound for each letter in the alphabet and at least 10 digraphs. To know the sounds in RWI Set 1.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (red words). (ELG)</p>	<p>To know the RWI Set 2 sounds and begin Set 3 which includes alternative graphemes.</p> <p>To apply phonic knowledge as the strategy to read words.</p> <p>To read phonically decodable books which are well-matched to their phonic level.</p> <p>To re-read books for fluency and accuracy.</p> <p>To know the red words (non-decodable words)</p> <p>To build up the speed of reading words with set 1, 2 and some set 3 sounds (green words).</p>	<p>To know the Set 3 sounds.</p> <p>To apply phonic knowledge and skills to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>To read phonically decodable books which are well-matched to their phonic level.</p> <p>To know multisyllabic words containing all sounds.</p> <p>To know the red words (non-decodable words)</p> <p>To build up the speed of reading words with set 1, 2 and 3 sounds (green words).</p>
Comprehension and reading skills	<p>To demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate, where appropriate, key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories non-fiction, rhymes and poems and during role play. (ELG) e.g. character, setting, beginning, ending, plot, non-fiction, information, story, rhyming.</p>	<p>To listen to stories, poems and non-fiction at a level beyond that at which they can read independently.</p> <p>This will also be linked to the 'Favourite 5' stories.</p> <p>To link what they have read or hear to their own experiences.</p> <p>Becoming very familiar with key stories and traditional tales, retelling them and considering particular characteristics. To talk about similarities and differences between the stories they have heard.</p>	<p>To listen, discuss and express a view about a wide range of poetry, stories, non-fiction at a level beyond that at which they can read independently.</p> <p>To identify and discuss the sequence of events in books and how information can be related.</p> <p>To make plausible predictions about what might happen on the basis of what has been read so far.</p>

	<p>To express their views and ideas of what they have heard and begin to ask and answer questions.</p> <p>To express preferences and explain why – what they like/do not like.</p> <p>Can name the key features of a book e.g. author, illustrator, front cover, blurb, title page, index and spine.</p> <p>To become familiar with a range of books i.e. vocabulary, story, characters, setting through the 'Favourite five' stories.</p>	<p>To recognise and join in with repeated phrases and refrains.</p> <p>To learn and appreciate poetry and rhymes and recite some by heart. Link to 'Favourite five' books.</p> <p>To identify and learn the meaning of new words/vocabulary in the texts they have read.</p> <p>To identify vocabulary they have read which they could use in their writing (magpie/wow boards).</p> <p>To explain what has been read to them. To ask/answer questions about what they have read.</p> <p>To check the text makes sense to them as they read and correcting inaccurate reading.</p> <p>Discuss the significance of the title and events.</p> <p>Making inferences on the basis of what is said and done.</p> <p>Predicting what might happen on the basis of what has been said so far.</p> <p>To know how to use non-fiction text to retrieve information. To know the features of a text index, glossary, headings, sub-headings, captions, photographs.</p> <p>To begin to notice the punctuation in the text and how this supports how you read sentences.</p>	<p>To be able to retell a range of books, fairy stories and traditional tales. This will be linked to the 'Favourite five' stories.</p> <p>Identify simple recurring literary language in stories and poems.</p> <p>Discuss what they like or dislike about words, phrases and texts they have read. Make book recommendations.</p> <p>To check what they are reading makes sense to them, correcting any inaccurate reading.</p> <p>To answer questions and make some inferences.</p> <p>To make links between the book they are reading and other books they have read.</p> <p>Build up a repertoire of poems learnt by heart, appreciating and reciting these with appropriate intonation to make the meaning clear. This will also be linked to the Puttenham Speaking and Listening award.</p>
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