

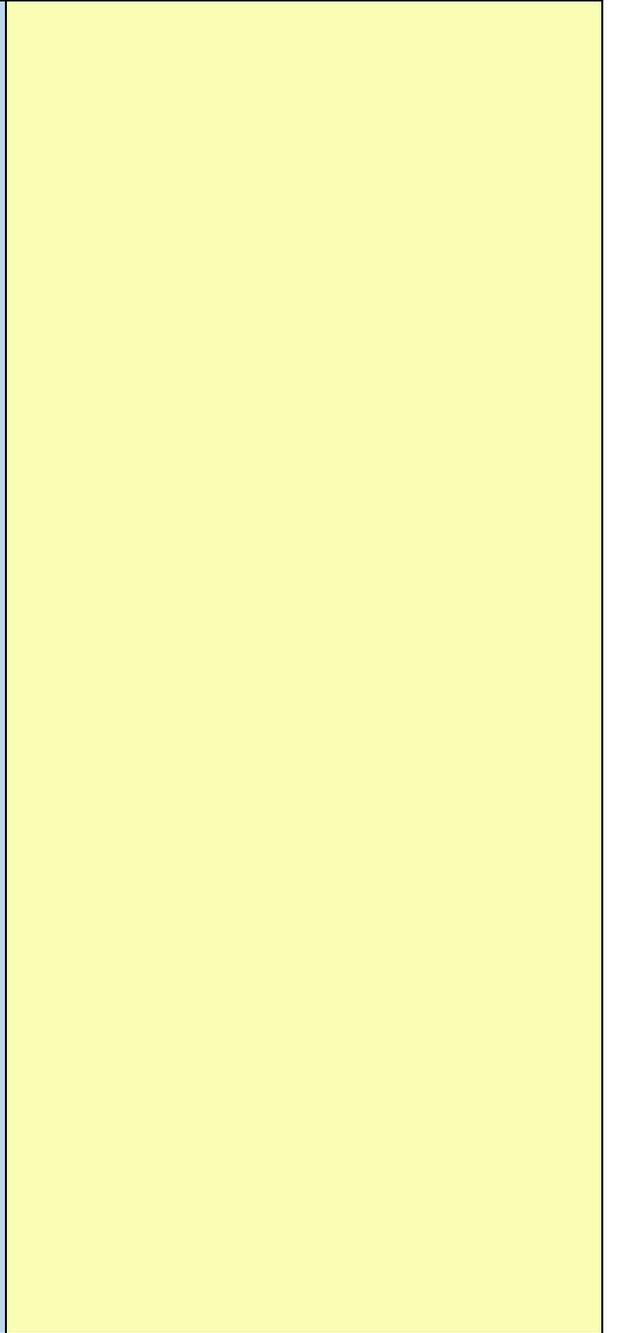
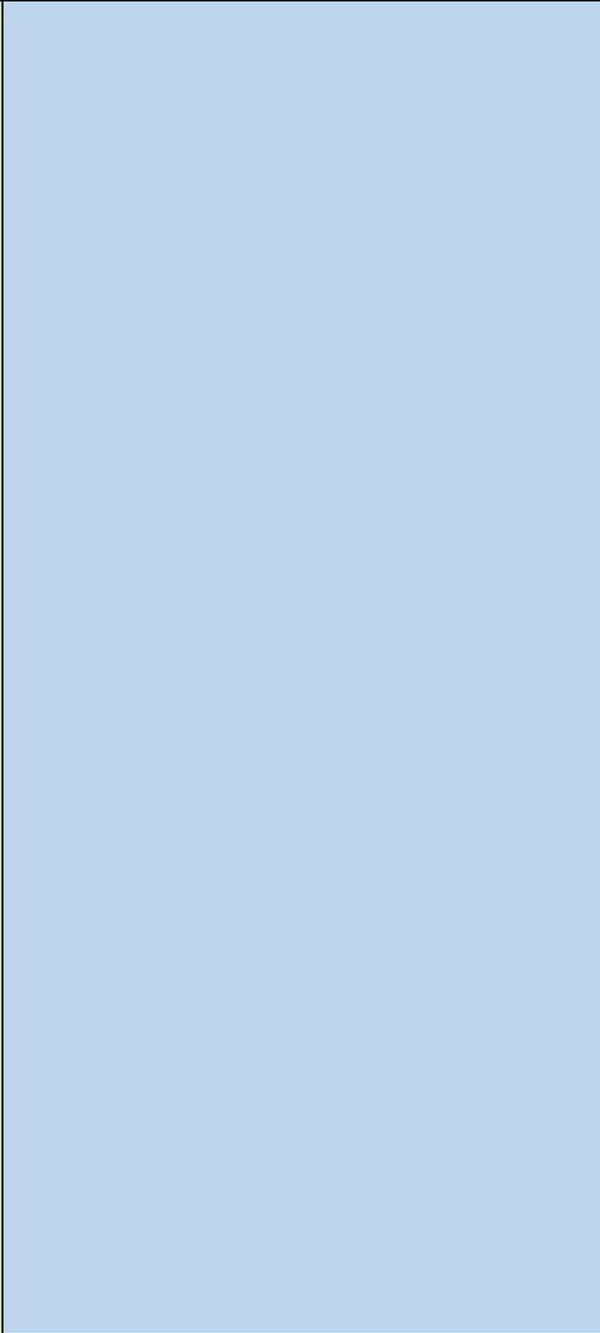
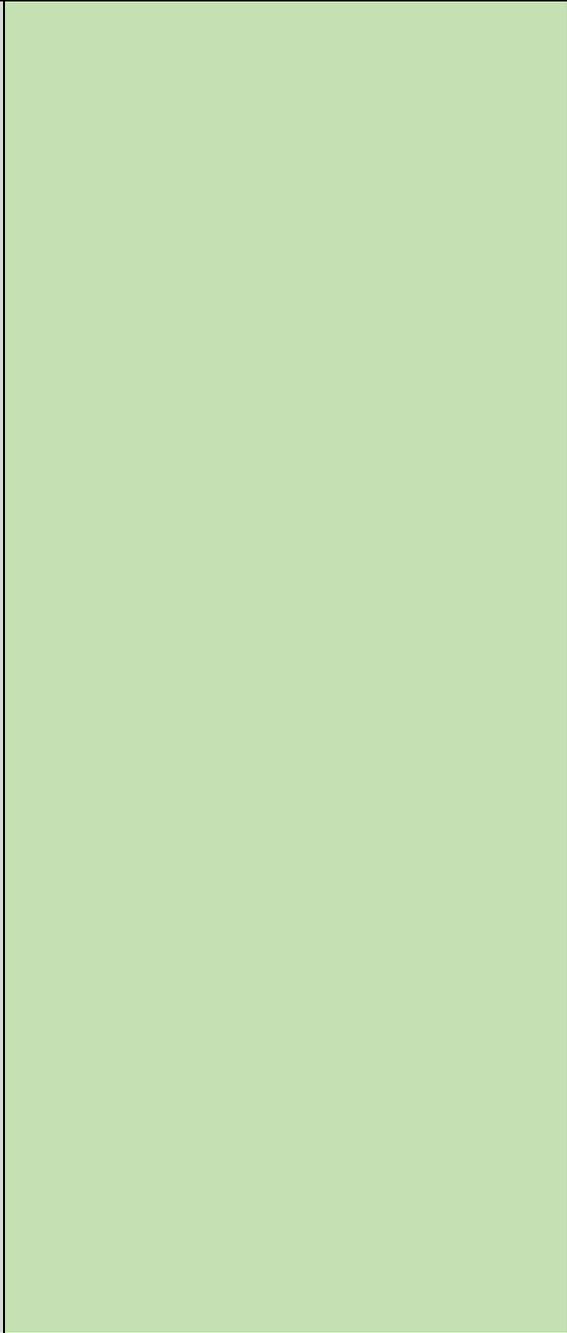
Reading Progression

Queen's Drive Infant School

VISION: To develop confident communicators, in order to use reading to access and enjoy the wider curriculum with resilience to support lifelong learning.

	EYFS	YEAR ONE	YEAR TWO
SENTENCE STEMS	I like... I don't like.... One day... Next.... In the end... I think because....	I like/don't like because..... I think....happened because... I feel that.... Next time I..... First, next..... I agree/ disagree because.....	I think..... because.... They are similar/ different because.... I know this because.... I found..... Next time I could..... It was interesting because... I like the part where..... I predict that.....
VOCABULARY	Word, letter, sentence, page, story, tale, front cover	Author, fiction, non fiction, rhyme, story, letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark	Setting, plot, illustrator, character, alliteration, rhythm, beats, simile, narrator, chapter, pattern, noun, noun phrase, statement, question, exclamation, command, suffix, adjective, adverb, verb, tense (past, present) apostrophe, comma,
FICTION	Traditional stories and fairy tales Stories with predictable and patterned language	Traditional Stories and Fairy tales. Stories with predictable and patterned language Stories from familiar settings Stories with character and setting descriptions	Traditional stories with a twist. Traditional stories from other cultures with similar themes. Different stories by the same author Character and setting descriptions Extended stories
NON FICTION	Labels, lists and captions Information texts	Instructions Labels, lists and captions Letters Information texts Invitations Diary Recounts	Reports Information texts Recounts Lists, captions Instructions Fact writing.
POETRY	Traditional Rhymes (to perform)	Use the senses Pattern and rhyme (to perform)	Poems on a theme Using the senses Pattern and Rhyme (to perform)

**RECOMMENDED
CLASS READING
(50 Class books to
read)**



<p>ENCOURAGE A LOVE OF BOOKS</p>	<p>Children to be read to at least twice in the school day. Access reading activities during guided reading/ book time. Eg. Puppet role play Take home books from the lending library. Encouraged to visit the school library and learn how to find the information book you need. Encouraged to listen to stories using computers, CD players and headphones. Join the Peterborough Library service. Take part in the Summer reading challenge. Take part in film festival retelling or making up stories. Read with a 'Reading Buddy' Encourage home reading with parents through accessing the correct book for child's reading level.</p>		
<p>PHONICS, DECODING AND SPELLING</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. (Follow the RWI Scheme see RWI teaching Progression)</p>	<p>To apply phonic knowledge and skills as the route to decode words. To blend sounds in unfamiliar words using the GPCs that they have been taught. To respond speedily, giving the correct sound to graphemes for all 40+ phonemes. To read words containing taught GPCs. To read words containing -s, -es, -ing, -ed and -est endings. To read words with contractions, e.g. I'm, I'll and we'll. To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</p>	<p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. To accurately read most words of two or more syllables. To read most words containing common suffixes.* To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.</p>
<p>FLUENCY, UNDERSTANDING AND CORRECTING INACCURACIES</p>	<p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. To reread texts to build up fluency and confidence in word reading. To check that a text makes sense to them as they read and to self- correct with the help of an adult.</p>	<p>To read books aloud closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. To reread these books to build up fluency and confidence in word reading. To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</p>

			<p>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>To check that the text makes sense to them as they read and to correct inaccurate reading.</p>
COMPREHENSION Understanding	<p>Demonstrate 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>To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.</p> <p>To link what they have read or have read to them to their own experiences.</p> <p>To retell familiar stories in increasing detail.</p> <p>To join in with discussions about a text, taking turns and listening to what others say.</p> <p>To discuss the significance of titles and events.</p>	<p>To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.</p> <p>To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p> <p>To discuss the sequence of events in books and how items of information are related.</p> <p>To recognise simple recurring literary language in stories and poetry.</p> <p>To ask and answer questions about a text.</p> <p>To make links between the text they are reading and other texts they have read (in texts that they can read independently).</p>
COMPREHENSION Vocabulary	<p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>	<p>To discuss word meaning and link new meanings to those already known.</p>	<p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>To discuss their favourite words and phrases.</p>
COMPREHENSION Responding.	<p>To answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	<p>To begin to make simple inferences. To predict what might happen on the basis of what has been read so far.</p>	<p>To make inferences on the basis of what is being said and done.</p> <p>To predict what might happen on the basis of what has been read so far in a text.</p>
COMPREHENSION Non Fiction	<p>To know that information can be retrieved from books and computers.</p>	<p>Select non fiction books for different purposes.</p>	<p>To recognise that non- fiction books are often structured in different ways.</p> <p>To retrieve and record information from non-fiction texts.</p>

Read Write Inc Teaching Progression of Phonics

If children are progressing at expected levels, they will learn the following:

	Reception	Year 1	Year 2
Autumn 1	<ul style="list-style-type: none"> Teach Set 1 sounds: m a s d t i n p g o c k u b f e l s h h r j v w x y z th ch qu ng nk 	<ul style="list-style-type: none"> Teach Set 2 sounds: ay ee igh ow oo oo ar or air ir ou oy Teach reading of words containing these Set 2 sounds. Build speed of reading words containing Set 1 sounds. 	<ul style="list-style-type: none"> Continue to teach Set 3 sounds Teach reading of multisyllabic words containing all sounds. Build speed of reading words containing Set 3 sounds.
Autumn 2	<ul style="list-style-type: none"> Recap any single letter alphabet gaps from the sounds above. Teach children to blend using single letter alphabet sounds. 	<ul style="list-style-type: none"> Review all Set 2 sounds Teach reading of words containing these Set 2 sounds. Build speed of reading words containing Set 1 sounds, particularly WT 1.6-1.7 	<ul style="list-style-type: none"> Recap any missing sound gaps and build fluency when reading stories. Children should complete the programme at end of Aut 2:
Spring 1	<ul style="list-style-type: none"> Recap Set 1 Special Friends: sh th ch qu ng nk Secure blending of cvc words using single letter alphabet sounds (WT 1.1-1.5). 	<ul style="list-style-type: none"> Teach Set 2 sounds, particularly: ar or air ir ou oy Teach reading of words containing these Set 2 sounds. Build speed of reading words containing ay ee igh ow oo oo. 	<p>Children can read stories and passages at a pace of 100 words per minute. They can read all sounds in words, including multisyllabic words, with little or no hesitation.</p>
Spring 2	<ul style="list-style-type: none"> Recap Set 1 Special Friends: sh th ch qu ng nk Secure blending of words containing these sounds (WT 1.4-1.6). 	<ul style="list-style-type: none"> Teach Set 3 sounds: ea, a-e Teach reading of words containing these Set 3 sounds. Build speed of reading words containing all Set 2 sounds. 	
Summer 1	<ul style="list-style-type: none"> Recap Set 1 sound gaps. Teach blending of words containing consonant blends (WT 1.7). 	<ul style="list-style-type: none"> Continue to teach Set 3 sounds Teach reading of words containing these Set 3 sounds. Build speed of reading words containing all Set 2 and Set 3 sounds. 	
Summer 2	<ul style="list-style-type: none"> Teach Set 2 sounds: ay ee igh ow oo oo ar or air ir ou oy Teach reading of words containing these Set 2 sounds. Build speed of reading words containing Set 1 sounds. 	<ul style="list-style-type: none"> Continue to teach Set 3 sounds Teach reading of words containing these Set 3 sounds. Build speed of reading words containing Set 3 sounds. 	
End of Year Expectations	<p>Children can read all Set 1 sounds and some Set 2 sounds in words, including words with consonant blends. They have built speed of reading some of these words and can read them without hesitation.</p>	<p>Children can read all Set 1, 2, 3 sounds in words and can read Set 1 and 2 sounds in words at speed. They can read some Set 3 sounds in words without hesitation. They can read at a pace of 60 words per minute.</p>	