Sennen Primary Academy Progression in Reading from Reception to Year 2

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| Skill | Reception | | Year 1 | | Year 2 |
| Decoding | • hear and say the initial sound in words.  • segment the sounds in simple words and blend them together and knows which letters represent some of them.  • link sounds to letters, naming and sounding the letters of the alphabet.  Early Learning Goal  • use phonic knowledge to decode regular words and read them aloud accurately.  • begin to read words and simple sentences | • apply phonic knowledge to decode words  • speedily read all 40+ letters/groups for 40+ phonemes  • read accurately by blending taught GPC  • read common suffixes (-s, -es, -ing, -ed, etc.)  • read multi-syllabic words containing taught GPCs  • read contractions and understanding use of apostrophe  • read aloud phonically-decodable texts | | •secure phonic decoding until reading is fluent  •read accurately by blending, including alternative sounds for graphemes  •read multi-syllabic words containing these graphemes  •read common suffixes • read most words quickly & accurately without overt sounding and blending | |
| Common Exception Words | • Phase 2, 3, 4, Tricky words  Early Learning Goal  • read some common irregular words. | • read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words | | • To read most Y1 and Y2 common exception words, noting unusual correspondences between spelling a | |
| Range of Reading | • enjoy an increasing range of books and poems | • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently  • being encouraged to link what they read or hear read to their own experiences | | • 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 | |
|  | • listen to stories poems and rhymes with increasing attention and recall  • has some favourite stories, rhymes, songs, poems or jingles.  • repeats words or phrases from familiar stories.  • fills in the missing word or phrase in a known rhyme, story or game, e.g.  ‘Humpty Dumpty sat on a …’.  • recognises familiar words and signs such as own name and advertising logos.  • looks at books independently.  • handles books carefully. | • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics  • recognising and joining in with predictable phrases | | • becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales  • recognising simple recurring literary language in stories and poetry | |
| Poetry and Performance | • listen to and join in with poems  • enjoy rhyming and rhythmic activities.  • show awareness of rhyme and alliteration.  • recognise rhythm in spoken words.  • join in with repeated refrains | • learning to appreciate rhymes and poems, and to recite some by heart | | • continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear | |
| Word Meaning | • discuss word meaning and link new meanings to those already known | • discussing word meanings, linking new meanings to those already known | | • discussing and clarifying the meanings of words, linking new meanings to known vocabulary  • discussing their favourite words and phrases | |
| Understanding | Early Learning Goal  • demonstrate understanding when talking with others about what they have read. | • drawing on what they already know or on background information and vocabulary provided by the teacher  • checking that the text makes sense to them as they read and correcting inaccurate reading | | • discussing the sequence of events in books and how items of information are related  • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading | |
| Inference |  | • discussing the significance of the title and events  • making inferences on the basis of what is being said and done | | • making inferences on the basis of what is being said and done  • answering and asking questions | |
| Prediction | • anticipate key events and phrases in rhymes and stories | •predicting what might happen on the basis of what has been read so far | | • predicting what might happen on the basis of what has been read so far | |
| Non fiction | • know that information can be retrieved from books and computers. | • identify some features on a non-fiction text e.g. contents, labels, photos, index | | • being introduced to non-fiction books that are structured in different ways | |
| Discussing reading | • respond to what they hear with relevant comments  • demonstrate understanding when talking with others about what they have read. | • 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 | | • participate in discussion about books, poems & other works that are read to them & 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 | |