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 |