

Skills Progression: Reading



EYFS

*As a school, we are committed to ensuring our pupils develop a lifelong love of reading. As such we embed reading throughout our entire curriculum and ensure our pupils are given enough time and practice as part of their provision in order for them to become fluent in foundational knowledge of the two dimensions of reading: **language comprehension** and **word reading**.*

*We understand that language comprehension (necessary for both reading and writing) only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together hence this is prioritised in our EYFS provision as well as placing a high emphasis on **communication and language** (listening, attention and understating and speaking) to ensure our pupils are able to articulate their comprehension of language.*

ELG: Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

ELG: Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate – where appropriate – key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. At Stanburn we follow the Read, Write, Inc. systematic synthetic phonics programme (expected reading progression

in Appendix 1) through which we teach our pupils to decode words and recognise a wide range of familiar words to read speedily at sight.

ELG: Word Reading

- *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.*

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Knowledge: (National Curriculum Coverage – Statutory Requirements)</p> <p>Word Reading</p>	<p><u>Pupils should be taught to:</u></p> <ul style="list-style-type: none"> - apply phonic knowledge and skills as the route to decode words - respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes - read accurately by blending sounds in unfamiliar words containing GPCs that have been taught - read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word - read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings - read other words of more than one syllable that contain taught GPCs - read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) 	<p><u>Pupils should be taught to:</u></p> <ul style="list-style-type: none"> - continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent - read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes - read accurately words of two or more syllables that contain the same graphemes as above - read words containing common suffixes - read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word - read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered - read aloud books closely matched to their improving phonic knowledge, sounding out 	<p><u>Pupils should be taught to:</u></p> <ul style="list-style-type: none"> - apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet - read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. 	<p><u>Pupils should be taught to:</u></p> <ul style="list-style-type: none"> - apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. 		

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> - read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words - re-read these books to build up their fluency and confidence in word reading. 	<ul style="list-style-type: none"> unfamiliar words accurately, automatically and without undue hesitation - re-read these books to build up their fluency and confidence in word reading. 				
Stanburn Reading PLCs Oracy and Reading	<ul style="list-style-type: none"> - Participates in discussions about what is read to them, taking turns and listening to what others say - Reads aloud, and accurately, books that are consistent with their developing phonic knowledge - Rereads texts to build up fluency and confidence in word reading - Uses an increasing range of punctuation (. CL ! ?) to add expression and understanding to the text - Retells familiar stories, fairy stories and traditional tales through a chosen 	<ul style="list-style-type: none"> - Participates in purposeful discussions about what is read to them, taking turns and listening to what others say - Asks questions about a text Reads aloud, and accurately, books closely matched to their improving phonic knowledge - Rereads age-appropriate texts to build up fluency and confidence in word reading - Uses a range of punctuation (.CL!?"",) to add expression and understanding to the text - Retells a range of 	<ul style="list-style-type: none"> - Participates in discussion about both books that are read to them and those they read for themselves, taking turns and listening to what others say - Asks questions to improve their understanding of the text - Reads fluently, using expression, flow and pace - Retells a wider range of stories, fairy stories and traditional tales through a chosen format - Prepares poems and playscripts to read aloud and to perform - Discusses words and 	<ul style="list-style-type: none"> - Discusses a range of texts read to them and that they have read, explaining key information and giving their opinion about it - Asks questions to improve their understanding of the text - Reads a range of texts aloud, using expression, flow and pace to show understanding - Retells a wider range of stories, fairy stories, myths and legends through a chosen format - Prepares poems and playscripts to read aloud and to perform, showing 	<ul style="list-style-type: none"> - Discusses a range of texts read to them and that they have read, building on their own and others' ideas and challenging views - Probes texts through their own questioning and evaluation - Recommends books that they have read to their peers, giving reasons for their choices - Prepares poems and plays to read aloud, considering expression, flow and pace - Recites a range of poetry by heart - Uses formal presentation and debate to explain their understanding of what 	<ul style="list-style-type: none"> - Discusses a range of texts read to them and that they have read, building on their own and others' ideas and challenging views - Probes texts deeply through their own questioning and evaluation - Constructs detailed responses about what they have read, recommending books to others and providing reasoned justifications for their views - Confidently presents a range of texts aloud, considering expression, flow and pace so that the meaning is clear - Recites a wider range of poetry by heart

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<i>format</i> - Learns and recites some poems by heart	<i>stories, fairy stories and traditional tales through a chosen format</i> - Builds up a repertoire of poems learnt by heart, reciting some, with appropriate intonation - Discusses favourite words and phrases	<i>phrases that capture the reader's interest</i>	<i>understanding through intonation, tone, volume and action</i> - Discusses words and phrases that capture the reader's interest	<i>they have read</i> - Discusses language that has had an impact on them as readers	- Uses formal presentation and debate to explain their understanding of what they have read - Discusses language that has had an impact on them as readers
Stanburn Reading PLCs Word Reading and Decoding	- Recognises and reads words containing taught GPCs and the prefix un- - Reads words with simple contractions (I'm, I'll, we'll)	- Reads sentences and short sections of text with increasing fluency (90 wpm for EXS) - Reads a range of suffixes added to familiar root words	- Speedily reads sections of text - Reads a range of prefixes and uses these to construct the meaning of words in context - Reads a range of suffixes and uses these to construct the meaning of words in context	- Speedily reads longer sections of text - Reads and understands the meaning of words with prefixes from the Year 3/4 curriculum - Reads and understands the meaning of words with suffixes from the Year 3/4 curriculum	- Speedily reads whole, short texts and substantial sections of longer texts - Reads and understands the meaning of words with prefixes from the Year 5/6 curriculum - Reads and understands the meaning of words with suffixes from the Year 5/6 curriculum	- Reads and understands the meaning of words with prefixes from the Year 5/6 curriculum - Reads and understands the meaning of words with suffixes from the Year 5/6 curriculum
Stanburn Reading PLCs Language in Context	- Checks that the text makes sense as they read and corrects inaccurate reading - Discusses word meanings, linking new meanings to those they already know	- Checks that the text makes sense as they read and corrects inaccurate reading - Discusses word meanings, linking new meanings to those they already know - Uses the context of	- Checks that the text makes sense as they read and corrects inaccurate reading - Discusses word meanings, linking new meanings to those they already know - Gives meaning to	- Checks that the text makes sense as they read and corrects inaccurate reading - Uses their existing vocabulary knowledge to identify word meanings - Gives meaning to	- Uses knowledge of vocabulary and context to give meaning to new language - Explores the meaning of vocabulary that appears in different contexts - Confidently uses new	- Talks about a wide repertoire of vocabulary and knows how to independently find out what unknown words in a text mean - Shows an understanding of the meaning of vocabulary

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<i>the text to support understanding of decodable but unfamiliar words</i> - Collects words from their reading to use in their own writing - Recognises recurring literary language in poems and stories	<i>new language using the context in which it appears</i> - Uses a dictionary to check the meaning of words - Collects words from their reading to use in their own writing	<i>new language using the context in which it appears</i> - Collects words from their reading to use in their own writing - Uses a dictionary to check the meaning of words	<i>language from their reading in their written work</i>	<i>in different contexts</i> - Finds and copies one word/groups of words with a particular meaning - Finds words in a text that most closely match the meaning of a given word
Knowledge: (National Curriculum Coverage – Statutory Requirements) Comprehension	<u>Pupils should be taught to:</u> - develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> 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 becoming very familiar with key stories, fairy stories and 	<u>Pupils should be taught to:</u> - develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> 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 discussing the sequence of events in books and how items of information are 	<u>Pupils should be taught to:</u> - develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books English – key stages 1 and 2 26 Statutory requirements preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action discussing words and phrases that 		<u>Pupils should be taught to:</u> - maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books 	

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p><i>traditional tales, retelling them and considering their particular characteristics</i></p> <ul style="list-style-type: none"> • <i>recognising and joining in with predictable phrases</i> • <i>learning to appreciate rhymes and poems, and to recite some by heart</i> • <i>discussing word meanings, linking new meanings to those already known</i> <p><i>- 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 checking that the text makes sense to them as they read and correcting inaccurate</i></p>	<p><i>related</i></p> <ul style="list-style-type: none"> • <i>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</i> • <i>being introduced to non-fiction books that are structured in different ways</i> • <i>recognising simple recurring literary language in stories and poetry</i> • <i>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</i> • <i>discussing their favourite words and phrases</i> • <i>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to</i> 	<p><i>capture the reader's interest and imagination</i></p> <ul style="list-style-type: none"> • <i>recognising some different forms of poetry [for example, free verse, narrative poetry]</i> <p><i>- understand what they read, in books they can read independently, by:</i></p> <ul style="list-style-type: none"> • <i>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</i> • <i>asking questions to improve their understanding of a text</i> • <i>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</i> • <i>predicting what might happen from details stated and implied</i> • <i>identifying main ideas drawn from more than one paragraph and summarising these</i> • <i>identifying how language, structure, and presentation contribute to meaning</i> • <i>retrieve and record information from non-fiction</i> • <i>participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</i> 		<ul style="list-style-type: none"> • <i>learning a wider range of poetry by heart</i> • <i>preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</i> <p><i>- understand what they read by:</i></p> <ul style="list-style-type: none"> • <i>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</i> • <i>asking questions to improve their understanding</i> • <i>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</i> • <i>predicting what might happen from details stated and implied</i> • <i>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</i> • <i>identifying how language, structure and presentation contribute to meaning</i> • <i>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</i> <p><i>- distinguish between statements of fact and opinion</i></p> <p><i>retrieve, record and present information from non-fiction</i></p> <p><i>- participate in discussions about books that are read to them and those they can read for</i></p>	

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<i>reading</i> <i>discussing the significance of the title and events</i> <i>making inferences on the basis of what is being said and done</i> <i>predicting what might happen on the basis of what has been read so far</i> <i>participate in discussion about what is read to them, taking turns and listening to what others say</i> <i>explain clearly their understanding of what is read to them.</i>	<i>make the meaning clear</i> <i>- understand both the books that they can already read accurately and fluently and those that they listen to by:</i> <i>drawing on what they already know or on background information and vocabulary provided by the teacher</i> <i>checking that the text makes sense to them as they read and correcting inaccurate reading</i> <i>making inferences on the basis of what is being said and done</i> <i>answering and asking questions</i> <i>predicting what might happen on the basis of what has been read so far</i> <i>participate in discussion about books, poems and other works that are read to them and those that they can</i>			<i>themselves, building on their own and others' ideas and challenging views courteously</i> <i>- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</i> <i>- provide reasoned justifications for their views.</i>	

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<i>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.</i>				
Stanburn Reading PLCs Comprehension (Retrieval)	<ul style="list-style-type: none"> - Joins in with predictable phrases or refrains - Recalls main points from fiction and non-fiction - Links what they read or hear to their own experiences 	<ul style="list-style-type: none"> - Recalls main points with reference to the text - Reads closely to obtain specific information - Identifies, selects and highlights key words to answer questions on a section of text - Is beginning to scan for a specific purpose 	<ul style="list-style-type: none"> - Shows understanding of main points with reference to the text - Is beginning to skim to get a general overview of a text - Scans longer passages for a specific purpose - Identifies, selects and highlights key words in the question and the text to answer who, where and when questions - Identifies, selects and highlights key words in the question and the text to answer what, how and why questions - Is beginning to read silently and discusses 	<ul style="list-style-type: none"> - Skims short passages to answer recall questions - Scans short passages to answer recall questions - Answers who, what, why, where, when, how questions, showing the section of the text they found the information - Reads silently and discusses what they have read 	<ul style="list-style-type: none"> - Skims whole texts to answer recall questions - Scans whole texts to answer recall questions - Retrieves key details and quotations from the text to demonstrate understanding - Identifies whether statements from a text are fact or opinion - Reads silently with good understanding and discusses what they have read 	<ul style="list-style-type: none"> - Skims whole texts to answer recall questions - Scans whole texts to answer recall questions - Can retrieve key details and quotations to demonstrate understanding of character, events and information - Answers who, what, why, where, when, which, how questions, using direct reference to and quotes from the text - Identifies whether statements from a text are fact or opinion

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			<i>what they have read</i>			
Stanburn Reading PLCs Comprehension (Sequencing and Summarising)	<ul style="list-style-type: none"> - Identifies components of a story - beginning, middle and end - Explains what is read in their own words 	<ul style="list-style-type: none"> - Sequences the events in a text - Discusses how events and information from across a short text are related - Summarises the main points from a short section of text 	<ul style="list-style-type: none"> - Sequences the events or information in a text and discusses how they are related - Summarises the main points from a short section of text - Identifies the main ideas drawn from more than one paragraph 	<ul style="list-style-type: none"> - Sequences events or main points from across a whole chapter or text - Understands and explains the main points from longer texts, with direct reference to the text - Summarises the main idea from a whole text - Discusses ideas from throughout a text 	<ul style="list-style-type: none"> - Sequences summaries of different paragraphs within a text - Summarises the main points from a whole text - Summarises and presents a familiar story in their own words - Selects information from across a text to explain or illustrate their ideas - Makes comparisons about how a character changes within a text 	<ul style="list-style-type: none"> - Sequences summaries of different paragraphs within a text - Accurately and selectively summarises main ideas, events, characters and information from fiction - Accurately and selectively summarises main ideas, events and information from non-fiction - Makes comparisons about characters within and across texts
Stanburn Reading PLCs Comprehension (Inference)	<ul style="list-style-type: none"> - Answers simple how and why questions from pictures or text - Discusses the actions of characters and expresses views on the basis of what is being said and done - Discusses the significance of the title and key events - Begins to make predictions based on what has been read so far 	<ul style="list-style-type: none"> - Answers how and why questions from a short text - Discusses the actions of characters and justifies views on the basis of what is being said and done - Is beginning to identify the author's main purpose for writing - Makes predictions on the basis of what has been read so far 	<ul style="list-style-type: none"> - Discusses the actions of the main characters and justifies views using evidence from the text - Makes inferences about characters' feelings, thoughts and motives based on their actions in a story - Identifies and discusses characters, predicting how they might behave and giving reasons linked 	<ul style="list-style-type: none"> - Makes inferences about characters' feelings and thoughts in a story based on their actions - Identifies the viewpoints of different characters in a text - Empathises with a character's motives and behaviour - Justifies inferences with evidence from the text - Identifies the purpose 	<ul style="list-style-type: none"> - Proves or disproves simple statements about a character by finding evidence in a text - Empathises with a character's motives and behaviour - Uses evidence from description, dialogue and action to support their ideas - Explains isolated events from a text, in the context of the 	<ul style="list-style-type: none"> - Proves or disproves a statement about character or setting by finding evidence in the text - Uses clues from action, dialogue and description to interpret meaning - Empathises with different characters' points of view - Explains and justifies inferences, providing evidence from the text

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			<i>to the text</i> - Explains the purpose of the text and what the writer might be thinking - Makes plausible predictions based on knowledge of the text and of books on similar themes or by the same author	<i>of a text and how the author wants the reader to respond</i> - Makes predictions based on knowledge of the text or similar reading experiences, giving clear reasons for their ideas	<i>whole narrative</i> - Compares the behaviour and feelings of different characters in a text - Identifies the author's viewpoint in a text - Gives feasible, reasoned predictions based on evidence	<i>to support reasoning</i> - Makes developed inferences, drawing on evidence from the text and wider personal experience - Identifies the viewpoints of authors within and across texts - Makes developed predictions that are securely rooted in the text - Makes predictions about characters including how their behaviour may/may not change and how they may/may not appeal to the reader, justifying answers with reference to the text
Stanburn Reading PLCs Comprehension (Themes and conventions)	- Is becoming familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics - Is becoming familiar with how to find information from simple non-fiction texts - Learns to appreciate	- Makes links between texts that they've read - Recognises and talks about the main differences between fiction and non-fiction texts - Uses non-fiction texts that are structured in different ways to find information - Is becoming familiar	- Identifies different text types according to their key features - Understands and uses the page layout of non-fiction texts to find information - Makes simple connections between books by the same author - Recognises some	- Identifies a range of text types according to their features - Uses a range of text features in non-fiction to locate specific information - Explains how the layout of a non-fiction text impacts on the reader - Recognises themes in	- Identifies the main purpose of a text - Identifies key themes and styles in whole texts and extracts by a range of authors - Recognises common themes/styles in texts written by the same author - Comments on the impact of	- Identifies the main message in a poem or story - Uses the text format and text features accurately to determine text type - Identifies and explains how the organisational and presentational features of a text

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<i>rhymes and poems</i>	<i>with the forms of different rhymes and poems</i>	<i>features of a text that relate to its historical setting, social or cultural background</i> - Recognises some different forms of poetry - Evaluates texts with reference to the text type	<i>what they read</i> - Talks about the key differences between text types, including texts of the same type but written by different authors - Recognises when texts have specific cultural or historical settings - Is familiar with different types of poetry - Evaluates the overall quality of a text, as well as the inclusion of specific features	<i>organisational and presentational features of narrative and non-narrative texts</i> - Can explain the importance of cultural or historical settings on how a text is composed - Reads and discusses the construction and meaning of different types of poetry - Evaluates different texts against their intended purpose	<i>impact on the reader</i> - Identifies and discusses evidence of themes and conventions in different genres and forms of text - Identifies and explains how the sequence of events in narrative fiction contributes to meaning as a whole - Understands and recognises different forms of poetry, discussing their meaning and impact on the reader - Compares and evaluates different texts against their intended purpose
Stanburn Reading PLCs Comprehension (Choice of language)				- Explains how vocabulary choices affect meaning in a range of text types - Identifies language used to create atmosphere and discusses why this language has been chosen - Identifies how the use	- Explains clearly how vocabulary choices affect meaning in a range of text types, including poetry - Evaluates how authors use a range of descriptive devices, including figurative language - Explains how	- Identifies the use and effect of the author's language and structure on the reader - Explains the effect of figurative language upon the reader (e.g. metaphor, simile, analogy, imagery, alliteration, idioms, euphemism,

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				<i>of different sentence structures changes the meaning of a passage</i>	<i>different sentence structures impact on the reader</i>	<i>personification etc.) - Identifies what impression a word/words give the reader</i>

Appendix 1**ENGLISH - READING – Read, Write, Inc.****Whole School Progression 2024/25 – Term by Term**

This document sets out the expected reading progression within Read, Write, Inc. lessons at Stanburn Primary School. The objectives are further embedded within discrete English sessions. These objectives are set out as if children are achieving as expected throughout the year. Assessments indicate when children have gaps and then intervention can be put in place with the aim to keep that child in line with expectations. See separate Reading Skills Progression maps for more detail of reading progression across the school.

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	End of Year Expectations
Reception	Word Reading – Read, Write, Inc.	Children are taught their Set 1 sounds m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, sh, h, r, j, v, w, x, y, z, th, ch, qu, ng, nk	Recap on set 1 special friends: th, ch, qu, ng, nk Children are taught to blend sounds into words orally. Children are taught to blend single-letter sounds (word time 1.1-1.4)	Recap on set 1 special friends: th, ch, qu, ng, nk Secure blending of words with special friends (word time 1.5 and 1.6). To be exposed to some common exception words: put, the, l, no, of, my, for, he	Children are taught their set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy To recall previous common exception words and be exposed to new common exception words: your, said, you, be, are	Children are taught their set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy Children are taught to blend words containing set 2 sounds Children to build speed of reading words containing set 1 sounds.	Children are taught their set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy Children are taught to read words containing set 2 sounds. Children build speed of reading words containing set 1 sounds, particularly word time 1.6-1.7.	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.
		By the end of each half-term children will be able to:						
		- Read all single letter Set 1 sounds	- Read all set 1 sounds. - Blend sounds into words orally	- Blend sounds to read words - Read short ditty stories/ read Red storybooks	- Read Green storybooks. - Read some set 2 sounds	- Read Green or Purple storybooks. - Read some set 2 sounds.	- Read Purple storybooks. - Read the first six set 2 sounds speedily (ay, ee, igh, ow, oo, oo)	
	Comprehension	Listening comprehension of instructions. Immerse children in topic related/unfamiliar vocabulary		Retrieval comprehension through verbal guided questioning. Expect children to use given vocabulary in appropriate context.		Simple, inference-based comprehension through verbal guided questioning. Verbal, simple predictions. Recall simple definition for given vocabulary.		Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	End of Year Expectations	
Year 1	Word Reading – Read, Write, Inc.	Review set 2 sounds, particularly: ar, or, air, ir, ou, oy Children build speed of reading words containing these set 2 sounds: ay, ee, igh, ow, oo, oo Children are taught set 3 sounds: ea, oi, a-e, i-e, o-e, u-e, e-e	Children to build speed of reading words containing these sounds set 1,2 and the following set 3 sounds (ea, oi, a-e, i-e, o-e, u-e, ee). Children are taught the rest of the set 3 sounds.	Children to build speed of reading words containing set 1, 2 and 3 sounds. Begin to read multisyllabic words, including words with suffix endings.	Children to build speed of reading words containing set 1, 2 and 3 sounds. Read multisyllabic words with increased accuracy	Children to read words containing set 1, 2 and 3 sounds speedily. Read multisyllabic words with increased accuracy and pace.	Recap any missing sound gaps and build fluency when reading stories. Read multisyllabic words accuracy and pace.	Apply phonic knowledge and skills as the route to decode words. Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. Read accurately by blending sounds	
		By the end of each half-term children will be able to:						in unfamiliar words containing GPCs that have been taught.	
		- Read Pink storybooks. - Read all set 2 sounds speedily. - Read nonsense words containing set 2 sounds.	- Read Orange storybooks. - Read some set 3 sounds. - Read set 2 sounds within nonsense words.	- Read Yellow storybooks. - Read some set 3 sounds speedily: (ea, oi, a-e, i-e, oe, u-e, e-e). - Read above sounds in nonsense words.	- Read Yellow storybooks. - Read all of set 3 sounds. - Read 60/70 words per minute.	- Read Blue storybooks. - Read all of set 3 sounds speedily. - Read 70 words per minute.	- Read Blue/ Grey storybooks. - Read all of set 3 sounds speedily. - Read 80 words per minute. - Read multisyllabic words speedily		Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings. Read other words of more than one syllable which contain taught GPCs. Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s). 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 Reread these books to build up their fluency and confidence in word reading. Children can read at a pace of 60 words per minute.
		Throughout Year 1 children are expected to: Read sentences linked to phonic knowledge and ability. Be exposed to a range of text types (fiction, non-fiction, poetry, rhymes). Read Year 1 common exception words.							

	Comprehension	<p>Children are taught specifically to: - To participate in discussion about what is being read to them. - To identify the title of a text. - To discuss the significance of the title and events in a story. - To answer questions (based on VIPERS) – verbally. - Learn topic related/ unfamiliar vocabulary and use it mostly appropriately. (Plus comprehension covered within Read, Write, Inc. – retrieval and discussion/explain)</p>	<p>Children are taught specifically to: - To give simple prediction, on the basis of what has happened so far. - Learn topic related/ unfamiliar vocabulary and use it mostly appropriately and in a range of contexts. - Begin to explain the meaning of vocabulary. - Answer a range of questions based on VIPERS – verbally with more independence and in simple written form e.g. multi-choice. (Plus comprehension covered within Read, Write, Inc. – retrieval, inference and explain)</p>	<p>Children are taught specifically to: - To explain clearly what has been read to them. - To explain the meaning of topic related/unfamiliar vocabulary and use it independently in a range of different contexts. - Explain the meaning of topic related/unfamiliar vocabulary and use it independently in a range of different contexts. - To make inferences on the basis of what is said and done. - To answer a range of questions, based on VIPERS, in simple, written form. (Plus comprehension covered within Read, Write, Inc. – retrieval, inference, prediction, explain)</p>	<p>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. Being encouraged to link what they read or hear to their own experiences. 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. Learning to appreciate rhymes and poems, and to recite some by heart. Discussing word meanings, linking new meanings to those already known.</p> <p>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. Checking that the text makes sense to them as they read, and correcting inaccurate reading. Discussing the significance of the title and events. Making inferences on the basis of what is being said and done. Predicting what 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.</p>
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