



**Reading Skills and Knowledge Progression**

	EYFS	Year 1	Year 2
<p>Word Reading</p>	<p>I can recognise key vocabulary from our focus book.</p> <p>I know that information can be retrieved from books.</p> <p>I enjoy a range of books including fiction, non-fiction, poems and rhymes.</p> <p><b>I know many nursery rhymes.</b></p> <p><b>I know sounds to a 10 or more digraphs and tri-graphs.</b></p> <p><b>I know the sounds that the taught letters make.</b></p> <p><b>I can blend sounds to read words using taught sounds.</b></p> <p><b>I can blend the taught sounds to read CVC, CVCC and CCVC words.</b></p>	<p>I can apply phonic knowledge to decode words read aloud.</p> <p>I can read phonically-decodable texts and re-read books to build fluency and confidence.</p> <p>I speedily read all 40+ letters /groups for 40+ phonemes including alternative sounds for graphemes.</p> <p>I can read Year 1 common exception words.</p> <p>I can read polysyllabic words containing taught GPCs read common suffixes (-s, -es, -ing, -ed, -er and -est).</p> <p>I know that I should pause at full stops.</p>	<p>I apply phonic decoding until automatic and my reading is fluent.</p> <p>I can read common suffixes (-ed, -ing, -er, -est, -y, -er, -ment, -ful, -ness, -less, -ly).</p> <p>I re-read books to build up fluency and confidence in word reading.</p> <p>I take note of punctuation to read with appropriate expression.</p> <p>I read accurately by blending, including alternative sounds for graphemes.</p> <p>I discuss and clarify the meanings of words and link new meanings to known vocabulary</p> <p>I can discuss my favourite words and phrases.</p>

<p>Word Reading</p>	<p>I know the sounds that the taught letters make.</p> <p>I can read captions and sentences using taught sounds.</p> <p>I can recognise taught HFW in a text.</p> <p>I know what the taught phonemes look like.</p> <p>I know that a sentence starts with a capital letter and finishes with a full stop.</p> <p>I can read books that match my phonics ability.</p> <p>I can read what I have written.</p> <p>I can use taught sounds to segment words.</p>	<p>I can read contractions and understand that the apostrophe represents the omitted letter(s).</p> <p>I can read books that match my phonics ability.</p> <p>I can read what I have written.</p> <p>I can use taught sounds to segment words.</p>	<p>I confidently read Year 2 common exception words, noting unusual correspondences.</p> <p>I can read aloud books matched to phonic knowledge by sounding out unfamiliar words and automatically reading polysyllabic words.</p> <p>I have built up a repertoire of poems learnt by heart.</p>
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Comprehension	<p>I enjoy listening to longer stories and can remember much of what happens.</p> <p>I talk about the characters in the books.</p> <p>I can use pictures to tell stories.</p> <p>I can sequence familiar stories.</p> <p>I can independently look at book, holding it correctly.</p> <p>I engage in story times, joining in with repeated phrases and actions.</p> <p>I can retell a familiar story.</p> <p>I can follow a story without pictures or props (storytelling from an adult).</p> <p>I can show my understanding of what has been read to me by retelling stories, and narratives using my own words and recently introduced vocabulary.</p>	<p>I listen to and discuss a wide range of poems, stories and non-fiction at a level I can read independently.</p> <p>I can answer simple retrieval questions about a text and find evidence to support answers.</p> <p>I predict what might happen on the basis of what has been read so far.</p> <p>I like to participate in discussion about what is read and I take turns listening to what others say.</p> <p><b>I recognise and join in with predictable phrases from well-known stories.</b></p> <p><b>I know a bank of rhymes and poems, and to recite some by heart.</b></p> <p><b>I like to discuss word meanings and link new meanings to words already known.</b></p>	<p>I can discuss the sequence of events in books and how items of information are related by drawing on what I already know or on background information and vocabulary provided by my teacher.</p> <p>I make inferences on the basis of what is being said and done answer and ask questions.</p> <p>I predict what might happen on the basis of what has been read so far.</p> <p>I participate in discussion about books, poems and other text types.</p> <p>I can identify and explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</p> <p>I can identify and explain the sequence of events in texts.</p> <p><b>I make inferences from the text.</b></p>

<p>Comprehension</p>	<p>I can talk about familiar books.          I take part in discussions about stories, non-fiction, rhymes and poems and during role play.          I join in with repeated refrains and key phrases.          I can identify the main setting, characters and happening in the story is.          I can answer 'who', 'where' 'what' and 'when' questions linked to text and illustrations.          I know how to sequence familiar stories.           I can discuss a story.           I can answer questions about stories that are read to me.           I begin to predict what might happen in a story.           I can use my own words to retell a familiar story.           I can answer questions about what I have read.           I can predict what might happen in a story.          I can suggest how a story might end</p>		<p>I predict what might happen on the basis of what has been read so far           I make links between a current book and those I have already read.</p>
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