

Nyewood CE Infant School

Skills Progression

Reading

Curriculum Intent:

At Nyewood CE Infant School every child is a reader. Children will become confident readers who are inspired with a love of reading; knowing how it supports them in accessing all experiences in God's world.

EYFS			
	Emerging Towards End of Year Expectations	Working At Expected End of Year Expectations	Exceeding End of Year Expectations
Speaking and Listening	<p><u>Pupils will...</u></p> <p>Maintain attention, concentrate and sit quietly during appropriate activity.</p> <p>Demonstrate two-channelled attention – can listen and do for short span.</p> <p>Begin to use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>Respond to instructions involving a two-part sequence.</p> <p>Understand humour e.g. nonsense rhymes, jokes.</p> <p>Able to follow a story without pictures or props.</p> <p>Listen and respond to ideas expressed by others in conversation or discussion.</p>	<p><u>Pupils will...</u></p> <p>Listen attentively in a range of situations.</p> <p>Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>Give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>Use vocabulary and forms of speech that are influenced by their experiences of books.</p> <p>Follow instructions involving several ideas or actions.</p> <p>Answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>Express themselves effectively, showing awareness of listeners' needs.</p>	<p><u>Pupils will...</u></p> <p>Listen and respond appropriately to adults and their peers.</p> <p>Continue to further build their vocabulary from what they hear and read.</p> <p>Maintain attention and participate actively in a directed task or learning activity.</p>

	<p>Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>Use language to imagine and recreate roles and experiences in play situations.</p> <p>Link statements and stick to a main theme or intention.</p> <p>Use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>Introduce a storyline or narrative into their play.</p>	<p>Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>Develop their own narratives and explanations by connecting ideas or events.</p>	
Comprehension	<p>Enjoys an increasing range of books.</p> <p>Know that information can be retrieved from books and computers.</p>	<p>Demonstrate understanding when talking with others about what they have read.</p>	<p>Demonstrate understanding when talking with others about what they have read.</p> <p>Listen to a range of poems, stories and non-fiction.</p> <p>Link what they read or hear to their own experience.</p> <p>Become familiar with key stories, fairy stories and traditional tales, retelling them.</p> <p>Recognise and join in with predictable phrases.</p> <p>Talk about the title and events in a text.</p> <p>Predict what might happen on the basis of the title and pictures.</p> <p>Talk about what they have read or what is read to them.</p>

<p>Word Reading</p>	<p>Continue a rhyming string.</p> <p>Hears and say the initial sound in words.</p> <p>Segment the sounds in simple words and blend them together.</p> <p>Know which letters represent some of the sounds they have learnt.</p> <p>Link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Begin to read words and simple sentences.</p>	<p>Read and understand simple sentences.</p> <p>Use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>Read some common irregular words.</p>	<p>Read and understand simple sentences.</p> <p>Use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>Read some common irregular words.</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for those sounds they have learnt.</p> <p>Read common exception words learnt.</p>
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Year 1			
	Working Towards End of Year Expectations	Working At Expected End of Year Expectations	Working at Greater Depth Within End of Year Expectations
Speaking and Listening	<p><u>Pupils will...</u></p> <p>Listen attentively in a range of situations.</p> <p>Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>Give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>Use vocabulary and forms of speech that are influenced by their experiences of books.</p> <p>Follow instructions involving several ideas or actions.</p> <p>Answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>Express themselves effectively, showing awareness of listeners' needs.</p> <p>Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>Develop their own narratives and explanations by connecting ideas or events.</p>	<p><u>Pupils will...</u></p> <p>Listen and respond appropriately to adults and their peers.</p> <p>Build their vocabulary from what they hear and read.</p> <p>Maintain attention and participate actively.</p>	<p><u>Pupils will...</u></p> <p>Use relevant strategies to build their vocabulary.</p> <p>Give answers and opinions.</p> <p>Maintain attention and participate actively in conversations.</p> <p>Use spoken language to develop understanding through imagining and exploring ideas.</p> <p>Increasingly speak audibly and fluently.</p> <p>Participate in discussions.</p>
Comprehension	<p>Demonstrate understanding when talking with others about what they have read.</p> <p>Listen to a range of poems, stories and non-fiction.</p>	<p>Listen to and discuss a wide range of poems, stories and non-fiction.</p>	<p>Listen to, discuss and express views about Poetry, stories and non-fiction at a level beyond that at which they can read independently.</p>

	<p>Link what they read or hear to their own experience.</p> <p>Become familiar with key stories, fairy stories and traditional tales, retelling them.</p> <p>Recognise and join in with predictable phrases.</p> <p>Talk about the title and events in a text.</p> <p>Predict what might happen on the basis of the title and pictures.</p> <p>Talk about what they have read or what is read to them.</p>	<p>Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p> <p>Appreciate rhymes and poems, and learn to recite some by heart.</p> <p>Discuss word meanings; linking new meanings to those already known.</p> <p>Understand what they read by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Check that the text makes sense to them as they read, and correct inaccurate reading.</p> <p>Discuss the significance of the title and events in a text.</p> <p>Make inferences on the basis of what is being said and done.</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Explain clearly their understanding of what is read to them.</p>	<p>Discussing the sequence of events in books.</p> <p>Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.</p> <p>Recognise simple recurring literary language in stories and poetry.</p> <p>Discuss and clarify the meanings of words.</p> <p>Discuss their favourite words and phrases.</p> <p>Understand books, drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Check that the text makes sense to them as they read, and correct inaccurate reading.</p> <p>Answer and ask questions.</p> <p>Predict what might happen on the basis of what has been read so far.</p> <p>Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.</p>
<p>Word Reading</p>	<p>Read and understand simple sentences.</p> <p>Use phonic knowledge to decode regular words and read them aloud accurately.</p>	<p>Apply phonic knowledge and skills as the route to decode words.</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+</p>	<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p>

	<p>Read some common irregular words.</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for those sounds they have learnt.</p> <p>Read common exception words learnt.</p>	<p>phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.</p> <p>Read other words of more than one syllable that contain taught GPCs.</p> <p>Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).</p> <p>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.</p> <p>Reread these books to build up their fluency and confidence in word reading.</p>	<p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>Read further common exception words.</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p>
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Year 2			
	Working Towards End of Year Expectations	Working At Expected End of Year Expectations	Working at Greater Depth Within End of Year Expectations
Speaking and Listening	<p>Pupils will...</p> <p>Use relevant strategies to build their vocabulary.</p> <p>Give answers and opinions.</p> <p>Maintain attention and participate actively in conversations.</p> <p>Use spoken language to develop understanding through imagining and exploring ideas.</p> <p>Increasingly speak audibly and fluently.</p> <p>Participate in discussions.</p>	<p>Pupils will...</p> <p>Ask relevant questions to extend their understanding and knowledge.</p> <p>Continue to use relevant strategies to build their vocabulary.</p> <p>Give and explain answers and opinions.</p> <p>Maintain attention and participate actively in collaborative conversations.</p> <p>Use spoken language to develop understanding through imagining and exploring ideas.</p> <p>Speak audibly and fluently.</p> <p>Participate in discussions, presentations and performances.</p>	<p>Pupils will...</p> <p>Give well-structured descriptions and explanations for different purposes, including for expressing feelings.</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p>Speak audibly and fluently with an increasing command of Standard English.</p> <p>Gain and maintain the interest of the listener(s).</p>
Comprehension	<p>Listen to, and talk about, a growing range of text types including poetry, stories and non-fiction.</p> <p>Discussing the sequence of events in books.</p> <p>Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.</p>	<p>Listen to, discuss and express 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.</p> <p>Discussing the sequence of events in books and how items of information are related.</p>	<p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Read books that are structured in different ways and read for a range of purposes.</p> <p>Use dictionaries to check the meaning of words that they have read.</p>

	<p>Explore non-fiction books and talk about the information they provide.</p> <p>Recognise simple recurring literary language in stories and poetry.</p> <p>Discuss and clarify the meanings of words.</p> <p>Discuss their favourite words and phrases.</p> <p>Understand books, drawing on what they already know or on vocabulary provided by the teacher.</p> <p>Check that the text makes sense to them as they read.</p> <p>Begin to answer and ask questions.</p> <p>Predict what might happen on the basis of title and pictures.</p> <p>Participate in discussion about books, poems and other works that are read to them.</p>	<p>Explore non-fiction books that are structured in different ways;</p> <p>Discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>Discuss their favourite words and phrases.</p> <p>Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p> <p>Understand books, drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Check that the text makes sense to them as they read, and correct inaccurate reading.</p> <p>Make inferences on the basis of what is being said and done.</p> <p>Answer and ask questions.</p> <p>Predict what might happen on the basis of what has been read so far.</p> <p>Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>	<p>Identify themes and conventions in a wide range of books.</p> <p>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Discuss words and phrases that capture the reader's interest and imagination.</p> <p>Ask questions to improve their understanding of a text.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Retrieve and record information from non-fiction.</p>
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<p>Word Reading</p>	<p>Apply phonic knowledge and skills as the route to decode words.</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Read common exception words learnt so far.</p> <p>Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.</p> <p>Read other words of more than one syllable that contain taught GPCs.</p> <p>Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).</p> <p>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.</p> <p>Reread these books to build up their fluency and confidence in word reading.</p>	<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>Read accurately words of two or more syllables that contain the same graphemes as above.</p> <p>Read words containing common suffixes.</p> <p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Reread these books to build up their fluency and confidence in word reading.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words they meet.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>
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