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|  | Reception | Year 1 | Year 2 |
| Decoding \*See phonics progression on curriculum map.  | Read individual letters by saying the sounds for them.  Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.  Read some letter groups that each represent one sound and say sounds for them.  Read tricky words from school phonics scheme.Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few tricky words. | Apply phonic knowledge to decode words.  Read aloud phonically-decodable texts.  Re-read books to build fluency and confidence.  Read simple sentences and understand the meaning.  Speedily read all 40+ letters /groups for 40+ phonemes including alternative sounds for graphemes.Read Year 1 tricky words from school phonics scheme noting unusual correspondences between spelling and sound (identifying where they appear).  Read polysyllabic words containing taught GPCs.  Read common suffixes (–s, –es, –ing, –ed, –er and – est).  Read contractions and understand that the apostrophe represents the omitted letter(s).  Read accurately by blending taught GPCs develop some fluency and expression, pausing at full stops. | Apply phonic decoding until automatic and reading is fluent.  Read common suffixes (-ed, -ing,-er, -est, -y, -er, -ment, ful, -ness, -less, -ly.  Re-read books to build up fluency and confidence in word reading.  Note punctuation to read with appropriate expression.  Read accurately by blending, including alternative sounds for graphemes.  Read Year 2 tricky words from school phonics scheme, noting unusual correspondences.  Read aloud books matched to phonic knowledge by sounding out unfamiliar words.  Automatically read polysyllabic words containing graphemes learnt.  Read most words quickly and accurately without overt sounding and blending.  |
| Range of reading | Enjoy an increasing range of books. Read sentences made up of taught sounds and tricky words.Join in with simple rhymes, songs, poems.Listen to and read a range of genres including non –fiction texts and poetry. | Listen to stories, poems and non-fiction at a level beyond independent reading.  Link reading to own experiences and listen to the experiences of others, comparing ideas in discussion.  Become familiar with a wide range of stories and retell with greater independence and referring to their features.  Begin to recite poetry and rhyme independently.  |  |
| Retelling, sequencing and familiarity with texts | Retell stories related to events through acting/role play.  Make up stories with themselves as the main character.  Use vocabulary and forms of speech that are increasingly influenced by their experiences of books.  Develop their own narratives and explanations by connecting ideas or events.  Use story language when acting out a narrative.  | Recognise and join in with predictable phrasesBecome very familiar with key stories and traditional tales, retelling them and considering their particular and similar characteristics.  | Independently retell a wide range of stories. Use expression when retelling.Include details such a description of main characters.Sequence a text and say how events are related.   |
| Understanding | Respond to stories, rhymes and songs with actions, relevant comments, questions and recall main events.Sequence familiar stories through the use of pictures to tell the story.  Sequence story and non-fiction – use vocabulary of beginning, middle and end. Talk about elements of a topic using newly introduced vovabularly.   | Identify when reading does not make sense and use correct inaccurate reading with increasing independence.  Explain to others about understanding of a text, listen to the opinions of others and begin to compare these ideas in discussion.   |  |
| Poetry and performance  | Joining in with rhymes repeated refrains.  Retelling favourite rhyme.Join in and sing favourite songs  | Begin to recite poetry and rhyme independently.  | Learn poems by heart independently, in a group or as a class, ensuring intonation is clear.  |
| Word Meanings | Talk about elements of a topic using newly introduced vovabularly. Engage in conversations about stories, learning new vocabulary.  | Answer retrieval questions about a text , using discussion and new vocabulary for support. Identify unknown vocabulary and learn meaning through discussion and context. Engage in extended conversations about stories, learning new vocabulary. Discuss word meaning ins to words already known. | Discuss unfamiliar words and think about why the author chose them. Discuss and clarify the meaningin of words and link new meanings to known vocabularly. Discuss their favourite words and phrases.  |
| Inference and Prediction | To begin to interepet stories, rhymes and poetry; making suggestions for actions and events.Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions and reactions.  | Make simple inferences in pictures, fiction and nonfiction.  Predict what will happen next, explaining clearly what evidence supports that. Discuss whether the title is a good one, thinking about the events in the book, clearly explaining why.   | Ask and answer questions about a text and explain how they know.  Predict what will happen next, explaining clearly what evidence supports that.  Explain what they like, dislike or understand about books, listen to the opinions of others and compare these thought in discussion.Make simple inferences in a wide genre of genre of texts. |
| Characteristics of texts  | Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.Can point and beggin to explain features of non – fictions book such as contents page and index.Say if a text is a story or not. | Understand the difference between fiction and nonfiction and confidently talk about the purpose of the features of a non-fiction text (e.g. label, text box.Indepderntly know how to use a features of a non – fiction book such as contents and index. |  |