

East Preston Infant School

Reading Progression Overview



Intent:

At East Preston Infant School, we believe that Reading is an important part of a child's development and transition into adulthood. We aim for the children to become confident, literate young people who communicate effectively and develop a love of reading for pleasure both widely and often, alongside the acquisition of knowledge.

Implementation:

Our pupils develop their early reading skills through daily lessons using the DfE validated Monster Phonics programme from the very beginning of Reception through to the end of Year 2. Phonetically matched books are used in guided reading sessions which take place in small groups to develop fluency, prosody (expression and intonation) and comprehension.

Our pupils are encouraged to read for pleasure and to read widely through regularly taking home books to share with their family from the class 'Book Nook' and a weekly visit to our amazing school library. Children are able to choose books according to their own interests in order to develop a greater sense of enjoyment. Planned story time sessions enable children to access a rich range of reading materials where key reading skills are explored. Children are also immersed into a wide variety of texts across other curriculum areas.

Alongside this the children are exposed to a wider range of reading experiences throughout the year, such as World Book Day events, visits from authors, half termly themes within the class 'Book Nook', the library service Summer Reading Challenge, participation in the Picture Books Awards and termly library van visits.

Intended Impact:

Through Reading, our children will:

- become happy, confident readers who have developed the key skills and knowledge necessary for the next stage of their learning
- read regularly for information and enjoyment
- be able to discuss books with excitement and interest
- have developed a love of reading across a range of genres and authors

Year Group	Phonics and Decoding	Common Exception Words	Fluency	Comprehension, Understanding and Correcting Inaccuracies	Comparing, Contrasting and Commenting	Vocabulary	Uses of Text e.g. retrieving information/ performance poetry
Reception Emerging ELG	Develop phonological awareness so that they can; Spot and suggest rhymes. Count or clap syllables in a word.	Read a few common exception words matched to the school's phonic programme. Read some common exception words.	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	Understand the five key concepts about print; Print has meaning. Print can have different purposes. Read English text from left to right and from top to bottom.	Have favourite books and seek them out to share or look at alone. Engage in extended conversations about stories, learning new vocabulary.	Use a wider range of vocabulary. (Communication and Language) Learn new vocabulary. (Communication and Language)	Listen carefully to rhymes and songs, paying attention to how they sound. (Communication and Language) Connect one idea or action to another using a

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	<p>Recognise words with the same initial sounds.</p> <p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p style="color: #e91e63;">Say a sound for each letter in the alphabet and at least 10 diagraphs.</p> <p style="color: #e91e63;">Read words consistent with their phonic knowledge by sound-blending.</p>		<p>Re-read books to build up confidence in word reading, their fluency and their understanding and enjoyment.</p> <p style="color: #e91e63;">Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>The names of different parts of a book. Page sequencing.</p> <p>Engage in story times. (Communication and Language)</p> <p>Listen to and talk about stories to build familiarity and understanding. (Communication and Language)</p> <p>Articulate their ideas and thoughts in well-formed sentences. (Communication and Language)</p> <p style="color: #e91e63;">demonstrate understanding of what has been read to them by re-telling stories and narratives using their own words and recently introduced vocabulary.</p> <p style="color: #e91e63;">Anticipate (where appropriate) key events in stories.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding. (Communication and Language)</p>	<p style="color: #e91e63;">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. (Communication and Language)</p> <p style="color: #e91e63;">Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. (Communication and Language)</p>	<p>Use new vocabulary throughout the day and in different contexts. (Communication and Language)</p> <p style="color: #e91e63;">Use and understand recently introduced vocabulary during discussions about Stories, non-fiction, rhymes and poems and during role-play.</p> <p style="color: #e91e63;">Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. (Communication and Language)</p>	<p>range of connectives. (Communication and Language)</p> <p>Learn rhymes, poems and songs. (Communication and Language)</p> <p>Re-tell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. (Communication and Language)</p> <p>Engage in non-fiction books. (Communication and Language)</p> <p>Listen and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. (Communication and Language)</p> <p style="color: #e91e63;">Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. (Communication and Language)</p>
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				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. (Communication and Language)			
Reception Key Vocabulary:	<p>All: letter, word, alphabet, letter names (a-z)</p> <p>Most: phoneme, grapheme, digraph, trigraph, sound buttons, blend, segment, rhyme, decode</p> <p>Some: alliteration, CVCC/CCVC</p>	All: Tricky words	<p>All: word, sentence</p> <p>Most: Illustration</p> <p>Some: paragraph, re-read, text</p>	<p>All: beginning, middle, ending</p> <p>Most: prediction, predict,</p> <p>Some: infer</p>	<p>All: character</p> <p>Most: rhyme, setting, key event, problem, title</p> <p>Some: non-fiction, fiction, poetry, retell</p>	<p>All: word</p> <p>Most: meaning</p> <p>Some: definition</p>	<p>All: information</p> <p>Most: non-fiction, contents page, diagram</p> <p>Some: recite, perform</p>
Year One Deepening understanding	<p>Apply phonic knowledge and skills as the route to decode words.</p> <p>Blend sounds in unfamiliar words using the 40+ gpcs that they have been taught.</p> <p>Read words containing two or more syllables containing taught gpcs.</p> <p>Read words containing</p>	<p>Read most year one common exception words by sight- noting unusual correspondences between spelling and sound and understanding to not sound out word.</p>	<p>Accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</p> <p>Read words accurately and fluently without overt sounding and blending.</p> <p>Recognise and join in with predictable phrases.</p>	<p>Check that a text makes sense to them as they read and to correct inaccurate reading.</p> <p>Begin to make simple inferences on the basis of what is being said and done.</p> <p>Predict what might happen on the basis of what has been read so far.</p> <p>Deduce possible meanings to unknown</p>	<p>Reading is seen as a pleasurable activity</p> <p>Listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.</p> <p>Be encouraged to link what they read or hear to their own experiences.</p> <p>Draw on what they already know or on</p>	<p>Discuss word meaning and link new meanings to those already known.</p>	<p>Understand that some books tell stories and other give information.</p> <p>Recite simple poems by heart.</p> <p>Demonstrate a growing awareness of how to use non-fiction books to find information.</p>

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	<p>-s, -es, -ing, -ed -er and -est suffix endings.</p> <p>Read words with contractions</p> <p>Phase 5 – phonics Tests out alternative graphemes for phonemes for reading unfamiliar words.</p>		<p>Confidently read aloud with expression more complex texts, including those beyond their chronological age.</p>	<p>words drawing on the wider sentence or context.</p>	<p>background information and vocabulary provided by the teacher.</p> <p>Retell familiar stories in increasing detail.</p> <p>Join in with discussions about a text, taking turns and listening to what others say.</p> <p>Discuss the significance of titles and events.</p> <p>Discuss preferences about a range of stories they have read or had read to them.</p>		
Year One Key Vocabulary:	<p>All: Build on Reception vocab</p> <p>Most: CVCC/CCVC, consonant, vowel, suffix, contraction</p> <p>Some: alternative</p>	<p>All: Reception common exception words</p> <p>Most: Year 1 common exception words</p> <p>Some:</p>	<p>All: Build on Reception vocab, text</p> <p>Most: re-read</p> <p>Some: expression</p>	<p>All: Build on Reception vocab</p> <p>Most: infer</p> <p>Some:</p>	<p>All: Build on Reception vocab, title</p> <p>Most: non-fiction, fiction, poetry, retell</p>	<p>All: word, meaning,</p> <p>Most: definition</p>	<p>All: Build on Reception vocab</p> <p>Most: recite, perform, glossary, caption, contents</p> <p>Some: index, diagram</p>
Year Two Deepening Understanding	<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</p>	<p>Read most y1 and y2 common exception words, noting unusual correspondences.</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 fluency and confidence in word reading.</p>	<p>Show understanding 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 to correct inaccurate reading.</p> <p>Make inferences on the basis of what is being said and done.</p>	<p>Participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.</p> <p>Become increasingly familiar with and to retell a wide range of</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>Discuss the authors' choice of words and justify.</p>	<p>Describe most features of non-fiction texts and discuss their importance.</p> <p>Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.</p>

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	<p>recognising alternative sounds for graphemes.</p> <p>Accurately read most words of two or more syllables.</p> <p>Read most words containing common suffixes.</p>		<p>Read words accurately and fluently without overt sounding and blending, e.g. At over 90 words per minute, in age-appropriate texts.</p>	<p>Predict what might happen on the basis of what has been read so far in a text.</p>	<p>stories, fairy stories and traditional tales.</p> <p>Discuss the sequence of events in books and how items of information are related.</p> <p>Recognise simple recurring literary language in stories and poetry.</p> <p>Ask and answer questions about a text.</p> <p>Make links between the text they are reading and other texts they have read (in texts that they can read independently).</p> <p style="color: green;">Identify most non-fiction features and compare them, linking to how they are related/structured in different ways.</p>		
<p>Year Two Key Vocabulary:</p>	<p>All: Build on Year 1 vocab</p> <p>Most: alternative sounds, syllable</p>		<p>All: Build on Year 1 vocab</p>		<p>All: Build on Year 1 vocab</p> <p>Most: sequence, information, question, link</p> <p>Some: compare, structure</p>	<p>All: Build on Year 1 vocab</p> <p>Most: phrase</p>	<p>All: Build on Year 1 vocab</p> <p>Most: appreciate, sub-heading, heading</p> <p>Some: intonation</p>

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National Curriculum

The National Curriculum for English aims to ensure that all pupils:

- Read easily, fluently and with good understanding
- Develop the habit of reading widely and often, for both pleasure and information
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Appreciate our rich and varied literary heritage
- Write clearly, accurately and coherently, adapting language and style for a range of contexts, purposes and audiences
- Use discussion in order to learn
- Are competent in the arts of speaking and listening

Assessment

- Teachers hear children read regularly and make on-going assessments against the learning intention.
- Through the Monster Phonics programme regular phonic assessments are made in order to check children's phonic acquisition and inform next steps.
- A formal phonic screening check takes place at the end of Year 1 – children who do not meet the screening check threshold will retake the phonics screening check assessment in Year 2.