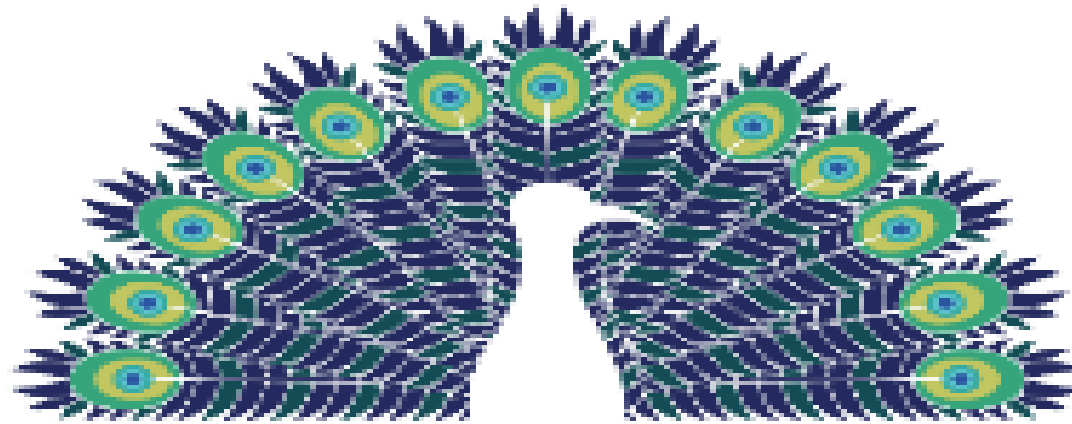


James Peacock Infant and Nursery School  
Reading Progression Overview



**James Peacock**  
**Infant & Nursery School**

# James Peacock Infant and Nursery School

## Reading Progression Overview

Year Group	Phonics and Decoding	Common Exception Words	Fluency	Comprehension, Understanding and Correcting Inaccuracies	Comparing, Contrasting and Commenting	Words in Context and Authorial Choice	Uses of Text e.g. retrieving information/ performance poetry
Nursery			Children in the nursery will seek out familiar books and share them with an adult.	Children in the nursery will learn which way up a book goes and the language of front cover and back cover.		Children in the nursery may use vocabulary from stories within their play.	Children in the nursery will listen to a range of stories and join in with those that interest them.
<b>Nursery Key Vocabulary: word, letter names (a-z), alphabet, book, beginning, end, story, page, front cover, back cover</b>							
<b>Reception</b>  30 – 50 40 – 60 ELG	To enjoy rhyming and rhythmic activities.  To show an awareness of rhyme and alliteration.  To recognise rhythm in spoken words.  tier 1 - Nursery  To continue a rhyming string.  To hear and say the initial sound in words.  To segment the sounds in simple words and blend them together and know which letter represents some of them.  To link sounds to letters, naming and sounding the letters of the alphabet.  To use phonic knowledge to decode regular words	To read some common irregular words.	To show interest in illustrations and print in books and print in the environment.  To recognise familiar words and signs such as own name and advertising logos.  To look and handle books independently (holds books the correct way up and turns pages).  To ascribe meanings to marks that they see in different places.  To begin to break the flow of speech into words.  To begin to read words and simple sentences.  To read and understand simple sentences.	To know that print carries meaning and, in English, is read from left to right and top to bottom.  To suggest how a story might end.  To begin to understand 'why' and 'how' questions.  To understand humour, e.g. nonsense rhymes, jokes.  To answer 'how' and 'why' questions about their experiences and in response to stories or events.	To listen to stories with increasing attention and recall.  To anticipate key events and phrases in rhymes and stories.  To begin to be aware of the way stories are structured.  To describe main story settings, events and principal characters.  To enjoy an increasing range of books.  To follow a story without pictures or props.  To listen to stories accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.  To demonstrate	To build up vocabulary that reflects the breadth of their experiences.  To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.  To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.	To listen to and join in with stories and poems, one-to-one and also in small groups.  To join in with repeated refrains in rhymes and stories.  To use intonation, rhythm and phrasing to make the meaning clear to others.  To develop preference for forms of expression.  To know that information can be relayed in the form of print.  To play cooperatively as part of a group to develop and act out a narrative.

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	<p>and read them aloud accurately.</p> <p>Set1 and 2 RWI - Reception</p>				<p>understanding when talking with others about what they have read.</p>		<p>To know that information can be retrieved from books and computers.</p> <p>To express themselves effectively, showing awareness of listeners' needs.</p>
<b>Reception Key Vocabulary:</b>	<p>letter, word, alphabet, letter names (a-z)</p> <p>phoneme, grapheme, digraph, trigraph, sound buttons, blend, segment, rhyme, decode</p> <p>alliteration</p>		<p>word, sentence</p> <p>Illustration,</p>	<p>ending</p> <p>prediction, predict</p>	<p>character</p> <p>rhyme, setting, key event, problem</p>		<p>information, non-fiction, contents page, repeat</p>
<b>Year One</b>	<p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>To read words containing taught GPCs.</p> <p>To read words containing -s, -es, -ing,-</p>	<p>To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</p>	<p>To 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>To reread texts to build up fluency and confidence in word reading.</p>	<p>To check that a text makes sense to them as they read and to self-correct.</p> <p>To begin to make simple inferences.</p> <p>To predict what might happen on the basis of what has been read so far.</p>	<p>To 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>To link what they have read or have read to them to their own experiences.</p> <p>To retell familiar stories in increasing detail.</p> <p>To join in with discussions about a text, taking turns and listening to what others say.</p> <p>To discuss the significance of titles and events.</p>	<p>To discuss word meaning and link new meanings to those already known.</p>	<p>To recite simple poems by heart.</p>

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	<p>ed and -est endings.</p> <p>To read words with contractions, e.g. I'm, I'll and we'll.</p> <p>Set 123 RWI</p>						
<b>Year One Key Vocabulary:</b>	<p><b>Build on Reception vocab</b></p> <p>CVCC/CCVC, consonant, vowel, suffix</p> <p>contraction</p>		<p><b>Build on Reception vocab</b></p> <p>text</p> <p>: re-read</p> <p>strategy</p>	<p><b>Build on Reception vocab</b></p> <p>infer</p>	<p><b>Build on Reception vocab</b></p> <p>title</p> <p>non-fiction, fiction, poetry, retell</p>	<p><b>word</b></p>	<p><b>Build on Reception vocab</b></p> <p>recite, glossary, caption</p>
<b>Year Two</b>	<p>To 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>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables.</p> <p>To read most words containing common suffixes.*</p>	<p>To read most Y1 and Y2 common exception words*, noting unusual correspondences.</p>	<p>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>To reread these books to build up fluency and confidence in word reading.</p> <p>To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</p>	<p>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>To check that the text makes sense to them as they read and to correct inaccurate reading.</p> <p>To make inferences on the basis of what is being said and done.</p> <p>To predict what might happen on the basis of what has been read so far in a text.</p>	<p>To 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>To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p> <p>To discuss the sequence of events in books and how items of information are related.</p> <p>To recognise simple recurring literary language in stories and poetry.</p> <p>To ask and answer questions about a text.</p>	<p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>To discuss their favourite words and phrases.</p>	<p>To recognise that non-fiction books are often structured in different ways.</p> <p>To 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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					To make links between the text they are reading and other texts they have read (in texts that they can read independently).		
<b>Year Two Key Vocabulary:</b>	Build on Year 1 vocab alternative sounds, syllable		Year 1 vocab fluency		Build on Year 1 vocab sequence, information, question, link	Build on Year 1 vocab phrase	Build on Year 1 vocab sub-heading, heading intonation, index
<b>TAF Statements</b>  WTS EXP GD	<p>Read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes.</p> <p>Read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)</p> <p>Reads aloud many words quickly and accurately without overt sounding and blending.</p> <p>Sounds out many unfamiliar words.</p> <p>Read accurately most words of two or more syllables.</p> <p>Read most words containing common suffixes.</p> <p>In age-appropriate books they read words</p>	<p>Reads many common exception words.</p> <p>Read most common exception words.</p>		<p>In a familiar book that is read to them they answer questions in discussion with the teacher and makes simple inferences.</p> <p>In a familiar book that they can already read fluently, they check the text makes sense to them, correcting any inaccurate reading.</p> <p>In familiar book, they answer questions and make some inferences.</p> <p>In familiar book, they explain what has happened so far in what they have read.</p> <p>In a book they are reading independently they can make inferences.</p> <p>In a book they are reading independently they can make a plausible</p>	<p>In a book they are reading independently they can make links between the book they are reading and other books that they have read.</p>		

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	<p>accurately without over sounding and blending and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words.</p> <p>In age-appropriate books, they sound out most unfamiliar words accurately, without undue hesitation.</p>			<p>prediction about what might happen on the basis of what has been read so far.</p>			
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*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