

Kettering Park Infant Academy
Reading progression EYFS/KS1

	EYFS	Y1	Y2
Spoken language	<ul style="list-style-type: none"> - Engage in story times. - Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. - Learn rhymes, poems and songs. -Sing in a group or on their own, increasingly matching the pitch and following the melody. - Develop storylines in their pretend play. - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. - Ask relevant questions to extend their understanding and knowledge - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. 	<ul style="list-style-type: none"> - Listen and respond appropriately to adults and their peers - Ask relevant questions to extend their understanding and knowledge - Use relevant strategies to build their vocabulary - Articulate and justify answers, arguments and opinions - Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings - Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments - Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas - Speak audibly and fluently with an increasing command of Standard English - Participate in discussions, presentations, performances, role play, improvisations and debates 	<ul style="list-style-type: none"> - Listen and respond appropriately to adults and their peers - Ask relevant questions to extend their understanding and knowledge -Use relevant strategies to build their vocabulary - Articulate and justify answers, arguments and opinions - Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings - Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments - Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
Reading – word reading	<ul style="list-style-type: none"> - Read individual letters by saying the sounds for them. - Blend sounds into words, so that they can read short words made up of letter-sound correspondences. 	<ul style="list-style-type: none"> - Apply phonic knowledge and skills as the route to decode words - Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes 	<ul style="list-style-type: none"> - Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent - Read accurately by blending the sounds in words that contain the graphemes

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	<ul style="list-style-type: none"> -Read some letter groups that each represent one sound and say sounds for them. -Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. -Say a sound for each letter in the alphabet and at least 10 digraphs. -Read words consistent with their phonic knowledge by sound-blending. -Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. -Read a few common exception words matched to the school's phonic programme. -To read some common irregular words. -Learn new vocabulary. -Use new vocabulary throughout the day. -Read common exception words matched to the school's phonic programme. 	<ul style="list-style-type: none"> -Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught -Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word -Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings - Read other words of more than one syllable that contain taught GPCs -Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) -Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words -Re-read these books to build up their fluency and confidence in word reading. 	<p>taught so far, especially recognising alternative sounds for graphemes</p> <ul style="list-style-type: none"> -Read accurately words of two or more syllables that contain the same graphemes as above -Read words containing common suffixes -Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word -Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered -Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation -Re-read these books to build up their fluency and confidence in word reading
<p>Reading Comprehension Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p>	<ul style="list-style-type: none"> -Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. -Make use of props and materials when role playing characters in narratives and stories. Invent, adapt and recount 	<ul style="list-style-type: none"> -Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently -Being encouraged to link what they read or hear read to their own experiences 	<ul style="list-style-type: none"> -Listening to, discussing and expressing 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 -Discussing the sequence of events in books and how items of information are related

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	<p>narratives and stories with their peers and their teacher.</p> <ul style="list-style-type: none"> -Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music. -Engage in non-fiction books. -Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 	<ul style="list-style-type: none"> -Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics -Recognising and joining in with predictable phrases -Learning to appreciate rhymes and poems, and to recite some by heart -Discussing word meanings, linking new meanings to those already known 	<ul style="list-style-type: none"> -Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales -Being introduced to non-fiction books that are structured in different ways -Recognising simple recurring literary language in stories and poetry -Discussing and clarifying the meanings of words, linking new meanings to known vocabulary -Discussing their favourite words and phrases -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>Reading Comprehension Understand what they read, in books they can read independently, by:</p>	<ul style="list-style-type: none"> -Compare and contrast characters from stories, including figures from the past. - Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. -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. -Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate 	<ul style="list-style-type: none"> -Drawing on what they already know or on background information and vocabulary provided by the teacher -Checking that the text makes sense to them as they read and correcting inaccurate reading -Discussing the significance of the title and events, making inferences on the basis of what is being said and done -Predicting what might happen on the basis of what has been read so far -Participate in discussion about what is read to them, taking turns and listening to what others say -Explain clearly their understanding of what is read to them. 	<ul style="list-style-type: none"> -Drawing on what they already know or on background information and vocabulary provided by the teacher -Checking that the text makes sense to them as they read and correcting inaccurate reading -Making inferences on the basis of what is being said and done, answering and asking questions -Predicting what might happen on the basis of what has been read so far -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

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	<ul style="list-style-type: none">-Anticipate (where appropriate) key events in stories.-Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.-Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.-Anticipate (where appropriate) key events in stories.		<ul style="list-style-type: none">-Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves
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