

Woodcocks' Well C of E Primary School
Reading Progression Model
Year 1 and 2

	Knowledge	Skills
1	<p>Word Reading To know how to blend sounds in unfamiliar words containing GPCs that have been taught.</p>	<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. • 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.
2	<p>Word Reading Pupils should be taught to read by:</p>	<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 taught so far, especially recognising alternative sounds for graphemes • 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.
1	<p>Comprehension To develop pleasure in reading, motivation to read, vocabulary and understanding.</p>	<ul style="list-style-type: none"> • listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. • be encouraged to link what they read or hear read to their own experiences. • become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. • recognise and join in with predictable phrases. • learn to appreciate rhymes and poems, and to recite some by heart.

2

To understand both the books they can already read accurately and fluently and those they listen to.

Comprehension

Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:

To understand both the books that they can already read accurately and fluently and those that they listen to.

- discuss word meanings, linking new meanings to those already known.
- draw on what they already know or on background information and vocabulary provided by the teacher.
- check that the text makes sense to them as they read and correcting inaccurate reading.
- discuss the significance of the title and events.
- make inferences on the basis of what is being said and done.
- predict 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.

- 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
- 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

- consistently draw 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 mature inferences on the basis of what is being said and done
- answering and asking questions
- sensibly predict 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.
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

*

Vocabulary

Vocabulary will be the context of the subject. Where there is a discreet spelling element recommendations in appendix 1 of the

POS will be followed.