

Progression and ARE Expectations in Reading (EYFS and KS1)

	Rec	Yr1	Yr2
Word Reading	Use phonic knowledge to decode regular words and read them aloud accurately.	<p>apply phonic knowledge and skills as the route to decode words</p> <p>respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</p> <p>read other words of more than one syllable that contain taught GPCs</p> <p>read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s)</p> <p>read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p> <p>reread these books to build up their fluency and confidence in word reading.</p>	<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 recognising alternative sounds for graphemes</p> <p>read accurately words of two or more syllables that contain the same graphemes as above</p> <p>read words containing common suffixes</p> <p>read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</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 their fluency and confidence in word reading</p>

	Rec	Yr1	Yr2
Comprehension		<p>develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>being encouraged to link what they read or hear to their own experiences</p> <p>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>recognising and joining in with predictable phrases</p> <p>learning to appreciate rhymes and poems, and to recite some by heart</p> <p>discussing word meanings, linking new meanings to those already known</p> <p>understand both the books they can already read accurately and fluently and those they listen to by:</p> <p>drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>checking that the text makes sense to them as they read, and correcting inaccurate reading</p> <p>discussing the significance of the title and events</p> <p>making inferences on the basis of what is being said and done</p> <p>predicting what might happen on the basis of what has been read so far</p> <p>participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>explain clearly their understanding of what is read to them</p>	<p>develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>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</p> <p>discussing the sequence of events in books and how items of information are related</p> <p>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>being introduced to non-fiction books that are structured in different ways</p> <p>recognising simple recurring literary language in stories and poetry</p> <p>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>discussing their favourite words and phrases</p> <p>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> <p>understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <p>drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>checking that the text makes sense to them as they read, and correcting inaccurate reading</p> <p>making inferences on the basis of what is being said and done</p> <p>answering and asking questions</p> <p>predicting what might happen on the basis of what has been read so far</p> <p>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</p> <p>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>