

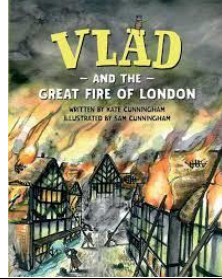
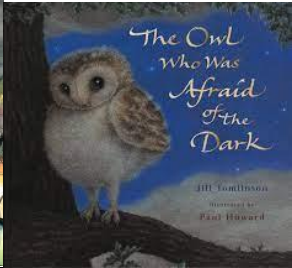
Reading Progression

EYFS – Year 2

Year group	EYFS	Year 1	Year 2
Key Vocabulary	letter sound, letter name, diagraph, trigraph, phonemes, graphemes, decode/sight read, tricky word, syllable, rhyme word, sentence fiction, non-fiction, poems, author, illustrator, blurb, character, title, page, prediction	punctuation (? ! , “ ...), contraction, prefix, suffix word, sentence, phrase, vocabulary sequence, expression, inference	
Phonics progression	Phase 2 – Phase 4 Intervention – Phase 1	Phase 4 – Phase 5 Intervention – Phase 2 and 3 Phonics Screening Check	Phase 6 (Autumn term) Intervention – Phase 2 – 5 Phonics Screening Check (resit)
Word reading YGEs	Read and understand simple sentences. Use phonic knowledge to decode regular words and read them aloud accurately. Read some common irregular words (Phase 2 – 4).	Match all 40+ graphemes to their phonemes. Blend sounds in unfamiliar words. Divide words into syllables. Read compound words. Read words with contractions and understand that the apostrophe represents the missing letters. Read phonetically decodable words. Read words that end with ‘s, -ing, -ed, -est Read words which start with un-. Add -ing, -ed and -er to verbs. (Where no change is needed to the root word) Read words of more than one syllable that contain taught GPCs.	
Comprehension YGEs	Demonstrate understanding when talking with others about what they have read.	Say what I like and do not like about a text. Link what I have heard or read to my own experiences. Retell key stories orally using narrative language. Talk about the main characters within a well-known story. Learn some poems and rhymes by heart. Use what I already know to understand texts. Check that my reading makes sense and go back to correct when it doesn’t. Draw inferences from the text and/or the illustrations. (Beginning) Make predictions about the events in the text.	Develop pleasure in reading, motivation to read, vocabulary and understanding. Discuss the sequence of events and how items of information are related. Discussing their favourite words and phrases. Make inferences based on what is being said and done. Participate in discussion about books, poems and other works. Explain and discuss their understanding of books, poems and other material, both those they listen to and those that they read for themselves.

Reading Progression

EYFS – Year 2

		Explain what I think a text is about.	
Reading for Mastery	<p>Pink Red</p> <p>1:1 reading every week (Oxford Reading Tree) Summer term: Start Reading for Mastery in small groups.</p>	<p>Yellow Blue Green Orange</p> <p>Reading for mastery sessions x3 weekly 1:1 reading every week (Oxford Reading Tree)</p>	<p>Turquoise Purple Gold White Lime</p> <p>Reading for mastery sessions x3 weekly 1:1 reading every week (Oxford Reading Tree) Whole class comprehension:</p> <div>   </div>
<p>Whole class readers (reading spine)</p> <p>Archaic Non-linear Narratively complex Symbolic Resistant Other</p>	<p>Jack and the Beanstalk Beegu (Alexis Deacon) The Bog Baby (Jeanne Willis) Owl Babies (Martin Waddell) Oliver's Vegetables Room on the Broom The Gruffalo The Little Red Hen</p>	<p>Traditional Stories – The Little Red Riding Hood, When the Rain Comes (Alma Fullerton) The Trouble with Trolls (Tony Bradman) The 3 Little Wolves and the big bad pig (Eugene Trivizas) The Wolf's Story (Toby Forward) Dinosaurs and all the Rubbish (Michael Forman) Ning Nang Nong (Spike Milligan)</p>	<p>Beatrix potter Traditional Stories – Voices in the Park (Anthony Brown) Hey Little Ant (Hannah and Phillip Hoose) The Day the Crayons Quit (Oliver Jeffers) The Heart and the Bottle (Oliver Jeffers) Lost and Found (Oliver Jeffers)</p>