

## Key Stage One - Reading Progression

	Year One	Year Two
Guided Reading Books	<ul style="list-style-type: none"> <li>*Bug club books</li> <li>*phonically decodable books</li> </ul>	<ul style="list-style-type: none"> <li>*Bug club books</li> <li>*Phonically decodable books</li> <li>*matched ability levelled books</li> </ul>
Decoding	<ul style="list-style-type: none"> <li>*apply phonic knowledge to decode words</li> <li>*speedily read all 40+ letters/groups for 40+ phonemes</li> <li>*read accurately by blending taught GPC</li> <li>*read common exception words</li> <li>*read common suffixes (-s, -es, -ing, -ed, etc.)</li> <li>*read multi-syllable words containing taught GPCs</li> <li>*read contractions and understanding use of apostrophe *(read aloud phonically-decodable texts</li> </ul>	<ul style="list-style-type: none"> <li>*secure phonic decoding until reading is fluent</li> <li>*read accurately by blending, including alternative sounds for graphemes</li> <li>*read multi-syllable words containing these graphemes</li> <li>*read common suffixes</li> <li>*read exception words, noting unusual correspondences</li> <li>*read most words quickly &amp; accurately without overt sounding and blending</li> </ul>
Understanding	<ul style="list-style-type: none"> <li>*drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>*checking that the text makes sense to them as they read and correcting inaccurate reading</li> </ul>	<ul style="list-style-type: none"> <li>*discussing the sequence of events in books and how items of information are related</li> <li>*drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>*checking that the text makes sense to them as they read and correcting inaccurate reading</li> </ul>
Word meaning Content domain - 1a	<ul style="list-style-type: none"> <li>*discussing word meanings, linking new meanings to those already known</li> <li>* drawing on some knowledge of vocabulary to understand texts</li> </ul>	<ul style="list-style-type: none"> <li>*discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>draw on knowledge of vocabulary and word choice to understand texts</li> <li>*discussing favourite words and phrases</li> </ul>
Retrieval Content domain - 1b	<ul style="list-style-type: none"> <li>*identifying some aspects of fiction and non-fiction texts, such as characters, events, titles and information</li> </ul>	<ul style="list-style-type: none"> <li>*identifying and explaining key aspects of fiction and non-fiction texts, such as characters, events, titles and information</li> </ul>
Sequencing Content domain - 1c	<ul style="list-style-type: none"> <li>* identifying the sequence of events in texts</li> </ul>	<ul style="list-style-type: none"> <li>*identifying and explaining the sequence of events in texts</li> <li>*summarise the main events in texts</li> </ul>
Inference Content domain - 1d	<ul style="list-style-type: none"> <li>*discussing the significance of the title and events</li> <li>*making inferences on the basis of what is being said and done</li> </ul>	<ul style="list-style-type: none"> <li>*discussing the significance of events</li> <li>*making inferences on the basis of what is being said and done</li> <li>*answering and asking questions to make inferences from a text</li> </ul>

Prediction Content domain - 1e	*predicting what might happen on the basis of what has been read so far	* predicting what might happen on the basis of what has been read so far and support with evidence from the text
Power of reading and power of pictures  N.b These books are suggested texts and may change	<b>Grandad's Island</b> <i>Benji Davies</i> <b>The Last Wolf</b> <i>Mini Grey</i> <b>Traction Man is Here</b> <i>Mini Grey</i> <b>The Dark</b> <i>Lemony Snicket</i> <b>Beegu</b> <i>Alexis Deacon</i> <b>How to Find Gold</b> <i>Viviane Schwarz</i> <b>Pattan's Pumpkin</b> <i>Chitra Soundar</i>	<b>The Lonely Beast</b> <i>Chris Judge</i> <b>Claude in the City</b> <i>Alex T. Smith</i> <b>The Secret Garden</b> <i>Frances Hodgson Burnett</i> <b>Zeraffa Giraffa</b> <i>Dianne Hofmeyr</i> <b>Out and About - A first book of poems</b> <i>Shirley Hughes</i> <b>Rapunzel</b> <i>Bethan Woollvin</i>
Range of Reading	*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	*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
Familiarity with Texts	*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	*becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales and understand their characteristics *recognising simple recurring literary language in stories and poetry
Poetry  N.b These poems are suggested texts and may change	<b>Put on your Shoes</b> <i>John Foster</i> <b>On the Ning Nang Nong</b> <i>Spike Milligan</i> <b>Cats</b> <i>Eleanor Farjeon</i> <b>The Small Ghostie</b> <i>Barbara Ireson</i>	<b>Sampan</b> <i>Tao Lang Pee</i> <b>Song of the Train</b> <i>David McCord</i> <b>Daddy Fell into the Pond</b> <i>Alfred Noyes</i> <b>The Witches' spell</b> <i>William Shakespeare (from Macbeth)</i>
Poetry & Performance	*learning to appreciate rhymes and poems, and to recite some by heart	*continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
Non fiction	*being introduced to non-fiction books that are structured in different ways	*being introduced to non-fiction books that are structured in different ways *discussing the language and terminology associated with nonfiction texts

