

Goose Green Primary School Reading Progression (EYFS & KS1)

Strand	Nursery	Reception	Year 1	Year 2
Book Sense	<p>Be aware of the way stories are structured, and to tell own stories</p> <p>Know that print carries meaning and, in English, is read from left to right and top to bottom</p> <p>Know information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print)</p> <p>Handle books and touch screen technology carefully and the correct way up with growing competence</p> <p>Navigate apps and websites on digital media using drop down menu to select websites and icons to select apps</p> <p>Recognise familiar words and signs such as own name, advertising logos and screen icons</p>	<p>Know that information can be retrieved from books, computers and mobile digital devices</p> <p>Know that there are different kinds of books and stories (e.g. information, fantasy, fiction, joke books, fairy tales)</p> <p>Identify the front cover and back cover</p> <p>Turn the pages purposefully one at a time</p>	<p>Identify a story (fiction) and an information (non-fiction) book and begin to discuss the features</p> <p>Identify the title, author and the illustrator of a book.</p> <p>Know an increasing range of familiar stories.</p> <p>Listen to others' ideas about a book.</p> <p>Identify similarities and differences between characters in different books</p> <p>Know that stories can have similar patterns of events.</p>	<p>Identify the purpose of a text (entertain, explain, inform, persuade)</p> <p>Identify the setting of a text (time and place)</p> <p>Identify the writer's message or the moral of the story</p> <p>Know some features of a non-fiction text which differentiate it from fiction (e.g. index & contents pages)</p> <p>Use the features of a non-fiction text to find information</p> <p>Know that there are different kinds of poetry.</p> <p>Knows a number of books by a favourite author and identifies some similarities in the writer's style</p>
Reading for Pleasure	<p>Show interest in illustrations and words in print and digital books and words in the environment</p> <p>Look at and enjoys print and digital books independently</p> <p>Identify a favourite book</p>	<p>Enjoy an increasing range of print and digital books, both fiction and non-fiction</p> <p>Include everyday literacy artifacts in play, such as labels, instructions, signs, envelopes,</p> <p>Identify a favourite book and begin to explain why</p>	<p>Say what I like or dislike about a book</p> <p>Give an opinion about a character.</p> <p>Listen to others' ideas about a book and begin to say whether I agree or disagree with their ideas.</p> <p>Make links between books and link to own experiences in a more detailed way</p>	<p>Explain why I prefer certain books or stories.</p> <p>Recite some poems off by heart</p> <p>Find favourite words and phrases and use these in other situations</p> <p>Identify a favourite author and explain why</p>

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Decoding/ Fluency	<p>Be aware of rhyme and alliteration</p> <p>Recognise rhythm in spoken words, songs, poems and rhymes</p> <p>Clap or tap the syllables in words during sound play</p> <p>Hear and says the initial sound in words</p> <p>Begins to orally blend sounds of simple words.</p> <p>Follow ELS Pre-phonics programme which includes the following seven aspects:</p> <ul style="list-style-type: none"> • Environmental sounds • Instrumental sounds • Body percussion • Rhythm and rhyme • Alliteration • Voice sounds • Oral blending 	<p>Follow ELS progression to include the following:</p> <p>Respond speedily to 52 GPCs</p> <p>Read 40 HRS words</p> <p>Use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences up to and including Phase 5</p> <p>Know the names of the letters of the alphabet (outside the phonics lesson)</p> <p>Continue a rhyming string</p> <p>Identify feature of poetry</p> <p>Re-read a sentence to develop confidence and fluency</p>	<p>Follow ELS progression to include the following:</p> <p>Read 51 new Phase 5 GPCs speedily</p> <p>Read 13 new HRS words</p> <p>Blends sounds in unfamiliar words based on known GPCs.</p> <p>Read polysyllabic words (containing taught GPCs) using a taught strategy</p> <p>Read books with phase 5 graphemes, with increasing confidence and fluency.</p> <p>Read some words containing suffixes –s, -es, -ing, -ed, -er and –est.</p> <p>Identify rhyming language in stories and poems.</p>	<p>Decode words automatically with phonics as the first strategy</p> <p>Read familiar words quickly and accurately without overt sounding and blending.</p> <p>Begin to use other strategies (prefixes, suffixes and spelling patterns) to decode some words which cannot be decoded with phonics to support fluent decoding.</p> <p>Break words into syllables (chunking) to support fluent decoding.</p> <p>Recognise alternative phonemes and consider which will make more sense.</p> <p>Note punctuation to read with appropriate expression (prosody)</p> <p>*Children who have not passed Phonics Screening Check should be explicitly re-taught ELS programme from Year 1 Spring 1</p>
Comprehension	<p>Join in with repeated refrains and anticipates key events and phrases in rhymes and stories</p> <p>Listen to and joins in with stories and poems, when reading one-to-one and in small groups</p> <p>Talk about events and principal characters in stories and suggests how the story might end</p>	<p>Is able to recall and discuss stories or information that has been read to them, or they have read themselves</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading</p> <p>Describe main story settings, events and principal characters in increasing detail</p>	<p>Vocabulary Identify unfamiliar words and ask about meaning including discussion with others</p> <p>Use the context to make informed guesses about the meaning of unfamiliar words.</p> <p>Infer Use prior knowledge to understand texts.</p> <p>Use picture cues to deepen my understanding.</p>	<p>Vocabulary Make links to other words with similar meanings</p> <p>Infer Use prior knowledge and reading experiences to understand text.</p> <p>Re-read and self correct when I have lost track of the meaning.</p> <p>Predict</p>

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		<p>Have opportunities to re-enact and reinvents stories they have heard in their play</p> <p>Engage with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text</p>	<p>Predict Make predictions based on what’s already happened in the story</p> <p>Explain Identify why a character might be feeling a certain way</p> <p>Explain links to other books (e.g. similarities in character, or plot)</p> <p>Explain links to own experiences in a more detailed way</p> <p>Retrieve Find the answers to retrieval questions about stories, poems or non-fiction texts.</p> <p>Sequence Identify beginning, middle and end of a story</p> <p>Make links between events in a story</p> <p>Retell key stories orally using narrative language.</p>	<p>Make plausible predictions on the basis of what I have read so far.</p> <p>Explain Explain what has happened so far in the text that I have read making reference to key events and characters</p> <p>Engage in small group discussion about the meaning of different stories, poems and non fiction including asking questions to clarify understanding.</p> <p>Retrieve Find the answers to retrieval questions about stories, poems or non-fiction texts.</p> <p>Sequence Retell the events in the story in the order which they occurred.</p>