Progress in Reading: Early Years Foundation Stage & Key Stage 1

We intend that our children are empowered to become enthusiastic and motivated readers who love literature and take enjoyment when reading for pleasure. They have a confidence to read a wide variety of genres and text types and our lessons incorporate the reading of texts that provoke thought within children. Our children grow in their ability to decode words in order to be able to read fluently with understanding – these skills are developed through a supportive network and regular reading time with adults and peer readers alike.

Skill	Year R	Year 1	Year 2
Reading behaviours and fluency	**30-50 months** Looks at books independently. Handles books carefully. Knows information can be relayed in the form of print. Holds books the correct way up and turns pages. Knows that print carries meaning and, in English, is read from left to right and top to bottom. Listens to and joins in with stories and poems, one to one and also in small groups. Listens to stories with increasing attention and recall. **40-60 months**	Reads age-appropriate texts fluently, pauses appropriately, reading in phrases, and using punctuation with around 90% accuracy Re-reads to self-correct if meaning is lost Asks questions to clarify Connects what they read or hear to their own experiences Knows the voice telling the story is called the narrator	Self-corrects spontaneously and at the point of error Sustains silent reading most of the time Sustains interest in longer narratives e.g. a short chapter book Recognises the difference between description in fiction and non-fiction e.g. in non-fiction description is generally used for precision rather than to create an emotional response.

	Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Links sounds to letters, naming and sounding the letters of the alphabet. Hears and says the initial sound in words. Begins to read words and simple sentences. Reads and understands simple sentences. Use phonic knowledge to decode regular words and reads them aloud accurately. Read some irregular words. Enjoys an increasing range of books. **40-60 months +** Reads phonically regular words of more than one syllable as well as many irregular but high frequency words.		
Vocabulary	**30-50 months** Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. Recognises rhyme in spoken words. Recognises familiar words and signs such as own name and advertising logos. **40-60 months** Continues a rhyming string.	Identifies simple and recurring literary language Identifies the meaning of vocabulary in context Explains their understanding of texts that are pitched beyond the level they can read independently	Discusses effective language choices, e.g. 'slimy' is a good word there because … Identifies that adverbs help to tell us how the character is feeling

	Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. **40-60 months +** Uses phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary.		
Inferring	**30-50 months** Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.	Identifies goals/motives of the main character on the basis of what they have said and done e.g. 'I think she wants her daddy to help her build a sandcastle.' Expresses preferences linked to own experiences e.g. 'I like going to the beach too'. Uses different voices for characters when reading dialogue aloud Uses different voice pitch to indicate whether they are reading an exclamation or question	Demonstrates empathy with characters looking at descriptions and actions Identifies evidence of change as a result of events, for example in character behaviour Recognises that different characters have different thoughts/feelings about, views on and responses to particular scenarios e.g. that the wolf would see the story of Red Riding Hood differently from the girl herself Explains how the way a character speaks reflects their personality Identifies common themes in traditional tales e.g. use of magic objects, good overcoming evil, a bad character learning a lesson and changing their behaviour Evaluates simple persuasive devices e.g. says which posters in a shop or TV adverts would make them want to buy something, and why With support, justifies their views about what they have read
Predicting	**30-50 months** Suggests how the story might end.	Predicts events and endings	Predicts with increasing accuracy during reading and then adapts prediction in the light of new information Predicts some key events of a story based on the settings described in the story opening.

Retrieving	**40-60 months** Knows that information can be retrieved from books and computers. Demonstrates understanding when talking with other about what they have read.	With support, justifies their views about texts they have had read to them e.g. uses the word 'because' Recognises patterns in texts, e.g. repeated phrases and refrains Discusses the significance of the title Observes the punctuation and uses this to aid understanding Retrieves key information from a text Identifies complete sentences Identifies typical phrases e.g. story openings and endings Understands that there is a range of non-fiction texts, e.g. different layouts for instructions, non-fiction books etc. Begins to understand how written language can be structured differently according to genre e.g. in order to build surprise in a narrative or present facts in non-fiction Comments on things that interest them	Identifies words and phrases that link events Refers back to the text for evidence Retrieves information stated within text (may not be obvious) Uses evidence from a text – may look through the book to help them remember or use information Shows awareness of use of features of organisation e.g. index, bold headings Makes statements about characters on the basis of what is said and done, making note of how verbs and adverbs support their judgements e.g. 'I think she is selfish/kind/angry because it says she …' Begins to understand that written language (standard English) has conventions that don't apply in spoken language Explains differences between fiction and non-fiction Understands that books can be used to find things out, and is beginning to do so Recognises that information is grouped according to subject Begins to use dictionaries, glossaries and indexes to locate meanings and information Identifies simple literary language e.g. words/phrases that identify a traditional tale/narrative/story identifies elements of an author's style e.g. familiar characters, settings or common themes Identifies how settings and characters are created using specific vocabulary that creates imagery

			Identifies that the verbs used for dialogue tell us how a character is feeling e.g. “I grabbed ….” or … he shouted.
Summarising	**30-50 months** Beginning to be aware of the way stories are structured. Describes main story settings, events and principal characters. Shows interest in illustrations and print in books and print in the environment **40-60 months +** Describes the main events in simple stories that he / she has read.	Identifies how non-fiction texts are sequenced Identifies the beginning, middle and end of stories and pattern in poetry	Identifies the sequence of events e.g. answers questions such as ‘Which event happened first? What happened before he fell over?