

Reading House (EEF) Progression Document FS and Key sStage 1

Strand	Foundation stage	Year 1 *in addition to NC First criteria to be taught	Year 2
Phonological awareness and decoding	<p>Communication and Language</p> <ul style="list-style-type: none"> • To listen carefully to rhymes and songs, paying attention to how they sound. • To learn rhymes, songs and poems. <p>Literacy</p> <ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Read some letter groups that each represent one sound and say sounds for them. • Blend sounds into words so that they can read short words made up of known letter-sound correspondences. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words <p>See Little Wandle progression</p>	<ul style="list-style-type: none"> • To apply phonic knowledge and skills as the route to decode words. • To respond speedily, giving the correct sound to graphemes for all of the phonemes, covered by Little Wandle including where applicable, alternative sounds for graphemes • Blend spoken sounds into words* • Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • To read words containing taught GPCs and -s, -es, -ing, -ed and -est endings. • To read words of more than one syllable that contain taught GPCs. <p>See Little Wandle progression</p>	<ul style="list-style-type: none"> • To read words containing common suffixes by building on the root words they have already learnt. The whole suffix should be taught as well as the letters that make it up. • To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. • Read accurately words of two or more syllables that contain the same graphemes as above. <p>Autumn term:</p> <ul style="list-style-type: none"> • Follow the progression of the Little Wandle Letters and Sounds, year 1, summer 1 and 2, addressing gaps in phonic knowledge. <p>Spring term and summer term:</p> <ul style="list-style-type: none"> • Following assessment at the end of autumn 2, children without secure phonic knowledge will follow the

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			appropriate pathway in Little Wandle Letters and Sounds, Rapid Catch Up.
Full word recognition	To follow the content and progression of Little Wandle	To follow the content and progression of Little Wandle To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.	To read most Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
Fluency	<p>To read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words, re-reading these books to build up their fluency and confidence in word building.</p> <p>To take part in weekly prosody-focused taught reading sessions linked to their Little Wandle Letters and Sounds decodable reading book.</p> <p>To recognise and join in with repeated phrases in stories read to them, adopting modelled prosody.</p> <p>To re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>To learn to appreciate rhymes and poems, and to recite some by heart, adopting modelled prosody.</p>	<p>To read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p> <p>To re-read these books to build up their fluency and confidence in word building.</p> <p>To take part in weekly prosody-focused taught reading sessions linked to their Little Wandle Letters and Sounds decodable reading book.</p> <p>To recognise and join in with predictable phrases, adopting modelled prosody.</p> <p>To learn to appreciate rhymes and poems, and to recite some by heart, adopting modelled prosody.</p>	<p>To read most words quickly and accurately without overt sounding and blending, when they have been frequently encountered.</p> <p>To read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Autumn term/pupils on Little Wandle Letters and Sounds Rapid Catch Up programme: to take part in weekly prosody-focused taught reading sessions linked to their Little Wandle Letters and Sounds decodable reading book.</p> <p>To re-read these books to build up their fluency and confidence with word reading.</p> <p>To continue to build up a repertoire of poems, learnt by heart, appreciating these and reciting some, with</p>

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			appropriate intonation to make the meaning clear.
<p><u>Background knowledge</u> When introducing a new text, it is essential that teachers give pupils information to set this in context of what they already know alongside information that will help them to comprehend it. For example, teaching a text about a farm may be preceded by a visit to a farm, utilising a role play area or sharing relevant images and sounds.</p>	<p>To begin to link reading to their own experiences.</p> <p>To begin to draw on what they already know or background information provided by the teacher to enable them to access the context of the text.</p>	<p>To link reading to their own experiences.</p> <p>To draw on what they already know or background information provided by the teacher to enable them to access the context of the text.</p>	<p>To draw on what they already know, or background information provided by the teacher, to enable pupils to access the content of the text.</p> <p>To confidently discuss how texts link to their own experiences.</p> <p>To make links within and between texts.</p>
Vocabulary	<p>To discuss word meanings and link new meanings to those already known.</p> <p>To use role play to practise the language they have learned.</p> <p>To learn new vocabulary, using it throughout the day, and in different contexts.</p> <p>To learn new vocabulary explicitly taught through their Little Wandle group read.</p>	<p>To discuss word meanings and link new meanings to those already known.</p> <p>To draw upon vocabulary provided by the teacher to enable them to understand unfamiliar words in context.</p> <p>To use role play to practise the language they have learned.</p> <p>To learn new vocabulary explicitly taught through their Little Wandle group read.</p> <p>Pupils' vocabulary should be developed when they listen to books read aloud and when they discuss what they have heard.</p>	<p>Teachers select a minimum of five tier 2 words to explicitly teach through the medium of a text each week. These words are displayed within the classroom and planned retrieval practice ensures that these words are revisited.</p> <p>To recognise simple recurring literary language in stories and poetry.</p> <p>To discuss their favourite words and phrases.</p> <p>To discuss and clarify meanings of words, linking new meanings to known vocabulary.</p> <p>To draw upon vocabulary provided by the teacher to enable them to understand unfamiliar words in context.</p>

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<p>Grammar and syntax</p>	<p>Through listening, pupils should start to learn how language sounds and increase their awareness of grammatical structures.</p>	<p>To check that a text makes sense to them as they read and correcting inaccurate reading.</p> <p>Through listening, pupils should start to learn how language sounds and increase their awareness of grammatical structures.</p>	<p>To check that a text makes sense to them as they read and to self- correct.</p> <p>Deliberate steps should be taken to increase pupils’ awareness of grammar so they continue to understand the differences between spoken and written language.</p>
<p>Inferencing and comprehension monitoring</p>	<p>To answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.</p> <p>To listen to stories, accurately, anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>To demonstrate understanding when talking with others about what they have read.</p>	<p>To make inferences on the basis of what is being said and done.</p> <p>To predict what might happen on the basis of what has been read so far.</p> <p>To explain clearly their understanding of what is read to them.</p> <p>To listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>To discuss the significance of the title and events in books they read and listen to.</p> <p>To become very familiar with key stories, fairy stories and traditional tales, retelling them considering their particular characteristics.</p> <p>To join in with discussions about a text, taking turns and listening to what others say.</p>	<p>To listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level above that at which they can read independently.</p> <p>To become increasingly familiar with and retell a wider range of stories and non-fiction at a level beyond that at which they can read independently.</p> <p>To make inferences on the basis of what is being said and done.</p> <p>To predict what might happen on the basis of what has been read so far in a text.</p> <p>To discuss the sequence of events in books and how items of information are related.</p> <p>To ask and answer questions.</p> <p>Pupils should learn about cause and effect in both narrative and non-fiction (for example: what has prompted a character’s behaviour in a story; why certain events are commemorated annually). “Thinking aloud” – using metacognitive strategies - when</p>

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			reading to pupils may help them to understand what skilled readers do.
Print knowledge and text structure	To know that print carries meaning and, in English, is read from left to right and top to bottom.	To begin to understand how different types of texts (fiction, non-fiction and poetry) may be structured.	To develop an understanding of how different types of texts (fiction, non-fiction and poetry) may be structured. To be introduced to non-fiction books that are structured in different ways.
Engagement with reading	To select books to read for pleasure at home. To engage in story times. To listen to and talk about stories to build familiarity and understanding. To retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. To select books to read for pleasure at home.	To select books to read for pleasure at home. With support, to reflect on their reading and respond personally to what they have read, making links to prior knowledge, significant experiences and popular culture. With support, they begin to evaluate the books they meet, expressing likes and dislikes with reasons for their views.	To select books to read for pleasure at home. To reflect on their reading, responding personally to what they have read (or have had read to them) by drawing on personal connections to the texts. They evaluate the books they meet and are able to articulate views and preferences, making connections to other texts they have encountered. To 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. Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.