

Reading progression, end of year expectations

Nursery	Reception	Year 1	Year 2
<p><u>30-50 months</u></p> <ul style="list-style-type: none"> Enjoys rhyming and rhythmic activities Show an awareness of rhyme and alliteration Recognise rhythm in spoken word Listens to and join in with stories and poems, one-one and in small groups Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories Beginning to be aware of the way stories are structured Suggest how a story may end Listen to stories with increasing attentions and recall Describes main story settings, events and principle characters Show interest in illustrations and print in books and print in environment Recognises familiar words and signs such as own name and advertising logo Look 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 top to bottom and left to right 	<p><u>40-60+</u></p> <ul style="list-style-type: none"> Can continue a rhyming string Hears and says the initial sounds in words Can segment sounds in simple words and blend them together and knows which letters represent some of them Links sounds to letters, naming, sounding the letters of the alphabet Begins to read simple words and sentences Uses vocabulary and forms of speech that are increasingly influence by their experience of books Enjoys an increasing range of books Knows information can be retrieved from books and computers 	<p><u>Word reading</u></p> <ul style="list-style-type: none"> 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 that 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 	<p><u>Word reading</u></p> <ul style="list-style-type: none"> Decode automatically and fluently Blends sounds in words that contain the graphemes we have learnt Recognise and read alternative sounds for graphemes Read accurately words of two or more syllables that contain the same GPCs Read words with common suffixes Read common exception words Read and comment on unusual correspondence between grapheme and phoneme Read most words quickly and accurately, showing fluency and confidence
	<p><u>Early learning goals</u></p> <ul style="list-style-type: none"> Can read and understand simple sentences Use phonic knowledge to decode regular words and read them aloud accurately Read some common irregular words Demonstrate understanding when talking to other about what they have read 	<p><u>Comprehension</u></p> <ul style="list-style-type: none"> Say what they do/don't like about a text Link what they have heard/read to my own experience Re-tell key stories using key narrative language Talk about main characters within a well-known story Learn some poems/rhymes by heart Use what they know to understand texts Check their reading makes sense and go back to correct it when it doesn't Draw inferences from the text and/or the illustrations Make predictions about the events in the text Can explain what they think a text is about 	<p><u>Comprehension</u></p> <ul style="list-style-type: none"> Can talk about and give an opinion on a range texts Discuss the sequence of events in books and how they relate to each other Use prior knowledge, including context and vocabulary to understand texts Can retell stories, including fairy tales and traditional tales Can read for meaning and check that the text makes sense. Can go back and re-read when it does not make sense Find recurring language in stories and poems Can talk about their favourite words and phrases in stories and poems Can talk about their favourite words and phrases in stories and poems Recite some poems by heart, with appropriate intonation Answer and ask questions Make predictions based on what they have read Draw simple inferences from illustrations, events, characters' actions and speech
<p>Phonics Expectations</p>			
<p><u>End of phase 1 - more able into phase 2.</u></p>	<p><u>End of phase 3 (more able end of phase 4)</u></p>	<p><u>End of Phase 5</u></p>	<p><u>End of Phase 6</u></p>