



Reading: ELG (L)	
Children at the expected level of development will:	
<ul style="list-style-type: none">Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.Anticipate – where appropriate – key events in storiesUse and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-playSay a sound for each letter in the alphabet and at least 10 digraphsRead words consistent with their phonic knowledge by sound-blendingRead aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	
3-4 years	In Reception
<ul style="list-style-type: none">Understands that print has meaning.Understands that print has different purposes e.g. to warn.Knows that we read English from left to right and top to bottom.Can name the different parts of a book.Understands the difference between a word and a sentence.Knows that pages are sequenced.Can spot and suggest rhymes.Counts or claps syllables in words.Recognises words that have the same initial sound.Engages in extended conversations about stories.Discusses vocabulary in texts.	<ul style="list-style-type: none">Reads individual letters by saying the sounds for them.Blends sounds into words so they can read short words.Reads some letter groups (digraphs/trigraphs).Read a few CEWs.Reads simple phrases and sentences.Re-reads books to build up their confidence in word reading, their fluency and their understanding and enjoyment.Knows all Phase 2 and 3 sounds.Can read Phase 4 words.Reads all CEWs for the year group.

Reading: End of Key Stage One National Curriculum Expectations	
KS1:	
<ul style="list-style-type: none">Read easily, fluently and with good understandingDevelop the habit of reading widely and often, for both pleasure and informationAcquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken languageAppreciate our rich and varied literary heritageWrite clearly, accurately and coherently, adapting language and style for a range of contexts, purposes and audiencesUse discussion in order to learnAre competent in the arts of speaking and listening	



Year Group	Phonics and Decoding	Common Exception Words	Fluency	Comprehension, Understanding and Correcting Inaccuracies	Comparing, Contrasting and Commenting	Words in Context and Authorial Choice	Uses of Text e.g. retrieving information/ performance poetry
Year One	<ul style="list-style-type: none">To apply phonic knowledge and skills as the route to decode words.To blend sounds in unfamiliar words using the GPCs that they have been taught.To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.To read words containing taught GPCs.To read words containing -s, -es, -ing, -ed and -est endings.To read words with contractions, e.g. I'm, I'll and we'll.Phase 5	<ul style="list-style-type: none">To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.	<ul style="list-style-type: none">To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.To reread texts to build up fluency and confidence in word reading.	<ul style="list-style-type: none">To check that a text makes sense to them as they read and to self-correct.To begin to make simple inferences.To predict what might happen on the basis of what has been read so far.	<ul style="list-style-type: none">To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.To link what they have read or have read to them to their own experiences.To retell familiar stories in increasing detail.To join in with discussions about a text, taking turns and listening to what others say.To discuss the significance of titles and events.	<ul style="list-style-type: none">To discuss word meaning and link new meanings to those already known.	<ul style="list-style-type: none">To recite simple poems by heart.



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Year Two	<ul style="list-style-type: none"> To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. To accurately read most words of two or more syllables. To read most words containing common suffixes.* 	<ul style="list-style-type: none"> To read most Y1 and Y2 common exception words*, noting unusual correspondences. 	<ul style="list-style-type: none"> To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. To reread these books to build up fluency and confidence in word reading. To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts. 	<ul style="list-style-type: none"> To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. To check that the text makes sense to them as they read and to correct inaccurate reading. To make inferences on the basis of what is being said and done. To predict what might happen on the basis of what has been read so far in a text. 	<ul style="list-style-type: none"> To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views. To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales. To discuss the sequence of events in books and how items of information are related. To recognise simple recurring literary language in stories and poetry. To ask and answer questions about a text. To make links between the text they are reading and other texts they have read (in texts that they can read independently). 	<ul style="list-style-type: none"> To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To discuss their favourite words and phrases. 	<ul style="list-style-type: none"> To recognise that non-fiction books are often structured in different ways. To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.
TAF Statements	Read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes.	Reads many common exception words.		In a familiar book that is read to them they answer questions in discussion with the teacher and makes simple inferences.	In a book they are reading independently they can make links between the book they are reading and other books that they have read.		
WTS EXP GD	Read accurately some words of two or more syllables that contain the same grapheme-	Read most common exception words.		In a familiar book that they can already read fluently, they check the text makes sense to			



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Reading Progression Overview



<p>phoneme correspondences (GPCs)</p> <p>Reads aloud many words quickly and accurately without overt sounding and blending.</p> <p>Sounds out many unfamiliar words.</p> <p>Read accurately most words of two or more syllables.</p> <p>Read most words containing common suffixes.</p> <p>In age-appropriate books they read words accurately without over sounding and blending and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words.</p> <p>In age-appropriate books, they sound out most unfamiliar words accurately, without undue hesitation.</p>			<p>them, correcting any inaccurate reading.</p> <p>In familiar book, they answer questions and make some inferences.</p> <p>In familiar book, they explain what has happened so far in what they have read.</p> <p>In a book they are reading independently they can make inferences.</p> <p>In a book they are reading independently they can make a plausible prediction about what might happen on the basis of what has been read so far.</p>			
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