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| **Year 1 - Reading Progression** | |
| **Word Reading:**   * apply phonic knowledge and skills as the route to decode words * respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes * read accurately by blending sounds in unfamiliar words containing GPCs that have been taught * read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word * read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings * read other words of more than one syllable that contain taught GPCs * read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) * 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-read these books to build up their fluency and confidence in word reading. | |
| **Fluency:**   * to be able to read a wide range of age appropriate texts (fiction, poetry and plays, non-fiction, reference or text books)   + with expression     - attempts expression, though this may not match the meaning     - beginning to demonstrate confidence     - primarily focuses on saying the words correctly   + with automatic word recognition     - beginning to read phrase by phrase but not always consistently     - reads words that they have frequently encountered quickly and accurately and sounds out unfamiliar words accurately and automatically with minimal hesitation     - reads at least 50 words correct per minute   + with rhythm and phrasing (phrasing/chunking and pausing)     - reads with some choppiness but can read groups of words frequently encountered phrase by phrase     - is beginning to pay attention to intonation and pause at punctuation with some accuracy   + with smoothness (accuracy and self-correcting)     - reads most words containing graphemes taught so far accurately     - breaks occasionally from smoothness and may hesitate     - has a few difficulties with specific words and/or structures, but they only occasionally impede overall flow | |
| **Term 1 – Change for the Better**  Text Focus:  Archaic - texts that have vocabulary or syntax that is not used nowadays – over 50 years old at least)  Texts:  Where the Wild Things Are – Maurice Sendak  Pumpkin Soup – Helen Cooper | **Comprehension (Focus Skill – Retrieve)**   * Discussing the significance of the title and events * Explaining clearly their understanding of what is read to them * Think about what they know about events or topics prior to reading. * Ask questions about aspects of a text they don’t understand. * Skim read to gain an overview of a page/text by focusing on significant parts – names, captions, titles. Scan the text to locate specific information – using titles, labels. * Mark significant incidents in a story or information in a non-fiction text. * Match events to characters in narrative and detail and information to objects or topics in non-fiction texts. * Answer simple retrieval questions where they recall information from a text. * Discuss characters’ appearance, behaviour and the events that happen to them, using details from the text. Find specific information in simple texts they’ve read or that has been read to them. * Ask questions to understand what has happened in stories they have read or been read to them. * Find information in a text about an event, character or topic. * Locate parts of the text which give particular information, including labelled diagrams and charts. |
| **Term 2 – What Have They Taught Us?**  Text Focus – Narratively Complex (have an unreliable, multiple or non-human narrators which often create multiple plot-lines or alternative view points)  The Day The Crayons Quit – Oliver Jeffers  The True Story of The Three Little Pigs | **Comprehension (Focus Skill –Inference)**   * Making inferences on the basis of what has been read   + Answer simple questions where they recall information from a text.   + Speculate about characters from what they say and do e.g. when role playing parts or reading aloud. Discuss what is suggested about a character from the way or how they speak.   + Ask questions to explore what characters say and do. |
| **Term 3 – Where Would We Be Without Water?**  Text Focus – Non-Linear ( have timelines that can be complex to follow as the events are not written in order)  The Stinky Cheese Man and Other Fairly Stupid Tales – John Scieszka | **Comprehension (Focus Skill – Prediction and Summarising)**   * Predicting what might happen on the basis of what has been read so far * Make predictions based on clues such as pictures, illustrations and titles. * Use titles, cover pages, pictures and opening sections of texts to predict the content of unfamiliar stories and non-fiction texts. * Discussing the significance of the title and events * Explaining clearly their understanding of what is read to them |
| **Term 4 – Healthy Body, Healthy Minds**  Text Focus – Figurative/Symbolic ( have language that often conveys a moral or political message)  The Owl Who Was Afraid of the Dark – Jill Tomlinson | **Comprehension (Focus Skill – Explain)**   * Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics * Mark significant incidents in a story or information in a non-fiction text. * Discuss reasons why things happen in the texts they read or are read to them. Express their understanding orally, and use words, illustrations and given formats to record their understanding. * Pick out significant events, incidents or information that occur through a text. Link familiar story themes to their own experiences e.g. illness, getting lost, going away * Identify and compare basic story elements e.g. beginnings and endings in different stories. Note some of the features of non-fiction texts, including layout, contents, use of pictures, illustrations and diagrams. Recite poems with predictable and repeating patterns, extending and inventing patters and playing with rhymes. * Discuss and compare events or topics they have read about or have listened to. * Explore the effect of patterns of language and repeated words and phrases. Identify and discuss some key elements of story language. * Talk about aspects of the text that they like. * Explore the effect of patterned language or repeated words and phrases in familiar stories. * Discuss different ways pages from an information book can be laid out and how this is different from story books. Note some of the features of non-fiction texts, including layout, contents, use of pictures, illustrations and diagrams. * Discuss the language used in labels and captions. Notice how language is used in instructional writing and recounts. Discuss the meaning of significant words met in reading linked to particular topics. |
| **Term 5 – Our Beautiful World**  Text Focus – Resistant (texts that deliberately resist easy meaning-making by readers such as poetry)  The Worst Witch – Jill Murphy | **Comprehension (Focus Skill –Explain**   * Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics * Mark significant incidents in a story or information in a non-fiction text. * Discuss reasons why things happen in the texts they read or are read to them. Express their understanding orally, and use words, illustrations and given formats to record their understanding. * Pick out significant events, incidents or information that occur through a text. Link familiar story themes to their own experiences e.g. illness, getting lost, going away * Identify and compare basic story elements e.g. beginnings and endings in different stories. Note some of the features of non-fiction texts, including layout, contents, use of pictures, illustrations and diagrams. Recite poems with predictable and repeating patterns, extending and inventing patters and playing with rhymes. * Discuss and compare events or topics they have read about or have listened to. * Explore the effect of patterns of language and repeated words and phrases. Identify and discuss some key elements of story language. * Talk about aspects of the text that they like. * Explore the effect of patterned language or repeated words and phrases in familiar stories. * Discuss different ways pages from an information book can be laid out and how this is different from story books. Note some of the features of non-fiction texts, including layout, contents, use of pictures, illustrations and diagrams. * Discuss the language used in labels and captions. Notice how language is used in instructional writing and recounts. Discuss the meaning of significant words met in reading linked to particular topics |
| **Term 6 – Our Beautiful World**  Text Focus – Resistant (texts that deliberately resist easy meaning-making by readers such as poetry)  Anna Hibiscus - Atinuke | **Comprehension (Focus Skill – Consolidation of all skills based on assessment)** |