



Reading Progression - Nursery to Year 2

	Nursery	Reception	Year 1	Year 2
Word Reading	<ol style="list-style-type: none"> Spot and suggest rhymes e.g. Fill in missing words, change nursery rhymes (Phase 1 Aspect 4 - rhyme and rhythm) Count or clap syllables in a word Recognise words with the same initial sound such as money and mother (phase 1 alliteration) 	<ol style="list-style-type: none"> Read individual letters by saying the sounds for them. Read phase 3 di/trigraphs that each represent one sound and say sounds for them e.g. th, ch, sh, ee, igh Blend sounds into words, so that they can read short words made up of known letter-sound correspondences e.g. cat, shop Read common exception words from phase 2, 3 and 4. Read simple phrases and sentences made up of words with known letter-sound correspondence and, where necessary, a few common exception words. continue a rhyming string Read with fluency and understanding 	<ol style="list-style-type: none"> Use and apply their phonic knowledge to decode and blend sounds in unfamiliar words Read at least 80% of Year 1 common exception words. Read words containing suffixes -s -es -ing -ed -er -est Read words of more than one syllable (phase 4). Read words containing contractions e.g. I'm, I'll, and we'll. acuartly, read books closely matched to their phonological ability out load self correct and re-read inaccurate reading <p>Key Vocabulary & Terminology Phonics, sounds, phonemes, graphemes, decode, digraphs, trigraphs, sentence, words, blending, segmenting, sound buttons, common exception</p>	<ol style="list-style-type: none"> Apply phonic knowledge and skills as the route to decode words (Phase 6) Read accurately most words of two or more syllables (phase 6) E- Read most words containing common suffixes.e.g. ment, ness, ful, less, ly (phase 6). E- read most common exception words (Phase 6) E- read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words e.g. at over 90 words a minute (sight reading) E- sound out most unfamiliar words accurately, without undue hesitation. E- In a book that they can already read fluently, check it makes sense to them, correcting any inaccurate reading

		<p>Key Vocabulary & Terminology Phonics, sounds, phonemes, graphemes, digraphs, trigraphs, sentence, words.</p>	<p>words, suffix, contraction, fluent.</p>	<p>Key Vocabulary & Terminology Phonics, sounds, phonemes, graphemes, decode, digraphs, trigraphs, sentence, words, blending, segmenting, sound buttons, common exception words, suffix, contraction, fluent, syllable.</p>
Comprehension	<ol style="list-style-type: none"> 1. Understand that print has meaning e.g. logos 2. print can have different purposes e.g. a menu for choosing what to eat, a sign to indicate the bus stop 3. we read English text from left to right and top to bottom 4. begin to understand print in texts e.g. sentence structure in a book 5. Understand page sequencing e.g. How to handle and turn the pages one at a time. 6. The names of the different parts of a book e.g. cover, author, the page number 7. Engage in extended conversations about stories, learning new vocabulary e.g. naming what is in the picture? 	<ol style="list-style-type: none"> 1. use their own words and recently introduced vocabulary to talk about what has been read to them, anticipating what might happen next throughout the text and making predictions about the end. 2. talk about what they have read so far at different intervals through a text, including retelling at the end. 3. use illustrations in books to support deepening their understanding of what's been read (inference and deduction). 4. To use words learnt through recent texts e.g. poems, non-fiction and experiences in their self-initiated play and during discussions 5. Recognise the difference between fiction and non-fiction texts and be able to simply talk about the differences. 	<ol style="list-style-type: none"> 1. develop pleasure in sharing a text, vocabulary and understanding by: listening to and discussing a wide range of poems, at a level beyond what they can read independently 2. develop pleasure in sharing a text, vocabulary and understanding by: listening to and discussing a wide range of stories at a level beyond what they can read independently 3. develop pleasure in sharing a text, vocabulary and understanding by: listening to and discussing a wide range of non-fiction at a level beyond what they can read independently 	<ol style="list-style-type: none"> 1. develop pleasure in reading, vocabulary and understanding by listening to, discussing and expressing views about a wide range of contemporary and classic poetry at a level beyond that at which they can read independently and those that they can read for themselves. 2. develop pleasure in reading, vocabulary and understanding by listening to, discussing and expressing views about a wide range of stories at a level beyond that at which they can read independently and those that they can read for themselves. 3. develop pleasure in reading, vocabulary and understanding by listening to, discussing and expressing views about a wide range of non-fiction at a level beyond that at which they can read independently and those that they can read for themselves. 4. Compare literature and recognising simple

	<p>8. Identify characters within the stories</p> <p>9. Predict how the story may end.</p> <p>Key Vocabulary & Terminology Rhyme, story, poem, nursery rhyme, fairy tales, book, pages, writing, letters, words, sounds, pictures, book, page, front cover, back cover,</p>	<p>6. understand the purpose of different non - fiction texts i.e. brochures, leaflets, reference books, manuals etc</p> <p>Key Vocabulary & Terminology Recap, describe, explain, question, sentence, fiction, non-fiction, contents page, page numbers, author, illustrator, theme, genre.</p>	<p>4. To learn and recite at least 1 poem with appropriate intonation to make the meaning clear.</p> <p>5. link what they read or hear to their own experiences</p> <p>6. becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p> <p>7. discuss word meanings, linking new meanings to those already known</p> <p>8. making inferences on the basis of what is being said and done</p> <p>9. Make predictions about the plot and characters based on what has been read so far.</p> <p>10. Ask and answer 'how' and 'why' questions about books they read and listen to.</p> <p>Key Vocabulary & Terminology Poem, recap, describe, explain, recall, traditional tales, retell, comprehension, question, why, how, definition, dictionary, meaning, predictions, plot, characters, fiction, non-fiction, genre, author, illustrator.</p>	<p>recurring language e.g. words, phrases.</p> <p>5. To retell a wider range of stories</p> <p>6. To learn and recite at least 3 poems with appropriate intonation to make the meaning clear.</p> <p>7. Discussing the sequence of events in books and how items of information are related.</p> <p>8. Understand the key features of a non-fiction text e.g. content page, index, appendix, headings, sub headings etc.</p> <p>9. discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>10. answer and ask questions, drawing on what they already know or on background information and vocabulary provided</p> <p>11. E - In a book that they can already read fluently, answer questions and make some inferences</p> <p>12. E - In a book that they can already read fluently, explain what has happened so far in what they have read.</p> <p>13. GD - in a book they are reading independently, make inferences</p> <p>14. GD - in a book they are reading make a plausible prediction about what might happen on the basis of what has been read so far</p>
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				<p>15. GD - in a book they are reading make links between the book they are reading and other books they have read</p> <p>Key Vocabulary & Terminology Poem, recap, describe, explain, recall, traditional tales, retell, comprehension, compare, language, sequence, vocabulary, question, why, how, definition, dictionary, meaning, predictions, plot, characters, fiction, non-fiction, genre.</p>
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End of EYFS:

ELG: Word Reading

Children are the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs
- Read words consistent with their phonic knowledge by sound-blending
- Read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words.

ELG:Comprehension

Children at the expected level of development will:

- 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 stories
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

End of KS1 Expectations:

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.

Comprehension

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - listening to and discussing a wide range of poems, stories and non-fiction at a
 - level beyond that at which they can read independently
 - being encouraged to link what they read or hear read to their own experiences
 - becoming very familiar with key stories, fairy stories and traditional tales,
 - retelling them and considering their particular characteristics
 - recognising and joining in with predictable phrases
 - learning to appreciate rhymes and poems, and to recite some by heart
 - discussing word meanings, linking new meanings to those already known
 - understand both the books they can already read accurately and fluently and those
 - they listen to by:
 - drawing on what they already know or on background information and
 - vocabulary provided by the teacher
 - checking that the text makes sense to them as they read and correcting
 - inaccurate reading
 - discussing the significance of the title and events
 - making inferences on the basis of what is being said and done
 - predicting what might happen on the basis of what has been read so far
 - participate in discussion about what is read to them, taking turns and listening to
 - what others say
 - explain clearly their understanding of what is read to them



WCR Yearly Overview



In the Early Years Foundation Stage (EYFS), children are introduced to a wide range of high-quality texts through daily read-aloud sessions. Staff promote engagement and understanding by asking purposeful questions that develop both retrieval and inference skills. In Reception, English lessons further expose children to carefully selected, high-quality texts, within which comprehension skills are explicitly taught and embedded. Regular exposure to rich and varied literature supports the development of a lifelong love of reading.

In Key Stage 1 (KS1), staff select from a broad range of high-quality, engaging texts. These may be linked to current topics or chosen in response to children's interests. When selecting texts, staff consider the following criteria:

- Texts are memorable and include elements of repetition
- They support the teaching of rhythm and rhyme
- They provide opportunities for children to practise and apply their phonic knowledge
- They extend and challenge children's language
- They feature a clear and strong story structure that can be imitated
- They reflect and support children's interests
- They represent a range of genres
- They explore important themes and messages
- They include a variety of cultural settings
- They encourage discussion and reflection

In addition to ongoing formative assessment within lessons, children in KS1 complete NFER reading assessments to provide a further standardised measure of attainment and progress. These are administered in Year 1 during the Spring and Summer terms, and in Year 2 during the Autumn and Spring terms. The outcomes support teachers in identifying gaps, informing planning, and ensuring that pupils are making expected progress.

Key reading skills are developed progressively throughout the year, with regular opportunities for revisiting and consolidating core skills to ensure secure understanding.

	Year 1 –	Year 2 –
Autumn	<p>Key skills for the term</p> <ul style="list-style-type: none"> ● Hold books correctly and turn pages correctly. ● Know where to find the title and name of author and illustrator. ● Know where the blurb is and what it is. ● Sit and Listen to stories. ● Begin to make predictions on what has been read so far. ● Begin to answer retrieval questions about stories. ● Develop pleasure in reading. ● Begin to discuss word meanings. ● Begin to explain what they have read. ● Apply phonic knowledge and skills to decode words. ● Read some of the Year 1 Common Exception Words ● Listen to and discuss poems around a theme 	<p>Key skills for the term</p> <ul style="list-style-type: none"> ● Begin to read words of two or more syllables ● Read some words containing common suffixes. e.g. ment, ness, ful, less, ly. ● Read some of the Year 2 common exception words. ● Read all of the Year 1 common exception words ● Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction. ● To retell a wider range of stories, fairy stories or traditional tales. ● Answer questions and begin to make some inferences ● To be able to self-correct. ● Sound out most unfamiliar words accurately, without undue hesitation. ● Understand the key features of a non-fiction text ● Begin 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. ● Discuss and clarify the meaning of words, linking new meanings to known vocabulary.
Spring	<p>Key skills for the term</p> <ul style="list-style-type: none"> ● Make predictions on what has been read so far. ● Discuss word meanings, linking new meanings to those already known. ● Confidently answer retrieval questions about stories. ● Continue to develop pleasure in reading. ● Apply phonic knowledge and skills to decode words. ● Read most of the Year 1 common exception words ● Read words containing taught GPCs and –s, -es, -ing, -er and –est endings. ● Explain clearly their understanding of what they have read. ● Sequence stories and talk about the beginning, middle and end. ● Listen to and discuss a wide range of stories. ● Making inferences on the basis of what is being said and done. ● Become familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics ● Listen to and discuss a range of poems. 	<p>Key skills for the term</p> <ul style="list-style-type: none"> ● Read most of the Year 2 common exception words. ● Read accurately words of two or more syllables ● Read most words containing common suffixes. e.g. ment, ness, ful, less, ly. ● Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction. ● To compare literature, recognising simple recurring language. ● To learn and recite at least 3 poems. ● To apply vocab knowledge to answer a comprehension. ● Answer questions and confidently make inferences ● 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. ● Discuss and clarify the meaning of words, linking new meanings to known vocabulary.

	<ul style="list-style-type: none"> ● Read words containing contractions ● Discuss the differences between fiction and non-fiction texts. 	
<p>Summer</p>	<p style="text-align: center;">Key skills for the term</p> <ul style="list-style-type: none"> ● Make predictions about the plot and characters ● Explain the meanings of words, linking new meanings to those already known. ● Confidently answer retrieval questions about stories. ● Continue to develop pleasure in reading. ● Apply phonic knowledge and skills to decode words. ● Read most of the Year 1 common exception words ● Read words containing taught GPCs and –s, -es, -ing, -er and –est endings. ● Explain clearly their understanding of what they have read. ● Listen to and discuss a wide range of stories. ● Making inferences on the basis of what is being said and done. ● Recall basic features of traditional tales ● Confidently read their book out loud and fluently ● Re-read books to build up fluency and confidence in word reading. ● Learn to appreciate rhymes and poems and to recite some by heart. 	<p style="text-align: center;">Key skills for the term</p> <ul style="list-style-type: none"> ● Read words accurately and fluently without over segmenting words. Sound out unfamiliar words and blending in a year 2 book. e.g. at over 90 words a minute. ● Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction. ● To compare literature, recognising simple recurring language. ● To learn and recite at least 3 poems. ● Discussing the sequence of events in books and how items of information are related. ● To apply vocab knowledge to answer a comprehension. ● Answer questions and confidently make inferences ● 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. ● Discuss and clarify the meaning of words, linking new meanings to known vocabulary. ●