



## Kingsley Primary School

### Reading Knowledge Progression Sheet – EYFS/KS1

	EYFS	1	2
<b>Spoken Language</b>	<ul style="list-style-type: none"> <li>-Engage in story times.</li> <li>-Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> <li>-Learn rhymes, poems and songs.</li> <li>-Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>-Develop storylines in their pretend play.</li> <li>-Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>-Ask relevant questions to extend their understanding and knowledge</li> <li>-Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul>	<ul style="list-style-type: none"> <li>-Listen and respond appropriately to adults and their peers</li> <li>-Ask relevant questions to extend their understanding and knowledge</li> <li>- Use relevant strategies to build their vocabulary</li> <li>- Articulate and justify answers, arguments and opinions</li> <li>-Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>-Speak audibly and fluently with an increasing command of Standard English</li> <li>-Participate in discussions, presentations, performances, role play, improvisations and debates</li> </ul>	<ul style="list-style-type: none"> <li>-Listen and respond appropriately to adults and their peers</li> <li>-Ask relevant questions to extend their understanding and knowledge</li> <li>-Use relevant strategies to build their vocabulary</li> <li>-Articulate and justify answers, arguments and opinions</li> <li>-Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>-Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>-Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> </ul>



	<ul style="list-style-type: none"> <li>-Listen to and talk about stories to build familiarity and understanding.</li> <li>-Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>-Gain, maintain and monitor the interest of the listener(s)</li> <li>-Consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>-Select and use appropriate registers for effective communication. Select and use appropriate registers for effective communication.</li> </ul>	<ul style="list-style-type: none"> <li>-Speak audibly and fluently with an increasing command of Standard English</li> <li>-Participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>-Gain, maintain and monitor the interest of the listener(s)</li> <li>-Consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>-Select and use appropriate registers for effective communication.</li> </ul>
<p><b>Reading: Word Reading</b></p>	<ul style="list-style-type: none"> <li>-Read individual letters by saying the sounds for them.</li> <li>-Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</li> <li>-Read some letter groups that each represent one sound and say sounds for them.</li> <li>-Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>-Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>-Read words consistent with their phonic knowledge by sound-blending.</li> </ul>	<ul style="list-style-type: none"> <li>-Apply phonic knowledge and skills as the route to decode words</li> <li>-Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>-Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>-Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> </ul>	<ul style="list-style-type: none"> <li>-Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>-Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>-Read accurately words of two or more syllables that contain the same graphemes as above</li> <li>-Read words containing common suffixes</li> </ul>



	<ul style="list-style-type: none"> <li>-Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> <li>-Read a few common exception words matched to the school's phonic programme.</li> <li>-To read some common irregular words.</li> <li>-Learn new vocabulary.</li> <li>-Use new vocabulary throughout the day.</li> <li>-Read common exception words matched to the school's phonic programme.</li> </ul>	<ul style="list-style-type: none"> <li>-Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li> <li>-Read other words of more than one syllable that contain taught GPCs</li> <li>-Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</li> <li>-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</li> <li>-Re-read these books to build up their fluency and confidence in word reading.</li> </ul>	<ul style="list-style-type: none"> <li>-Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>-Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>-Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>-Re-read these books to build up their fluency and confidence in word reading.</li> </ul>
<p><b>Reading Comprehension</b>  <i>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</i></p>	<ul style="list-style-type: none"> <li>-Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>-Make use of props and materials when role playing characters in narratives and stories. Invent, adapt and recount narratives and stories with their peers and their teacher.</li> <li>-Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</li> <li>-Engage in non-fiction books.</li> </ul>	<ul style="list-style-type: none"> <li>-Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>-Being encouraged to link what they read or hear read to their own experiences</li> <li>-Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>-Recognising and joining in with predictable phrases</li> </ul>	<ul style="list-style-type: none"> <li>-Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li> <li>-Discussing the sequence of events in books and how items of information are related</li> <li>-Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> </ul>



	<p>-Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>-Learning to appreciate rhymes and poems, and to recite some by heart          -Discussing word meanings, linking new meanings to those already known</p>	<p>-Being introduced to non-fiction books that are structured in different ways          -Recognising simple recurring literary language in stories and poetry          -Discussing and clarifying the meanings of words, linking new meanings to known vocabulary          -Discussing their favourite words and phrases          -Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p>
<p><b>Reading Comprehension</b>  <i>Understand what they read, in books they can read independently, by:</i></p>	<p>-Compare and contrast characters from stories, including figures from the past. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.          -Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.          -Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>	<p>-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</p>	<p>-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          -Making inferences on the basis of what is being said and done, answering and asking questions          -Predicting what might happen on the basis of what has been read so far</p>



	<ul style="list-style-type: none"><li>-Anticipate (where appropriate) key events in stories.</li><li>-Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li><li>-Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li><li>-Anticipate (where appropriate) key events in stories.</li></ul>	<ul style="list-style-type: none"><li>-Explain clearly their understanding of what is read to them.</li></ul>	<ul style="list-style-type: none"><li>-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</li><li>-Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li></ul>
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