



# Batheaston Church School

*"That they may have life, life in all its fullness"*

## Knowledge and Skills Progression for Reading EYFS and KS1

<u>Strand</u>	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>
Word Reading	<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 known letter-sound correspondences.</li> <li>• Read some letter groups that each represent one sound and say sounds for them.</li> <li>• Read a few common exception words matched to the school's phonic programme.</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>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> </ul> <p><b><u>Early Learning Goals</u></b></p> <ul style="list-style-type: none"> <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> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>	<ul style="list-style-type: none"> <li>• Respond with correct sound to 40+ phonemes and alternative phonemes</li> <li>• Read Year 1 Common Exception Words</li> <li>• Read words containing taught GPCs including -es, -s, -ing, -er, -ed, and -est endings</li> <li>• Read accurately by blending sounds in unfamiliar words containing taught GCPs</li> <li>• Read words of more than one syllable</li> <li>• Read aloud accurately books based on my developing phonics knowledge</li> <li>• Read words with contractions (I'm, I'll) and understand that the apostrophe is the omitted letters</li> <li>• Reread books to build up fluency and confidence</li> </ul>	<ul style="list-style-type: none"> <li>• Apply phonics knowledge to decode words until automatic reading has become embedded</li> <li>• Read accurately by blending sounds with taught graphemes, recognising alternative graphemes.</li> <li>• Read accurately words of two or more syllables with taught graphemes</li> <li>• Read phonics words quickly and accurately without the need to decode</li> <li>• Read words with common prefixes and suffixes</li> <li>• Read Year 2 Common Exception Words</li> <li>• Read books aloud sounding out unfamiliar words accurately and without hesitation</li> <li>• Reread books to build up their fluency and confidence in word reading</li> </ul>



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<p>Comprehension</p>	<ul style="list-style-type: none"> <li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> </ul> <p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>• Understand how to listen carefully and why listening is important.</li> <li>• Ask questions to find out more and to check they understand what has been said to them.</li> <li>• Engage in story times.</li> <li>• Listen to and talk about stories to build familiarity and understanding.</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>• Use new vocabulary in different contexts.</li> <li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>• Learn rhymes, poems and songs.</li> <li>• Engage in non-fiction books.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul> <p><b>Early Learning Goals</b> - <b>Comprehension</b></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>• Anticipate (where appropriate) key events in stories.</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul> <p><b>Early Learning Goals</b> - <b>Listening, Attention, Understanding / Speaking</b></p>	<ul style="list-style-type: none"> <li>• Draw on what I know and relevant information when discussing books I have read</li> <li>• Retell familiar stories, traditional stories and fairy stories</li> <li>• Recognise and join in with predictable phrases</li> <li>• Make inferences on what is being said and done. I can check that the text makes sense</li> <li>• Recognise and discuss the characteristics of stories, fairy stories and traditional tales</li> <li>• Discuss word meanings and link to those already known</li> <li>• Predict what might happen on the basis of what has been read so far</li> <li>• Discuss the significance of the title and events</li> <li>• Check the text makes sense and correct in accurate reading</li> <li>• Appreciating rhymes and poems and reciting some by heart</li> <li>• Explain clearly their understanding of what is read to them</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction beyond at which they can read independently</li> <li>• Answer and ask questions about the texts and predict what might happen based on what I had read and heard</li> <li>• Discuss the sequence of events in books and how items of information are related</li> <li>• Discuss and clarify the meaning of word, including favourite words and phrases</li> <li>• Listen to, discuss and express views about a wide range of poetry, stories and on-fiction</li> <li>• Retell in detail a wide range of stories, fairy stories and traditional tales</li> <li>• Recognise simple, recurring literacy language in stories and poetry</li> <li>• Check that the text makes sense as I read and correct inaccurate reading</li> <li>• Talk about the way in which non-fiction books are structured</li> <li>• Make inferences based on what is being said and done as well as past experiences</li> <li>• Discuss favourite words and phrases</li> <li>• Continuing to build up repertoire of poems learnt by heart</li> </ul>
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	<ul style="list-style-type: none"><li>• 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.</li><li>• Make comments about what they have heard and ask questions to clarify their understanding.</li><li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li><li>• Offer explanations for why things happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li></ul>		
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