



# Progression of Knowledge, Skills and Understanding – Reading & Phonics

	Year 1	Year 2
<u>Word Reading</u>	<ul style="list-style-type: none"> <li>• Say quickly the sounds of all the letters and letter groups learnt so far</li> <li>• Use letter sounds/phonics knowledge to work out and read new words</li> <li>• Read sentences and books that are matched to current ability in phonics</li> <li>• Re-read books to develop speed and fluency</li> <li>• Learn the common exception words, continuing from what was learnt in Reception, in and out of context</li> <li>• Work out new words by reading on</li> <li>• Read words of more than one syllable using sounds I have been taught</li> <li>• Read words I'm, I'll, we'll. Understand the representation of the apostrophe.</li> <li>• Read words made up of letter sounds I know and s, es, in, ed and est.</li> <li>• Read words with ar or air ir ou oy diagraphs and trigraphs</li> <li>• Read words including ar or air ir ou oy diagraphs and trigraphs</li> <li>• Read words including a-e ea i-e o-e u-e oi diagraphs and trigraphs</li> </ul>	<ul style="list-style-type: none"> <li>• Say quickly the sounds of all the letters and letter groups learnt so far</li> <li>• Use letter sounds/phonics knowledge to work out and read new words, doing this without hesitation</li> <li>• Read sentences and books that are matched to current ability in phonics. Phonics has become embedded, and reading is fluent</li> <li>• Re-read books to develop speed, fluency and confidence in word reading</li> <li>• Learn the common exception words, continuing from what was learnt in Year 1, in and out of context</li> <li>• Recognise and read alternative sounds for graphemes</li> <li>• Use reading as a tool for finding out information during cross curricular work</li> <li>• Note unusual correspondence between spelling and sounds and where these occur in common exception words</li> <li>• Read accurately words of 2 or more syllables</li> <li>• Read words containing common suffixes</li> <li>• Read and use key words and vocab for reading and writing during cross curricular work</li> </ul>

<p><u>Comprehension</u></p>	<ul style="list-style-type: none"> <li>• Read words including ai oa aw ur er ire ear ure ew are ow diagraphs and trigraphs</li> <li>• Word play, including rhyme &amp; alliteration</li> <li>• Enjoy and read a range of stories and non-fiction texts that cannot be read by the child, listening and talking about them</li> <li>• Say how the characters might feel in a story that has been read or heard</li> <li>• Say what might happen next in a story</li> <li>• Enjoy reading key stories, traditional tales, fairy tales and comment on the features of them</li> <li>• Enjoy and understand rhymes and poems and can recite some by heart</li> <li>• Link what is heard or read to own experiences</li> <li>• Join in with predictable phrases</li> <li>• Use what has already been read or heard, or what a teacher has given me, to help understand what is being read</li> <li>• Talk about the title and events in books</li> <li>• Spot if a word has been read wrong in a text by following the sense of a text</li> <li>• Explain clearly understanding of a text</li> <li>• Ask and answer questions, make predictions and talk about likes and dislikes</li> </ul>	<ul style="list-style-type: none"> <li>• Develop pleasure in reading-motivation to read and vocabulary by...</li> <li>• Listening to others and discussing views on a wide range of poetry/stories/non-fiction-beyond that of which a child can read themselves</li> <li>• Discuss the sequence of events in a book</li> <li>• Become increasingly familiar with re-telling a wider range of stories. Fairy tales and traditional tales</li> <li>• Read and be introduced to non-fiction books that are structured in different ways-discuss and explain</li> <li>• Become increasingly familiar with different types of texts and purposes for reading, including weather, letters, postcards</li> <li>• Read/listen to/talk about different authors</li> <li>• Recognise and discuss recurring literary language in stories and poems</li> <li>• Discuss and clarify the meanings of words linking to known vocab</li> <li>• Talk about favourite words and phrases</li> <li>• Continue to build and develop a repertoire of poems learnt by heart</li> <li>• Participate in discussions about books/poems and other works that have been read for self/others/taking turns</li> <li>• Make inferences on the basis of what has been read/said and done</li> <li>• Ask and answer questions based on what has happened so far.</li> </ul>
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## Glossary

- Teachers will provide opportunities for 'Book Talk' as part of Core Text introductions. They will display this on the class 'Book Talk' whiteboard.
- Children are encouraged to read independently for a range of reasons, and classrooms provide opportunities to read various labels and captions including those written by hand.
- Reading for pleasure is encouraged by teachers and other adults in school by; adults reading as role models, shared pupil to pupil reading from different year groups, visits to the local library, celebrating world book day, author visits and the use of a school newsletter, exclusively dedicated to reading.
- Teachers will select books for children to read in the class book corner. This is a place for children to read, share and discuss books.
- Year groups will order Library Loans from West Sussex Schools library service each term and half term, to support topics and the teaching of reading.
- Teachers will show parents books that are being read in class by displaying on the class notice board or window.
- 'Reading Books' are changed on a Friday by the Phonics group teacher, they are kept in book bags for children to read and practise at home.
- As well as taking home their 'Reading Books', children take home a 'Sharing Book', from the class book box, this can be changed at any time.
- Reading/Phonic checks are undertaken half termly by the Class Teacher.
- Each class will have a daily time for reading poems and stories in class.
- Teachers plan which books/genres/authors they will read in each year group across the year.
- The library is timetabled for use and can be used for reading and borrowing books.
- Children learn to read during daily phonics sessions, Teachers/Ta's monitor reading weekly, progress and next steps are recorded in Reading Record books, kept in book bags.
- Once children have completed RWI phonics, they progress to read from the reading scheme.
- Where appropriate, guided reading will be used to support topic work.