



# Burlington Infant School



## English (Reading) Skills Progression *(to be read in conjunction with RWI progression)*

Progression of Skills				
Skill domain:	Reception	Year 1	Year 2	Year 3
Word Reading	<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 (Literacy ELG: Word Reading)</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 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 correspondence between spelling and sounds and where these occur in the word</li> <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 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</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> <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</li> </ul>	<ul style="list-style-type: none"> <li>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</li> <li>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>

		their fluency and confidence in word reading	word reading	
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<p>Comprehension</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, nonfiction, rhymes and poems and during role play</li> </ul> <p>(Literacy ELG: Comprehension)</p>	<ul style="list-style-type: none"> <li>• Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>• Be encouraged to link what they read or hear read to their own experiences</li> <li>• Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>• Recognise and join in with familiar phrases</li> <li>• Learn to appreciate rhymes and poems, and to recite some by heart</li> <li>• Discuss word meanings, linking new meanings to those already known</li> <li>• Draw on what they already know or on background information and vocabulary provided by the teacher</li> <li>• Check that the text makes sense to them as they read and correct inaccurate reading</li> <li>• Discuss the significance of the title and events</li> <li>• Make inferences on the basis of what is being said and done</li> <li>• Predict what might happen on the basis of what has been read so far</li> <li>• Participate in discussion about what is read to them, taking turns and listening to what others say</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 at a level beyond that at which they can read independently</li> <li>• Discuss the sequence of events in books and how items of information are related</li> <li>• Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>• Be introduced to non-fiction books that are structured in different ways</li> <li>• Recognise simple recurring literary language in stories and poetry</li> <li>• Discuss and clarify the meanings of words, linking new meanings to known vocabulary</li> <li>• Discuss their favourite words and phrases</li> <li>• Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> <li>• Draw on what they already know or on background information and vocabulary provided by the teacher</li> <li>• Check that the text makes sense to them as they read and correcting inaccurate reading</li> <li>• Make inferences on the basis of</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• Read books that are structured in different ways and reading for a range of purposes</li> <li>• Use dictionaries to check the meaning of words that they have read</li> <li>• Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>• Identify themes and conventions in a wide range of books</li> <li>• Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>• Discuss words and phrases that capture the reader's interest and imagination</li> <li>• Recognise some different forms of poetry (for example, free verse, narrative poetry)</li> <li>• checking that the text makes sense to them, discussing their</li> </ul>
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			<p>what is being said and done</p> <ul style="list-style-type: none"><li>• Answer and ask questions</li><li>• Predict what might happen on the basis of what has been read so far</li><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>	<p>understanding and explaining the meaning of words in context</p> <ul style="list-style-type: none"><li>• Ask questions to improve their understanding of a text</li><li>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li><li>• Predict what might happen from details stated and implied</li><li>• Identify main ideas drawn from more than one paragraph and summarising these</li><li>• Identify how language, structure, and presentation contribute to meaning</li><li>• Retrieve and record information from non-fiction</li><li>• Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</li></ul>
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