




# St Joseph's Wesham Primary Reading Curriculum-Progression

## EYFS & KS1

	EYFS (30 months to ELGs)	Key Stage One	
Reading	<b>30 – 50 months</b> <b>40 – 60 months</b> <b>Early Learning Goals</b>	Year 1	Year 2
Word Reading 	<ul style="list-style-type: none"> <li>To enjoy rhyming and rhythmic activities.</li> <li>To show an awareness of rhyme and alliteration.</li> <li>To recognise rhythm in spoken words.</li> <li>To continue a rhyming string.</li> <li>To hear and say the initial sound in words.</li> <li>To segment the sounds in simple words and blend them together and know which letter represents some of them.</li> <li>To link sounds to letters, naming and sounding the letters of the alphabet.</li> <li>To use phonic knowledge to decode regular words and read them aloud accurately.</li> </ul>	<ul style="list-style-type: none"> <li>To apply phonic knowledge and skills as the route to decode words.</li> <li>To blend sounds in unfamiliar words using the GPCs that they have been taught.</li> <li>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</li> <li>To read words containing taught GPCs.</li> <li>To read words containing -s, -es, -ing, -ed and -est endings.</li> <li>To read words with contractions, e.g. I'm, I'll and we'll.</li> </ul>	<ul style="list-style-type: none"> <li>To 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>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</li> <li>To accurately read most words of two or more syllables.</li> <li>To read most words containing common suffixes.*</li> </ul>





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	EYFS	Year 1	Year 2
Common Exception Words	<ul style="list-style-type: none"><li>To read some common irregular words.</li></ul>	<ul style="list-style-type: none"><li>To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</li></ul>	<ul style="list-style-type: none"><li>To read most Y1 and Y2 common exception words*, noting unusual correspondences</li><li>between spelling and sound and where these occur in the word.</li></ul>
	EYFS	Year 1	Year 2
Reading Comprehension	<ul style="list-style-type: none"><li>To read most Y1 and Y2 common exception words*, noting unusual correspondences</li><li>between spelling and sound and where these occur in the word.</li></ul>	<ul style="list-style-type: none"><li>To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</li><li>To reread texts to build up fluency and confidence in word reading.</li></ul>	<ul style="list-style-type: none"><li>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</li><li>To reread these books to build up fluency and confidence in word reading.</li><li>To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</li></ul>





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	EYFS	Year 1	Year 2
Understanding and Correcting Inaccuracies	<ul style="list-style-type: none"> <li>To know that print carries meaning and, in English, is read from left to right and top to bottom.</li> <li>To understand humour, e.g. nonsense rhymes, jokes.</li> </ul>	<ul style="list-style-type: none"> <li>To check that a text makes sense to them as they read and to self- correct.</li> </ul>	<ul style="list-style-type: none"> <li>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</li> <li>To check that the text makes sense to them as they read and to correct inaccurate reading.</li> </ul>
	<p>EYFS</p> <p><b>30 – 50 months</b></p> <p><b>40 – 60 months</b></p> <p><b>Early Learning Goals</b></p>	Year 1	Year 2
Comparing, Contrasting & Commenting	<ul style="list-style-type: none"> <li>To listen to stories with increasing attention and recall.</li> <li>To anticipate key events and phrases in rhymes and stories.</li> <li>To begin to be aware of the way stories are structured.</li> <li>To describe main story settings, events and principal characters.</li> </ul>	<ul style="list-style-type: none"> <li>To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.</li> <li>To link what they have read or have read to them to their own experiences.</li> <li>To retell familiar stories in increasing detail.</li> </ul>	<ul style="list-style-type: none"> <li>To participate in discussion about books, poems and other works that are read to them</li> <li>(at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.</li> </ul>





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	<ul style="list-style-type: none"> <li>To enjoy an increasing range of books. To follow a story without pictures or props.</li> <li>To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</li> <li>To demonstrate understanding when talking with others about what they have read.</li> </ul>	<ul style="list-style-type: none"> <li>To join in with discussions about a text, taking turns and listening to what others say.</li> <li>To discuss the significance of titles and events.</li> </ul>	<ul style="list-style-type: none"> <li>To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</li> <li>To discuss the sequence of events in books and how items of information are related. To recognise simple recurring literary language in stories and poetry.</li> <li>To ask and answer questions about a text.</li> <li>To make links between the text they are reading and other texts they have read (in texts that they can read independently).</li> </ul>
	<p>EYFS</p> <p>30 – 50 months</p> <p>40 – 60 months</p> <p>Early Learning Goals</p>	<p>Year 1</p>	<p>Year 2</p>
<p>Words in Context, &amp;</p>	<ul style="list-style-type: none"> <li>To build up vocabulary that reflects the breadth of their experiences.</li> </ul>	<ul style="list-style-type: none"> <li>To discuss word meaning and link new meanings to those already known.</li> </ul>	<ul style="list-style-type: none"> <li>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</li> </ul>





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<p>Authorial Choice</p>	<ul style="list-style-type: none"> <li>To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</li> <li>To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> </ul>		<ul style="list-style-type: none"> <li>To discuss their favourite words and phrases.</li> </ul>
	<p>EYFS</p>	<p>Year 1</p>	<p>Year 2</p>
<p>Inference &amp; Prediction</p>	<ul style="list-style-type: none"> <li>To suggest how a story might end.</li> <li>To begin to understand 'why' and 'how' questions.</li> <li>To answer 'how' and 'why' questions about their experiences and in response to stories or events.</li> </ul>	<ul style="list-style-type: none"> <li>To begin to make simple inferences.</li> <li>To predict what might happen on the basis of what has been read so far.</li> </ul>	<ul style="list-style-type: none"> <li>To make inferences on the basis of what is being said and done.</li> <li>To predict what might happen on the basis of what has been read so far in a text.</li> </ul>
	<p>EYFS</p> <p><b>30 – 50 months</b></p> <p><b>40 – 60 months</b></p> <p><b>Early Learning Goals</b></p>	<p>Year 1</p>	<p>Year 2</p>





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<p>Poetry</p> 	<ul style="list-style-type: none"><li>• To listen to and join in with stories and poems, one-to-one and also in small groups.</li><li>• To join in with repeated refrains in rhymes and stories.</li><li>• To use intonation, rhythm and phrasing to make the meaning clear to others. To develop preference for forms of expression.</li><li>• To play cooperatively as part of a group to develop and act out a narrative.</li><li>• To listen to and join in with stories and poems, one-to-one and also in small groups.</li><li>• To join in with repeated refrains in rhymes and stories.</li><li>• To use intonation, rhythm and phrasing to make the meaning clear to others. To develop preference for forms of expression.</li></ul>	<ul style="list-style-type: none"><li>• To recite simple poems by heart.</li></ul>	<ul style="list-style-type: none"><li>• To 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></ul>
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	<ul style="list-style-type: none"><li>To play cooperatively as part of a group to develop and act out a narrative.</li></ul>		
	<p>EYFS</p> <p>30 – 50 months 40 – 60 months Early Learning Goals</p>	Year 1	Year 2
	<p>EYFS</p>	Year 1	Year 2
<p>Non-Fiction</p> 	<ul style="list-style-type: none"><li>To know that information can be relayed in the form of print.</li><li>To know that information can be retrieved from books and computers.</li></ul>		<ul style="list-style-type: none"><li>To recognise that non-fiction books are often structured in different ways.</li></ul>

