



Progression of skills in Reading in EYFS & KS1

	EYFS	Year 1	Year 2
Decoding	<ul style="list-style-type: none"> • Begin to read words and sentences • Use phonic knowledge to decode regular words and read them aloud accurately • Read some common irregular words • Can segment the sounds in simple words and blend them together and know which letters represent some of them 	<ul style="list-style-type: none"> • apply phonic knowledge to decode words • speedily read all 40+ letters/groups for 40+ phonemes • read accurately by blending taught GPC (Grapheme Phoneme Correspondence) • read common exception words, common suffixes (-s, -es, -ing, -ed, etc.), multisyllable words containing taught GPCs, contractions and understanding use of apostrophe, aloud phonically-decodable texts 	<ul style="list-style-type: none"> *secure phonic decoding until reading is fluent *read accurately by blending, including alternative sounds for graphemes *read multisyllable words containing these graphemes, common suffixes, exception words, noting unusual correspondences, *read most words quickly & accurately without overt sounding and blending
Range of reading	<ul style="list-style-type: none"> • Know that information can be retrieved from books and computers • Enjoys an increasing range of books 	<ul style="list-style-type: none"> • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • being encouraged to link what they read or hear read to their own experiences 	<ul style="list-style-type: none"> *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
Familiarity with texts	<ul style="list-style-type: none"> • Use vocabulary and forms of speech that are increasingly influenced by their experience of books 	<ul style="list-style-type: none"> *becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics *recognising and joining in with predictable phrases 	<ul style="list-style-type: none"> *becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales *recognising simple recurring literary language in stories and poetry
Poetry and performance	<ul style="list-style-type: none"> • Continues a rhyming string 	<ul style="list-style-type: none"> *learning to appreciate rhymes and poems, and to recite some by heart 	<ul style="list-style-type: none"> *continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
Word meanings	<ul style="list-style-type: none"> • Use vocabulary and forms of speech that are increasingly influenced by their experience of books 	<ul style="list-style-type: none"> *discussing word meanings, linking new meanings to those already known 	<ul style="list-style-type: none"> *discussing and clarifying the meanings of words, linking new meanings to known vocabulary *discussing their favourite words and phrases
Understanding	<ul style="list-style-type: none"> • Demonstrate understanding when talking with others about what they have read 	<ul style="list-style-type: none"> *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 	<ul style="list-style-type: none"> *discussing the sequence of events in books and how items of information are related *drawing on what they already know or on background information and vocabulary provided by the teacher *checking that the text makes sense and correcting inaccurate reading
Inference		<ul style="list-style-type: none"> *discussing the significance of the title and events *making inferences on the basis of what is being said and done 	<ul style="list-style-type: none"> *making inferences on the basis of what is being said and done *answering and asking questions
Prediction		<ul style="list-style-type: none"> *predicting what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> *predicting what might happen on the basis of what has been read so far
Non-fiction			<ul style="list-style-type: none"> *being introduced to non-fiction books that are structured in different ways
Discussing reading		<ul style="list-style-type: none"> *participate in discussion about what is read to them, taking turns and listening to what others say *explain clearly their understanding of what is read to them 	<ul style="list-style-type: none"> *participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say *explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves



Common exception words for Year 2

This is a word list taken from the National Curriculum of recommended words a Year 2 child should be confident spelling as they complete Year 2.

Common exception words for Year 1

This is a word list taken from the National Curriculum of recommended words a Year 1 child should be confident spelling as they complete Year 1.

The	You	Love	door	everybody	improve
A	Your	Come	floor	even	sure
Do	They	Some	poor	great	sugar
To	Be	One	because	break	eye
Today	He	Once	find	steak	could
Of	Me	Ask	kind	pretty	should
Said	She	Friend	mind	beautiful	would
Says	We	School	behind	after	who
Are	No	Put	child	fast	whole
Were	Go	Push	children	last	any
Was	So	Pull	wild	past	many
Is	By	Full	climb	father	clothes
His	My	House	most	class	busy
Has	Here	Our	only	grass	people
I	There		both	pass	water
	Where		old	plant	again
			cold	path	half
			gold	bath	money
			hold	hour	Mr
			told	move	Mrs
			every	prove	parents
					Christmas