

Reading Progression  
End of Year Expectations



	EYFS - Nursery	EYFS - Reception	Year 1	Year 2
Word Reading	<ul style="list-style-type: none"> <li>Recognises familiar words and signs such as own name and advertising logos.</li> </ul>	<ul style="list-style-type: none"> <li>Read simple sentences.</li> <li>Read some common irregular words.</li> <li>Use phonic knowledge to decode regular words and read them aloud accurately.</li> </ul>	<ul style="list-style-type: none"> <li>reads aloud books that are consistent with developing phonic knowledge</li> <li>responds speedily with the correct sound to graphemes for all 40+ phonemes including, where appropriate, alternative sounds for graphemes</li> <li>reads accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>reads CEW with some fluency and begins to notice unusual correspondences between spelling and sound and where these occur in a word</li> <li>reads words containing known GPS and -s, -es, -ing, -ed, -er and -est endings</li> <li>reads words of more than one syllable that contain know GPCs</li> <li>reads words with contractions</li> <li>begins to take account of punctuation when reading</li> <li>begins to use context clues to help reading for meaning</li> <li>re-reads books to develop confidence, fluency and expression</li> </ul>	<ul style="list-style-type: none"> <li>applies phonic knowledge and skills consistently to decode age-appropriate texts accurately and without undue hesitation</li> <li>sounds out unfamiliar words accurately, without undue hesitation</li> <li>automatic decoding, using phonics, is embedded and reading is fluent</li> <li>recognises and effortlessly decodes most CEW</li> <li>reads most words quickly and accurately, without overt sounding and blending, when they have been encountered frequently</li> <li>reads words containing common suffixes</li> <li>reads age-appropriate texts with fluency and confidence</li> <li>notices when reading does not make sense and takes appropriate action</li> <li>begins to use expression and intonation to engage a listener, when reading aloud</li> <li>self-corrects and re-reads to make sure fluency and meaning</li> </ul>
Comprehension	<ul style="list-style-type: none"> <li>Knows that print carries meaning and, in English, is read from left to right and top to bottom.</li> <li>Describes story settings, events and principal characters.</li> <li>Suggests how the story might end.</li> </ul>	<ul style="list-style-type: none"> <li>Understand simple sentences.</li> <li>Demonstrate understanding when talking with others about what they have read.</li> </ul>	<ul style="list-style-type: none"> <li>listens to and discusses a wide range of poems, stories and non-fiction at a level beyond which can be read independently</li> <li>links what they hear or read to their own experiences</li> <li>retells stories they have read, heard and discussed using appropriate vocabulary</li> <li>talks about what is read to them, taking turns and listening to others. Expresses opinions based on these</li> <li>explains understanding of what they have read</li> <li>talk about particular characteristics of different types of stories</li> <li>talks about the significance of the title and events</li> <li>makes inferences on the basis of what is read</li> <li>makes simple predictions</li> </ul>	<ul style="list-style-type: none"> <li>Regards reading as a pleasurable activity</li> <li>Identifies sequences of events in texts and offers simple explanations of how items of information relate to one another</li> <li>Demonstrates familiarity with, and can retell, a wide range of stories, fairy stories and traditional tales</li> <li>Recognises and understands the different structures of non-fiction books that have been introduced</li> <li>Shares favourite words and phrases, and clarifies the meaning of new words through discussion, and by making links to known vocabulary</li> <li>learns and recites a repertoire of poems by heart, using appropriate intonation to help make the meaning clear</li> </ul>

			<ul style="list-style-type: none"> <li>learns and appreciate rhymes and poems and can recite some by heart</li> <li>discusses word meanings, making links to known words</li> <li>retells, using significant events and main points in sequence</li> <li>reads checking texts make sense and correcting inaccurate reading</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates understanding of what is read independently, or listened to, by drawing on own knowledge, and information and vocabulary provided</li> <li>constructs meaning whilst reading independently, self-correcting where the sense of the text is lost</li> <li>makes inferences on what has been read</li> <li>asks and answers questions appropriately, including those based on inference of what is said and done</li> <li>makes predictions on the basis of what has been read so far</li> <li>participates in discussions, offering opinions and explanations for these about books, poems and other materials</li> <li>exercises choice in selecting books</li> </ul>
Phonics	<ul style="list-style-type: none"> <li>Shows awareness of alliteration.</li> <li>Continues a rhyming string.</li> <li>Hears and says the initial sound in words.</li> <li>Can segment the sounds in simple words and blend them together.</li> <li>Be confident with phase 1 of letters and sounds.</li> </ul>	<ul style="list-style-type: none"> <li>Sounds Write programme.</li> <li>Secure with the initial code.</li> <li>Working within the beginning of the extended code.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise all Phase 3 sounds.</li> <li>Read Phase 3 Common Exception Words.</li> <li>Working within phase 5</li> </ul>	<ul style="list-style-type: none"> <li>Working within phase 6</li> </ul>