

St. Faith's Progression in reading KS1

Requirement	Year 1	Year 2
Word reading (AF1)		
Phonic knowledge	<ul style="list-style-type: none"> • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read words containing taught GPCs and <i>-s</i>, <i>-es</i>, <i>-ing</i>, <i>-ed</i>, <i>-er</i> and <i>-est</i> endings • read other words of more than one syllable that contain taught GPCs • read words with contractions, e.g. <i>I'm</i>, <i>I'll</i>, <i>we'll</i>, and under- stand that the apostrophe represents the omitted letter(s) 	<ul style="list-style-type: none"> • continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • read accurately words of two or more syllables that contain the same GPCs as above • read words containing common suffixes
Common irregular	<ul style="list-style-type: none"> • read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word 	<ul style="list-style-type: none"> • read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word
Decoding behaviours	<ul style="list-style-type: none"> • apply phonic knowledge and skills as the route to decode words • 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 • re-read these books to build up their fluency and confidence in word reading. 	<ul style="list-style-type: none"> • read most words quickly and accurately when they have been frequently encountered without overt sounding and blending • read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • re-read these books to build up their fluency and confidence in word reading.

Comprehension: Develop pleasure in reading, motivation to read, and understanding by:		
Pleasure, motivation and reading range	<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 • 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 • learning to appreciate rhymes and poems, and to recite some by heart 	<ul style="list-style-type: none"> • listening to, discussing and expressing views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently • becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • being introduced to non-fiction books that are structured in different ways
Understand, describe, select, retrieve (AF2)	<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 • 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. • discussing word meanings, linking new meanings to those already known 	<ul style="list-style-type: none"> • discussing the sequence of events in books and how items of information are related • continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear • 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 • answering and asking questions
Deduce, infer, interpret (AF3)	<ul style="list-style-type: none"> • making inferences on the basis of what is being said and done • predicting what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> • making inferences on the basis of what is being said and done • predicting what might happen on the basis of what has been read so far

<p>Identify, comment, explain writers' use of language (AF4 and 5)</p>		<ul style="list-style-type: none"> • recognising simple recurring literary language in stories and poetry • discussing their favourite words and phrases
<p>Identify and comment on purposes, viewpoints and overall effect of the text (AF6)</p>	<ul style="list-style-type: none"> • discussing the significance of the title and events 	<ul style="list-style-type: none"> • 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 • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.