

KSI - Progression in Reading

	Year 1	Year 2
Decoding	<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 • read common exception words • read common suffixes (-s, -es, -ing, -ed, etc.) • read multisyllable words containing taught GPCs • read contractions and understanding use of apostrophe • read 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 * read common suffixes * read exception words, noting unusual correspondences * read most words quickly & accurately without overt sounding and blending
Range of Reading	<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"> * becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristic * 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 & Performance	<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"> * 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"> * 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 to them as they read 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