

Thurnham Whole School Reading Progression 2019 – 2020  
Progression in Reading through our Empowering Curriculum

Year R	Year 1	Year 2
Decoding		
<ul style="list-style-type: none"> <li>• Read and understand simple sentences</li> <li>• Use phonic knowledge to decode -</li> </ul> <p>Set 1: s, a, t, p</p> <p>Set 2: i, n, m, d</p> <p>Set 3: g, o, c, k</p> <p>Set 4: ck, e, u, r</p> <p>Set 5: h, b, f, ff, l, ll, ss</p> <p>Set 6: j, v, w, x</p> <p>Set 7: y, z, zz, qu</p> <p>Consonant digraphs: ch, sh, th, ng</p> <p>Vowel digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er</p> <ul style="list-style-type: none"> <li>• Learn the letter names using an alphabet song, although they will continue to use the sounds when decoding words.</li> <li>• <b>Tricky words</b></li> </ul> <p>During Phase 3, the following tricky words (which can't yet be decoded) are introduced:</p> <p>He she we me be was you they all are my her</p>	<ul style="list-style-type: none"> <li>• apply phonic knowledge to decode words</li> <li>• speedily read all 40+ letters/groups for 40+ phonemes</li> <li>• read accurately by blending taught GPC</li> <li>• read common exception words</li> <li>• read common suffixes (-s, -es, -ing, -ed, etc.)</li> <li>• read multisyllable words containing taught GPCs</li> <li>• read contractions and understanding use of apostrophe</li> <li>• read aloud phonically-decodable texts</li> </ul>	<p>secure phonic decoding until reading is fluent</p> <ul style="list-style-type: none"> <li>• read accurately by blending, including alternative sounds for graphemes</li> <li>• read multisyllable words containing these graphemes</li> <li>• read common suffixes</li> <li>• read exception words, noting unusual correspondences</li> <li>• read most words quickly &amp; accurately without overt sounding and blending</li> </ul>

	Range of Reading	
	<p>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <ul style="list-style-type: none"> <li>• being encouraged to link what they read or hear read to their own experiences</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> </ul>
	Familiarity with texts	
	<ul style="list-style-type: none"> <li>• becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>• recognising and joining in with predictable phrases</li> </ul>	<p>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <ul style="list-style-type: none"> <li>• recognising simple recurring literary language in stories and poetry</li> </ul>
	Poetry and Performance	
	<p>learning to appreciate rhymes and poems, and to recite some by heart</p>	<ul style="list-style-type: none"> <li>• continuing 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>
	Word Meaning	
	<ul style="list-style-type: none"> <li>• discussing word meanings, linking new meanings to those already known</li> </ul>	
	Understanding	
<p>Demonstrate understanding when talking with others about what they have read.</p>	<ul style="list-style-type: none"> <li>• drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• checking that the text makes sense to them as they read and correcting inaccurate reading</li> </ul>	<ul style="list-style-type: none"> <li>• discussing the sequence of events in books and how items of information are related</li> <li>• drawing on what they already know or on background information and vocabulary provided by the teacher</li> </ul>

		<ul style="list-style-type: none"> <li>• checking that the text makes sense to them as they read and correcting inaccurate reading</li> </ul>
	Inference	
	<ul style="list-style-type: none"> <li>• discussing the significance of the title and events</li> <li>• making inferences on the basis of what is being said and done</li> </ul>	<ul style="list-style-type: none"> <li>• making inferences on the basis of what is being said and done</li> <li>• answering and asking questions</li> </ul>
	Prediction	
	<ul style="list-style-type: none"> <li>• predicting what might happen on the basis of what has been read so far</li> </ul>	<ul style="list-style-type: none"> <li>• predicting what might happen on the basis of what has been read so far</li> </ul>
	Author Intent	
	<ul style="list-style-type: none"> <li>• discuss words and phrases that capture the reader's interest and imagination</li> <li>• identify how language, structure, and presentation contribute to meaning</li> </ul>	
	Non Fiction	
	<ul style="list-style-type: none"> <li>• be introduced to non-fiction books that are structured in different ways</li> </ul>	
	Discussing Reading	
	<ul style="list-style-type: none"> <li>• participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>• explain clearly their understanding of what is read to them</li> </ul>	<ul style="list-style-type: none"> <li>• participate in discussion about books, poems &amp; other works that are read to them &amp; those that they can read for themselves, taking turns and listening to what others say</li> </ul>

		<ul style="list-style-type: none"><li>• explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li></ul>
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