Progression in Reading Strands: A planning tool

Y1

Text level: BM16-17 (ARE)

Word reading

I use phonic knowledge to help me to decode words
I respond speedily with the correct sound for graphemes for all 40+ phonemes including alternative sounds for graphemes
I read many words within my graphemic knowledge without needing to sound them out
I read exception / tricky words from phase 2 to phase 5 and spot unusual letter sound correspondences.
I read words containing graphemes I know that have endings -s, -es, -ing, -ed, -ed, -er, and -est
I read words with more than one syllable that contain graphemes I know
I recognise words with missing letters and understand the apostrophe shows there is a missing letter e.g. I'm, I'll, we'll

Wider decoding skills

I am beginning to read as if I am talking
I re-read sentences and books to build up fluency and confidence in word reading
I check that what I say matches the expected letters and graphemes across the word.
I use pictures to check my decoding is correct and try to correct myself when it doesn't.
I repeat words or phrases to check / confirm or problem - solve
I scan labels and pictures to find something / information I need.
I locate pages / sections of interest.
I try to correct myself "on the run"

Grammar for reading

I show awareness of a range of punctuation marks.

Reading comprehension strategies

I talk about word meanings and I link new meanings to these
I can use pictures to help me to understand what a word means as opposed to using pictures to help to read words.
I recognise when I don't understand a word.
I check the sentence makes sense to me as I read and I self-correct when I make mistakes.
I understand what I read and can retell it in sequence
I can make simple pictures in my head as I move beyond reading picture books
I understand the link between key words in texts and what they represent.
I predict what might happen based on the front cover and on some pictures.
I am beginning to link what I read or hear read to my own experiences
I answer questions about what I read.
I know some simple differences between non-fiction and fiction.
I make simple inferences on the basis of what is being done.

Response to text

I listen to and discuss a wide range of poems, stories and non-fiction
I am becoming very familiar with key stories, fairy stories and traditional tales and I can retell them.
I know some differences between fiction and non-fiction.
I can identify features of simple non-fiction. (font styles, labels, titles, captions)
I identify simple features of structure in stories and poems.
I can explain clearly what I understand when someone reads to me.
I can say what I like and don't like in books
I identify simple features of language in key stories and
I am learning to appreciate stories, rhymes and poems and I can recite some by heart.

Y2

Text level: 21 – 22 (ARE)

Word Reading

I use phonic knowledge to decode new text from automatically and fluently
I sound out new words quickly in my head including words with alternative phonemes for graphemes
I read most words except new or unfamiliar words without having to sound and blend out loud.
I read a range of common exception / tricky words I say which part of the word is tricky
I read words with common suffixes ed, ing, est, er, ful
I read words of two or more syllables using a range of graphemes
I read and understand words with missing letters e.g. I'm, I'll, we'll

Wider decoding skills

I re-read books with fluency, expression and intonation
I check that the text makes sense to me as I read, thinking does it look right and make sense and I correct my mistakes. I notice when a small mistake I make doesn't fit with the meaning.
I scan the information in the classroom to find what I need. I scan text to find answers to questions or specific words.
I re-read sentences from the beginning if I stopped to decode a difficult word
I am developing my skills to read quietly to myself. I know that to read in my head I need to hear a voice in my head.

Grammar for reading

I use punctuation to help me to read with expression and to keep track of information in longer sentences.
I can track simple pronouns to help me to understand text.
I understand prepositions
I understand the information in expanded noun phrases and use this to help me to understand.

Reading comprehension strategies

I talk about and clarify the meanings of words, linking new meanings to what I already know If I don't know the meaning of a word, I read the whole sentence to try to work it out. I can think of alternative words for specific words in the text.
I recognise when I don't understand a word. I check that each sentence makes sense to me.
I recall specific information from my reading or look back at the text to find information
I discuss the sequence of events in books and how information is related
I can make simple pictures in my head as I move beyond reading picture books
I can visualise settings and characters and recognise when they change. With support, I recognise when the picture in my head may be wrong.
I predict what might happen on the basis of what I have read so far
I know I need to use knowledge I already have to help me to understand text.
I answer and ask questions about what I read
I know how non-fiction text is presented differently to fiction text.
I make simple inferences on the basis of what is being said and done
I can say the information in a sentence in my own words using my working memory.

Response to text

I listen to and can talk about different poetry, stories and information text including what I like and don't like
I understand what I read in books and can comment on characters and events
I talk about how non-fiction books are structured e.g. contents, index, glossary, titles, sub title
I identify structural features of some stories and poems.
I explain and discuss my understanding of books, poems and other writing that I read for myself. I make connections between different stories I have read. I identify parts of the text that make me respond in different ways and link this to other texts
I recognise simple recurring literary language in stories and poems I talk about my favourite words and phrases and identify familiar patterns in language
I know and can recite stories and poems with appropriate intonation to make the meaning clear.

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