

# Reading Progression

<b>Knowledge and skills to be acquired</b>		
	<b>Word Reading</b>	<b>Comprehension</b>
<b>EYFS</b>	<ul style="list-style-type: none"> <li>• Children read simple sentences.</li> <li>• Use phonic knowledge to decode regular words and read them aloud accurately.</li> <li>• Read some common irregular words.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand simple sentences they read.</li> <li>• Demonstrate understanding when talking to other about what they have read.</li> </ul>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• Able to match all 40+ graphemes to their phonemes.</li> <li>• Blend sounds of unfamiliar words.</li> <li>• Divide words into syllables.</li> <li>• Read compound words.</li> <li>• Read words with contractions and understand the apostrophe represents the missing letter.</li> <li>• Read phonetically decodable words.</li> <li>• Read words that end with 's, -ing, ed, -est.</li> <li>• Read words that start with un- Add -ing, -ed, and -er, to verbs.</li> <li>• Read words of more than syllable that contain taught grapheme, phoneme correspondents.</li> </ul>	<ul style="list-style-type: none"> <li>• Say what they like don't like about a book.</li> <li>• Link what has been read or heard to own experiences.</li> <li>• Retell key stories orally using narrative language.</li> <li>• Talk about the main characters in a story.</li> <li>• Learn poem and rhymes off by heart.</li> <li>• Use what is already known to understand texts.</li> <li>• Check reading makes sense and correct when it doesn't.</li> <li>• Begin to draw inferences from the text and/or illustrations.</li> <li>• Make predictions about the events.</li> <li>• Explain what they think a text is about.</li> </ul>