



# Progression of Knowledge, Skills and Understanding – Reading & Phonics

Year 1	Year 2
<p><u>Word Reading</u></p> <ul style="list-style-type: none"> <li>• Say quickly the sounds of all the letters and letter groups learnt so far</li> <li>• Use letter sounds/phonic knowledge to work out and read new words</li> <li>• Read sentences and books that are matched to current ability in phonics</li> <li>• Re-read books to develop speed and fluency</li> <li>• Learn the common exception words, continuing from what was learnt in Reception, in and out of context</li> <li>• Work out new words by reading on</li> <li>• Read words of more than one syllable using sounds I have been taught</li> <li>• Read words I'm, I'll, we'll. Understand the representation of the apostrophe.</li> <li>• Read words made up of letter sounds I know and s, es, in, ed and est.</li> <li>• Read words with ar or air ir ou oy diagraphs and trigraphs</li> <li>• Read words including ar or air ir ou oy diagraphs and trigraphs</li> <li>• Read words including a-e ea i-e o-e u-e oi diagraphs and trigraphs</li> <li>• Read words including ai oa aw ur er ire ear ure ew are ow diagraphs and trigraphs</li> <li>• Word play, including rhyme &amp; alliteration</li> </ul>	<p><u>Word Reading</u></p> <ul style="list-style-type: none"> <li>• Say quickly the sounds of all the letters and letter groups learnt so far</li> <li>• Use letter sounds/phonic knowledge to work out and read new words, doing this without hesitation</li> <li>• Read sentences and books that are matched to current ability in phonics. Phonics has become embedded and reading is fluent</li> <li>• Re-read books to develop speed, fluency and confidence in word reading</li> <li>• Learn the common exception words, continuing from what was learnt in Year 1, in and out of context</li> <li>• Recognise and read alternative sounds for graphemes</li> <li>• Use reading as a tool for finding out information during cross curricular work</li> <li>• Note unusual correspondence between spelling and sounds and where these occur in common exception words</li> <li>• Read accurately words of 2 or more syllables</li> <li>• Read words containing common suffixes</li> <li>• Read and use key words and vocab for reading and writing during cross curricular work</li> </ul>

### Comprehension

- Enjoy and read a range of stories and non-fiction texts that cannot be read by the child, listening and talking about them
- Say how the characters might feel in a story that has been read or heard
- Say what might happen next in a story
- Enjoy reading key stories, traditional tales, fairy tales and comment on the features of them
- Enjoy and understand rhymes and poems and can recite some by heart
- Link what is heard or read to own experiences
- Join in with predictable phrases
- Use what has already been read or heard, or what a teacher has given me, to help understand what is being read
- Talk about the title and events in books
- Spot if a word has been read wrong in a text by following the sense of a text
- Explain clearly understanding of a text

Ask and answer questions, make predictions and talk about likes and dislikes

### Comprehension

- Develop pleasure in reading-motivation to read and vocabulary by...
- Listening to others and discussing views on a wide range of poetry/stories/non-fiction-beyond that of which a child can read themselves
- Discuss the sequence of events in a book
- Become increasingly familiar with re-telling a wider range of stories. Fairy tales and traditional tales
- Read and be introduced to non-fiction books that are structured in different ways-discuss and explain
- Become increasingly familiar with different types of texts and purposes for reading, including weather, letters, postcards
- Read/listen to/talk about different authors
- Recognise and discuss recurring literary language in stories and poems
- Discuss and clarify the meanings of words linking to known vocab
- Talk about favourite words and phrases
- Continue to build and develop a repertoire of poems learnt by heart
- Participate in discussions about books/poems and other works that have been read for self/others/taking turns
- Make inferences on the basis of what has been read/said and done

Ask and answer questions based on what has happened so far.