



READING PROGRESSION

Learning Expectations:

By the end of KS1, children will have learned to:

In age-appropriate texts¹, pupils:

- Read words accurately without overt segmenting and blending².
 - Read fluently³.
 - Apply their phonics knowledge
 - Understand the text.
 - Retrieve information.
 - Make simple inferences.
 - Understand text structure and organisation.
 - Discuss the effects of words and language.
- Make predictions on the basis of what has been read so far.
- Make links between the book they are reading and other books they have read, real-life experiences or films they have seen.

¹ Teachers should compare the books that their pupils read with those provided for the key stage 1 reading test developed by STA. At West Hove Infants, Gold and White-banded books are used as an age-related expectations benchmark.

² Teachers should refer to the spelling appendix to the national curriculum (English Appendix 1) to exemplify the words that pupils should be able to read as well as spell.

³ Approximately 90 words per minute is a good indicator of when children start to read with sufficient fluency to focus on their understanding, but some pupils read slower than this while still being able to do so.





West Hove Infants- 'Aim High and Smile'



		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YR	Skills	<ul style="list-style-type: none"> • To hear and explore rhyme, rhythm and alliteration • To name and sound the letters of the alphabet • To segment and blend simple words; decoding regular words • To read common irregular words. • To enjoy a range of books • To use vocabulary influenced by their reading • To find information from books and computers • To read and understand simple sentences and talk about what they have read. 					
	Context	Magical Me! <ul style="list-style-type: none"> • Peace at Last • Whatever Next 	Honey Pot Non-fiction: Bears Signs and labels for role play We're Going on a Bear Hunt Goldilocks Invitation writing Card writing	I need a Hero! NF texts: Police, fire, ambulance, vets, lifeboats List writing Labelling the Body Stuck What the Ladybird Heard Next	Great Explorers Jack and the Flum Flum Tree Where the Wild Things Are The Gingerbread Man	Out of the Egg Non-fiction text focus: dinosaurs Harry and the Bucketful of Dinosaurs Story writing Recount Factual captions Letter writing	Splish! Splash! Splosh! Pirate texts- message in a bottle Pirate story- TFW Snail and the Whale Billy's Bucket Similie/riddle Sea creatures NF focus Commotion in the Ocean





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	<ul style="list-style-type: none">• Listen to a range of texts.• Become familiar with a wide range of texts of different lengths and cultures.• Discuss books, story settings, plots and characters• Use the class book corner• Use non-fiction texts to find information• Use the internet to source information.• Topic or learning area specific books in the environment.
Vocabulary	Book, word, title, author, illustrator, pictures, initial, sounds, phonemes, phonics, syllables, rhyme, alliteration, rhythm, letters, digraph, trigraph, story, likes, dislikes, characters, prediction, feelings, non-fiction, fiction, contents, index, blend, segment, sound buttons, beginning, middle, end, labels, information books, sentences, busy bees, sound mats
Ongoing throughout the year: <ul style="list-style-type: none">• Wonderful World of Me• Story times• Role play• Cross-curricular reading• Visits/visitors• Celebrations throughout the year	





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See also:

- Environment/Continuous provision planners
- Book corner
- Outdoor environment
- World Book Day

ELG:

- Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Y1	Skills	In age-appropriate texts, pupils: <ul style="list-style-type: none"> • Read words accurately without overt segmenting and blending. • Read fluently. • Apply their phonics knowledge • Understand the text. • Retrieve information. • Make simple inferences. • Understand text structure and organisation. • Discuss the effects of words and language. • Make predictions on the basis of what has been read so far. • Make links between the book they are reading and other books they have read, real-life experiences or films they have seen. 		
	Context	Wild and Wonderful <ul style="list-style-type: none"> • Beegu • Red Riding Hood • Letters • Food poetry • Walking through the Jungle narrative • Instructions • ‘Wild Things’ 	Castles and Caves <ul style="list-style-type: none"> • ‘The Egg’ • Dragon Poems • Dragon Catcher Non-Fiction • Traditional Tales • Days of the week poetry • Castle Building Instructions 	The Secret Garden <ul style="list-style-type: none"> • Traditional tales • Flower poetry • Recounts • Insect Fact-files





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		<ul style="list-style-type: none">• Listen to a range of text types, including fiction and non-fiction.• Read and listen to poetry and learn some poems by heart.• Become familiar with a wide range of texts of different lengths.• Discuss books.• Build up a repertoire of poems to recite.• Use the class and school libraries.• Listen to short novels over time.
	Vocabulary	<p>Book, word, title, author, illustrator, pictures, initial, sounds, phonemes, phonics, syllables, rhyme, alliteration, rhythm, letters, digraph, trigraph, story, likes, dislikes, characters, prediction, feelings, non-fiction, fiction, contents, index, blend, segment, sound buttons, beginning, middle, end, labels, information books, sentences, busy bees, sound mats</p> <p>Split-digraph, nouns, verbs, adjectives, adverbs, conjunctions, comparison, questions, links, inference, reviews, retrieval, sequencing, vocabulary, opinion, blurb, glossary, make it match, introduction, build-up, problem, dilemma, conclusion, heading, subheading, captions, common exception words, high frequency words, spelling patterns, plural, singular, suffixes, prefixes, contractions, punctuation, question marks, exclamation marks, simile, understanding</p>
Y2	Skills	<p>In age-appropriate texts, pupils:</p> <ul style="list-style-type: none">• Read words accurately without overt segmenting and blending.• Read fluently.• Apply their phonics knowledge.• Understand the text.• Retrieve information.• Make simple inferences.• Understand text structure and organisation.• Discuss the effects of words and language.• Make predictions on the basis of what has been read so far.• Make links between the book they are reading and other books they have read, real-life experiences or films they have seen.





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Context	<p>To Infinity and Beyond Non Fiction</p> <ul style="list-style-type: none">• Astronauts• Planet Fact files• Fiction: The Way Back Home <p>Poetry:</p> <ul style="list-style-type: none">• Alien poetry• Space poetry	<p>Heroes and Villains Non-fiction:</p> <ul style="list-style-type: none">• Guy Fawkes• Nelson Mandela• Remembrance Day• Persuasive letters• Team of heroes – save the school!• Fiction:• Comic strips	<p>Into the jungle</p> <ul style="list-style-type: none">• Poetry• Rainforest description• Non Fiction:• Information Texts• Narrative: Stories from other cultures (The Hunter)• Newspaper stories• Diaries• Instructions	<p>Beside the Seaside</p> <ul style="list-style-type: none">• Fiction: Narrative• The Magic pebble• Seaside Poetry• Non Fiction: Non Chronological Reports• Tour guides & leaflets• Fiction: Mr Men Stories
	<p>Pupils:</p> <ul style="list-style-type: none">• Listen to a range of text types, including fiction and non-fiction.• Read and listen to poetry and learn some poems by heart.• Become familiar with a wide range of texts of different lengths.• Discuss books.• Frequently read with other year groups.• Celebrate reading at events like World Book Day• Daily phonics/spelling lessons to support reading and writing.• Build up a repertoire of poems, stories and non-fiction texts to recite.• Use the class and school libraries.• Listen to short novels over time.			





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Vocabulary

Book, word, title, author, illustrator, pictures, initial, sounds, phonemes, phonics, syllables, rhyme, alliteration, rhythm, letters, digraph, trigraph, story, likes, dislikes, characters, prediction, feelings, non-fiction, fiction, contents, index, blend, segment, sound buttons, beginning, middle, end, labels, information books, sentences, busy bees, sound mats

Split-digraph, nouns, verbs, adjectives, adverbs, conjunctions, comparison, questions, links, inference, reviews, retrieval, sequencing, vocabulary, opinion, blurb, glossary, make it match, introduction, build-up, problem, dilemma, conclusion, heading, subheading, captions, common exception words, high frequency words, spelling patterns, plural, singular, suffixes, prefixes, contractions, punctuation, question marks, exclamation marks, simile, understanding

Synonym, comprehension, antonym, dictionary, fluency, author’s intent, summary, resolution, paragraph, connections, similarities, differences, apostrophes, possession, parenthesis, brackets, bold, italic, rhetorical questions, metaphor, personification, statement, command, imperative verb, subordinating, co-ordinating, adverbial, noun phrase, clause

