

# Reading Pathway



	Nursery	Reception	Year 1	Year 2
<p><b>Word Reading</b></p> <p><i>(see Phonics Progression document for detailed phonics progression of GPCs &amp; CEWs)</i></p>	<p>Children develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> <li>• spot and suggest rhymes</li> <li>• count or clap syllables in words</li> <li>• recognise words with the same initial sound, such as money and mother</li> </ul> <p>Children notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p> <p>The begin to recognise their own name, names of friends and family members.</p> <p>Phase one phonics activities. (Aspects 1- 3: sound discrimination Aspect 4: Rhythm and rhyme Aspect 5: Alliteration Aspect 6: Voice sounds Aspect 7: Oral blending and segmenting)</p>	<p>Apply phonic knowledge and skills as the route to decode words</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.</p> <p>Read other words of more than one syllable that contain taught GPCs.</p> <p>Read words with contractions and understand that the</p>	<p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To blend sounds in unfamiliar word using the GPCs that they have been taught.</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>To read words containing taught GPCs.</p> <p>To reread texts to build up fluency and confidence in word reading.</p> <p>To read words containing -s, -es, -ing, -ed and -est endings.</p> <p>To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</p> <p>To read words with contractions, e.g. I'm, I'll and we'll.</p>	<p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables.</p> <p>To read most words containing common suffixes.*</p>

\* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.

# Reading Pathway



		<p>apostrophe represents the omitted letter(s).</p> <p>Read books aloud, accurately, that are consistent with their developing phonics knowledge and that do not require them to use other strategies to work out words.</p> <p>Reread these books to build up their fluency and confidence in word reading</p> <p><b>ELG:</b> Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>		
<b>Common Exception Words</b>		Read a few common exception words matched to the school's phonic programme.	To read Y1 common exception words, noting unusual correspondences between	To read most Y1 and Y2 common exception words*, noting unusual correspondences between

\* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.

# Reading Pathway



		<p><b>ELG:</b> To read some common irregular words.</p>	<p>spelling and sound and where these occur in words.</p>	<p>spelling and sound and where these occur in the word.</p>
<p><b>Fluency</b></p>	<p>Join in with repetitive refrains.</p> <p>Develop play around favourite stories using props.</p> <p>Modelling expression through use of high-quality texts.</p> <p>Follow objects to work on eye tracking.</p>	<p>Join in with predictable phrases.</p> <p>Read CEW &amp; HFW by sight with increased fluency over time consistent with taught progression.</p> <p>Take more note of full stops in order to support the use of fluency.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p><b>ELG:</b> Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>Read aloud decodable texts word by word, with emphasis on one-to-one matching.</p> <p>Recognise and join in with predictable phrases.</p> <p>Take more note of full stops and questions marks in order to support the use of fluency.</p> <p>Read with some intonation and expression in relation to the use of co-ordinating conjunctions.</p> <p>Re-read to enhance phrasing and clarify precise meaning</p> <p>To reread texts to build up fluency and confidence in word reading.</p> <p>Show fluency and confidence whilst re-reading familiar texts</p>	<p>Read aloud decodable texts grouping a few words together with confidence.</p> <p>Take more note of full stops, questions marks, exclamation marks and bold and enlarged text in order to support the use of fluency.</p> <p>Read with some intonation and expression with more of a focus co-ordinating and subordinating conjunctions.</p> <p>Re-read to enhance phrasing and clarify precise meaning</p> <p>Show fluency and confidence whilst re-reading familiar texts</p>
<p><b>Comprehension</b></p>	<p>Children will:</p> <p>Recall familiar stories.</p> <p>Talk about setting and characters and familiar stories.</p>	<p>Read words consistent with their phonic knowledge by sound-blending</p> <p>Read aloud simple sentences and books that are consistent with their</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>Listening to and discussing a wide range of poems, stories and non-</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>Listening to, discussing and expression views about a wide range</p>

\* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.

# Reading Pathway



	<p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Have favourite books and seek them out.</p>	<p>phonic knowledge, including some common exception words</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p>	<p>fiction at a level beyond that as which they can read independently.</p> <p>Being encouraged to link what they read or hear to their own experiences</p> <p>Becoming very familiar with key stories, fairy stories, and traditional tales, retelling them and considering their particular characteristics.</p> <p>Learning to appreciate rhymes and poems, and to recite some by heart.</p> <p>Discussing word meaning, linking new meanings to those already known.</p> <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Checking that the text makes sense to them as they read, and correcting inaccurate reading</p> <p>Discussing the significance of the titles and events</p> <p>Making inferences on the basis of what is being said and done</p>	<p>of contemporary and classic poetry, stories and non-fiction at a level beyond that as which they can read independently.</p> <p>Discussing the sequence of events in books and how items of information re related.</p> <p>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</p> <p>Being introduced to non-fiction books that are structured in different ways.</p> <p>Recognising simple recurring literary language in stories and poetry.</p> <p>Discussing and clarifying the meanings of words, linking new meaning to known vocabulary.</p> <p>Discussing their favourite words and phrases.</p> <p>Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p> <p>Understand both the books that they can already read accurately and</p>
--	--	--	--	--

\* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.

# Reading Pathway



			<p>Predicting what might happen on the basis of what has been read so far</p> <p>Participate in discussions about what is read to them, taking turns and listening to what others say</p> <p>Explain clearly their understand of what is read to them</p>	<p>fluently and those that they listen to by:</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Checking that the text makes sense to them as they read, and correcting inaccurate reading.</p> <p>Making inferences on the basis of what is being said and done.</p> <p>Answering and asking questions.</p> <p>Predicting what might happen on the basis of what has been read so far.</p> <p>Participate in discussion about books, poems and other words that are read to them and those that they can read for themselves, taking turns and listening to what others say.</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>
<b>Non-Fiction</b>	<p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with</p>	<p>Children will:</p> <p>Offer explanations for why things might happen, making use of recently introduced</p>	<p>To recognise that non- fiction books are often structured in different ways.</p>	<p>To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.</p>

*\* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.*

# Reading Pathway



	<p>new knowledge and vocabulary.</p>	<p>vocabulary from non-fiction books when appropriate.</p> <p>Use and understand recently introduced vocabulary during discussions about non-fiction, during role play.</p>	<p>Begin to retrieve and record information from non-fiction texts.</p>	
<p><b>Poetry &amp; Performance</b></p>	<p>Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p>Remember and sing entire songs.</p> <p>Create their own songs, or improvise a song around one they know.</p>	<p>Engage in story times.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Learn a number of rhymes, poems and songs.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in their pretend play.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>	<p>To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.</p>	<p>To prepare and perform poems that show some awareness of the audience when reading aloud.</p> <p>To begin to use appropriate intonation and volume when reading aloud.</p>

\* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.

# Reading Pathway



		<p>Invent, adapt and recount narratives and stories with their peers and their teacher.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</p>		
<b>Vocabulary</b>	Engage in extended conversations about stories, learning new vocabulary.	Discuss word meanings, with support linking new meanings to those already known	Discuss and clarify the meanings of words; link new meanings to known vocabulary	<p>Discuss and clarify the meanings of words; link new meanings to known vocabulary</p> <p>Find the meaning of new words using substitution within a sentence.</p>
<b>Inference</b>	Use & understand 'why' questions, like: "Why do you think the caterpillar got so fat?"	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	<p>Use pictures or words to make inferences</p> <p>Make basic inferences about characters' feelings by using what they say as evidence.</p> <p>Infer basic points with direct reference to the pictures and words in the text.</p> <p>Discuss the significance of the title and events</p>	<p>Make inferences about characters' feelings using what they say and do focusing on important moments in a text.. For example; explain how the way a character speaks reflects their personality</p> <p>Infer basic points and begin, with support to pick up on more subtle references.</p>
<b>Prediction</b>	Begin to predict possible endings to stories	Anticipate (where appropriate) key events in stories.	Predict events and endings	Make predictions using their own knowledge as well as what

\* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.

# Reading Pathway



		To make simple predictions based on the story and on their own life experience.	<p>Make predictions based on the story and on their own life experience.</p> <p>Comment on the significance of the title of a book and how this relates to the text</p>	<p>has happened so far to make logical predictions</p> <p>Look through a variety of books with growing independence to predict content and story development, drawing on experience of reading similar books</p> <p>Use an understanding of a variety of non-fiction texts to predict content and layout</p>
<b>Explain</b>			<p>Begin to recognise some differences between fiction and non-fiction texts</p> <p>Recognise that print may be located in captions, fact boxes and diagrams in non-fiction texts</p> <p>Use the contents page in a non-fiction text to select which sections of a text to read</p> <p>Identify and describe the main characters and actions/setting /events</p> <p>Explain characters reactions to events.</p>	<p>Begin to understand the purpose of different non-fiction texts (e.g. to tell you about...or to show you how...)</p> <p>Begin to identify the way texts are organised in a wider variety of genre (e.g. headings, chapters, or different non-fiction text formats)</p> <p>Identify and discuss the format and text layout of fiction and poetry</p> <p>Explain how characters are perceived by other characters (e.g. like disliked)</p>

\* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.



# Reading Pathway



				Begin to give opinions of the character
<b>Retrieve</b>			<p>Answer a question about what has just happened in a story.</p> <p>Develop knowledge of retrieval through images.</p> <p>Recognise characters, events, titles and information.</p> <p>Recognise differences between fiction and non-fiction texts.</p> <p>Retrieve information by finding a few key words.</p> <p>Answer questions about the main points of a simple text,</p> <p>Answer simple literal retrieval questions about a text e.g. about character and plot</p> <p>Check information in text against the illustrations, particularly in non-fiction and comment on the content</p>	<p>Independently read and answer simple questions about what they have just read.</p> <p>Recall the main events or facts of a text with growing independence</p> <p>Make simple comments on obvious features by referring back to the text, (e.g. main character, beginning, middle and end)</p> <p>Locate pages/sections of interest (e.g. favourite characters, events or pictures).</p> <p>Locate key vocabulary and specific information in fiction text to find answers to simple questions</p> <p>Locate and interpret information in non-fiction, making full use of non-fiction layout</p> <p>Use contents page and glossary in non-fiction books to locate information in response to simple questions</p>

\* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.

# Reading Pathway



<p><b>Summarise</b></p>			<p>Retell familiar stories orally e.g fairy stories and traditional tales</p> <p>Sequence the events of a story they are familiar with</p>	<p>Identify the sequence of events eg. Which event happened first? What happened after he fell over?</p> <p>Become increasingly familiar with and able to retell a wider range of stories using a variety of story language.</p> <p>Begin to identify how events/ items of information are linked</p>

*\* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.*

# Reading Pathway



## Whole School Progression in Vocabulary - Reading

Nursery	Reception	Year 1	Year 2
Rhythm/Rhyme Alliteration Voice sounds Decoding Oral Blending segmenting Speaking Song Letters Listening Sounds Book Page	Blend Segment Tricky words Sentences Fiction Non-fiction Book Page Page number Poetry/poem Rhyme/Rhythm Perform Story Fairy tale Fluency Digraph Trigraph Phoneme Predict Full stop Beginning Middle End	Blend Segment Decode Grapheme Phoneme Digraph Trigraph Split digraph Fluent Fluency Explain Predict/prediction Sequence Inference Retell Fiction Non-fiction Expression/ Intonation Page number Poetry Sense Contents Page Suffix	Fluent / fluency Chapter Contents page Glossary Index Fiction Non-Fiction Poetry Intonation Explain Inference Retell Retrieval Sequence Summarise Prediction Prefix Suffix Sense Vocabulary Discuss Record Locate Main Character Structure

\* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.

# Reading Pathway



		Vocabulary Discuss	Opinion
--	--	-----------------------	---------

*\* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.*