



# William Martin Schools and Nursery & St James' Church of England Primary School



## Reading Progression

KPIs from EYFS ELGs that will need to be covered in addition to the Year 1 curriculum:

Demonstrate understanding when talking with others about what they have read	Read and understand simple sentences	Can read some irregular common words	Use phonic knowledge to decode regular words and read them aloud accurately
--	--------------------------------------	--------------------------------------	---

KPIs are written in **red**.

Assessment period	Year 1	
	Decoding and Fluency	Comprehension
<b>Autumn</b>	<p>Read single syllable words accurately using most sounds/blends in phases 2-4</p> <p>Read some common exception words from yr 1.</p> <p>Read accurately books using phonetic knowledge to decode</p>	<p>Talk about a book read to you, in the context of a conversation with an adult, using vocabulary provided as necessary</p> <p>Sequence events in a familiar story.</p> <p>Join in with predictable phrases.</p>
<b>Spring</b>	<p>Read accurately some words of 2 or more syllables containing <b>phase 2-4</b> phonemes (lunchbox, sandwich, sandpit, liquid, metal, window)</p> <p>Read many common exception words from yr 1.</p> <p>Re-read independent reading books with increasing fluency and confidence.</p>	<p>Talk about a book you have read yourself, in the context of a conversation with an adult, using vocabulary provided as necessary</p> <p>Sequence events in a familiar story.</p> <p>Predict what might happen on the basis of what has happened so far.</p>



# William Martin Schools and Nursery & St James' Church of England Primary School



<p><b>Summer</b></p>	<p>Read accurately using most sounds in phases 2-5 (i.e. phonics screening test).</p> <p>Read some words containing suffixes: ing, ed, er, est, s, es ( eg jumping, wanted, higher, highest, boxes, cats)</p> <p>Read many words containing contractions (I'll, we'll, can't)</p> <p>Read most common exception words from yr 1.</p> <p>Re-read independent reading books with increasing fluency and confidence.</p>	<p>Identify (by hesitating etc) when a word they read aloud did not make sense in context and attempt to correct inaccurate reading.</p> <p>Suggest links between the title of a story and the events.</p> <p>Predict what might happen on the basis of what has happened so far.</p> <p>Begin to make inferences based on what is said and done.</p>
<p><b>Guidance for Assessing Greater Depth:</b></p>	<p>Pupils may be awarded greater depth if they confidently meet all of the criteria for decoding and fluency, and are reading texts at a higher level than would be age-related.</p> <p>They must also meet all of the Year 1 criteria for comprehension with increasing confidence and have demonstrated the ability to do this independently, in a short test for example.</p>	
<p><b>Sources of evidence</b></p>	<p><u>Decoding and Fluency</u></p> <p>Are they reading appropriate band as reading books?</p> <p>Individual reading test of focus words</p> <p>Strategies used in guided reading</p> <p>Hear children read individually</p> <p>Set children task of reading a passage to themselves and then ask them to re-read it to you</p> <p><u>Comprehension</u></p> <p>Teach, model, practise then set pupils similar task ('test') based on same objective, different text.</p> <p>Use existing test material</p> <p>Guided/focused reading teaching sessions</p> <p>Discussions about class novel</p> <p>Individual conversations with pupils regarding their choices of reading book</p> <p>Pupils' contributions to English lessons</p>	