

Reading Progression – Year 1

| Aspect of Reading | National Curriculum | Autumn Term | Spring Term | Summer Term | Greater Depth? |
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| Decoding | Apply phonics knowledge and skills as the route to decode words | With support, can apply phonic knowledge to decode some simple words. | Can apply phonic knowledge to decode some longer words. | Can apply phonic knowledge to decode most words - including words with alternative sounds <i>e.g. model, blouse etc...</i> | Can decode words by applying phonic knowledge confidently when encountering new words. |
| | Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes | Can respond with the correct sounds to some of the graphemes at RWI set 2 and 3. | Can mostly respond with the correct sound to graphemes at Set 3 RWI <i>e.g. /ee/, /or/, /ar/</i> | Can speedily respond with the correct sound to graphemes at Set 3 including alternative sounds <i>e.g. s/ss/se /c/ce etc...</i> | Can speedily respond with the correct sound to graphemes at Set 3 RWI and the Y1 NC equivalent for all of the 40+ letters/groups for 40+ phonemes in a range of contexts. |
| | Read accurately by blending sounds in unfamiliar words containing GPCs² that have been taught | Can read accurately, with adult support, by blending taught sounds at Set 2 and 3. | Can read mostly accurately by blending taught GPCs at Set 3 <i>e.g. coach, morning, cried</i> | Can read accurately by blending taught GPCs at Set 3 and as part of the NC <i>e.g. coach, morning, cried</i> | Can accurately blend taught sounds at Set 3 RWI and the Y1 NC and beyond. |
| | Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word | Can read most common exception words from Set 2 and 3 as well as the Year 1 NC. | Can read some common exception words in set 3 and beyond <i>e.g. their, people, asked.</i> | Can read most common exception words at Set 3 and as part of the NC <i>e.g. their, people, asked.</i> | Can automatically read all common exception words at Set 3 RWI and the Y1 NC and beyond. |

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| Decoding | Read words containing taught GPCs and -s, -es, -ing, -ed, er and -est endings | Can read some common suffixes listed in Appendix 1 of the National Curriculum: <i>e.g. -s, -ing, -ed</i> | Can read an increasing number of common suffixes listed in Appendix 1 of the National Curriculum: <i>e.g. -s, -es, -ing, -ed, -er,</i> | Can read most common suffixes listed in Appendix 1 of the National Curriculum: <i>e.g. -s, -es, -ing, -ed, -er, -est.</i> | Can automatically read all common suffixes listed in Appendix 1 of the National Curriculum in a range of contexts. |
| | Read other words of more than one syllable that contain taught GPCs | Can read most multisyllabic words containing taught sounds at set 2 and 3 <i>e.g. Manchester</i> | Can read some multisyllabic words containing taught sounds in set 3 and beyond of RWI. | Can read most multisyllabic words containing taught sounds in set 3 and beyond of RWI. | Can confidently and consistently read all multisyllabic words containing taught sounds at Set 3 RWI and the Y1 NC. |
| | Read words with contractions: e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s) | With support, begins to read common words with contractions and shows some awareness of the use of apostrophe to represent omitted letters. | With some support, reads some contractions and understands the use of apostrophe to represent omitted letters: <i>e.g. I'm, can't, hadn't</i> | Independently, reads all contractions and understands the use of apostrophe to represent omitted letters: <i>e.g. I'm, I'll, we'll, can't, hadn't.</i> | Automatically reads contractions and words with apostrophes to represent omitted letters. |
| | Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words AND Re-read these books to build up their fluency and confidence in word reading. | Can read aloud phonically decodable texts at Set 2 and 3 (RWI pink, orange, yellow, blue and grey books) | Can read aloud phonically decodable texts at age-appropriate level developing their fluency and confidence in word reading Book band level blue/green. RWI pink, orange, yellow, blue and grey books) | Can read aloud phonically decodable texts at age-appropriate level fluently and with confidence book band level orange/turquoise. | Can read aloud with fluency phonically decodable texts at age-appropriate level turquoise/purple |
| | Understand both the books they can already read accurately and fluently and those they listen to by: | With support, check that the text makes sense to them as they read and correct inaccurate reading. | Can sometimes check that the text makes sense to them as they read and goes back to self-correct inaccurate reading. | Can usually check that the text makes sense to them as they read and goes back to self-correct inaccurate reading. | Can nearly always check that the text makes sense to them as they read and immediately self-corrects inaccurate reading. |

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| Understanding and Comprehension | checking that the text makes sense to them as they read and correcting inaccurate reading. | | | | |
| | Understand both the books they can already read accurately and fluently and those they listen to by: discussing the significance of the title and events | Needs prompting to make links between the title and events in a book. | Can demonstrate some awareness of the link between events and the text title. | Can discuss the link between events and the text title: e.g. when discussing the title and events around the book 'We are Going on a Bear Hunt', pupil might comment: 'It is a good title because the children looked and looked everywhere for bears.' | Can discuss the link between events and the text title including some specific examples from the text to support their viewpoint. |
| Understanding and Comprehension | Explain clearly their understanding of what is read to them | With support, can express views about events or characters in the story and answer questions about why things happen. | Can express some views about events or characters in the story and explain clearly their understanding of what is read to them. | Can express views about events or characters in the story and explain clearly their understanding of what is read to them. | Can express views about events or characters in the story and explain confidently and clearly their understanding of what is read to them. They can expand their initial ideas in response to questions and/or what has been said. |
| Deduction, inference and interpretation. | Understand both the books they can already read accurately and fluently and those they listen to by: predicting what might happen on the basis of what has been read so far | With support, can make suggestions about what will happen next in the story based on what has happened so far, sometimes linked to their own experiences. | Can sometimes predict what might happen with responses linked closely to the story characters, plot and language read so far. | Can usually predict what might happen with responses linked closely to the story characters, plot and language read so far. | Can readily predict what might happen. All responses are linked closely to the story characters, plot and language read so far. |

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| | Understand both the books they can already read accurately and fluently and those they listen to by: making inferences on the basis of what is being said and done | With support, show some inference at a basic level. | With support, show some inference at a basic level. | Can demonstrate simple inference. | Can demonstrate simple, plausible inference about events and information, sometimes using evidence from text, such as how a character is feeling, what makes a plant grow. |
| | Understand both the books they can already read accurately and fluently and those they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher | With support, can answer 'how' and 'why' questions about what they have read. | Can sometimes ask and answer 'how' and 'why' questions about what they have read and know where to look for information. | Can usually ask and answer 'how' and 'why' questions about what they have read and know where to look for information. | Can confidently answer 'how' and 'why' questions about what they have read and find basic information. |
| Use of language | Develop pleasure in reading, motivation to read, vocabulary and understanding by: discussing word meanings, linking new meanings to those already known | With support, can draw on existing vocabulary to speculate on the meaning of new words they encounter in reading. | Can sometimes draw on their existing vocabulary to speculate on the meaning of new words they encounter and explain the link they have noticed: e.g. Pupil knows the meaning of tooth and brush and reads compound word toothbrush, deducing its meaning. | Can usually draw on their existing vocabulary to speculate on the meaning of new words they encounter and explain the link they have noticed: e.g. Pupil knows the meaning of tooth and brush and reads compound word toothbrush, deducing its meaning. | Can nearly always draw on their existing vocabulary to speculate on the meaning of new words they encounter and explain clearly the link they have noticed. |
| Authorial Intent, purposes and effect of the | N/A | N/A | N/A | N/A | N/A |

| text on the reader | | | | | |
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| Performance and Poetry | Develop pleasure in reading, motivation to read, vocabulary and understanding by: learning to appreciate rhymes and poems, and to recite some by heart | Demonstrates some enthusiasm for listening and responding to rhymes and poems. Sometimes joins in with reciting but requires support. | Demonstrates some enthusiasm for listening and responding to rhymes and poems. Sometimes joins in with reciting some by heart. | Demonstrates enthusiasm for listening and responding to rhymes and poems: e.g. they comments on rhymes, word choice, humour, favourite poems. Usually joins in with reciting some by heart. | Demonstrates much enthusiasm for listening and responding to rhymes and poems. Almost always join in with reciting some by heart. |
| Wider range of reading (including familiarity with texts) | Participate in discussion about what is read to them, taking turns and listening to what others say | With prompting, can sometimes contribute ideas to discussion. Requires support to remember significant events/ key information. They require support to follow rules for effective discussion. | Can contribute ideas and thoughts to discussion, remembers significant events/key information and usually follows the agreed rules for effective discussion with a partner or in threes without support: e.g. some simple comments about preferences, sometimes with reasons. | Can contribute ideas and thoughts to discussion, remembers significant events/key information and usually follows the agreed rules for effective discussion with a partner or in threes without support: e.g. some simple comments about preferences, sometimes with reasons. | Can listen for a sustained period of time to poems, stories and nonfiction. They confidently contributes a number of ideas to discussion, remembering all the significant events and most of the key information. They always follow the agreed class rules for effective discussion. |
| | Develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently | Can sometimes listen attentively to a wide range of short poems, stories and nonfiction. With prompting, sometimes contributes relevant ideas to discussion. | Can listen attentively to a wide range of short poems, stories and nonfiction. Sometimes contributes relevant ideas to discussion. | Can listen attentively to a wide range of poems, stories and non-fiction. Contributes relevant ideas and thoughts to discussion. | Can listen for a sustained period of time to longer poems, stories and non-fiction. Confidently contributes a number of relevant ideas to discussion. |

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| Wider range of reading (including familiarity with texts) | Develop pleasure in reading, motivation to read, vocabulary and understanding by: recognising and joining in with predictable phrases | With support, can identify the predictable phrases in a text and sometimes join in with saying them aloud with the class. | Can identify the predictable phrases in a text and sometimes enjoys saying them aloud with the class: e.g. identifies and says 'Then I'll huff, and I'll puff and I'll blow your house down'. | Can identify the predictable phrases in a text and usually enjoys saying them aloud with the class: e.g. identifies and says 'Then I'll huff, and I'll puff and I'll blow your house down'. | Quickly identifies the predictable phrases in a text and almost always joins in with saying them aloud with the class. |
| | Develop pleasure in reading, motivation to read, vocabulary and understanding by: becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics | With support, can recall some basic features of age-appropriate key stories, fairy stories and traditional tales. | Can recall a few basic features of age-appropriate key stories, fairy stories and traditional tales, retelling them in order and identifying some characteristics: e.g. what typically happens to good and bad characters, differences between story settings. | Can recall most features of age-appropriate key stories, fairy stories and traditional tales, retelling them in order and identifying some characteristics: e.g. what typically happens to good and bad characters, differences between story settings. | Can consistently recall features of age-appropriate key stories, fairy stories and traditional tales, retelling in order with detail and story language and identifying most characteristics. |
| | Develop pleasure in reading, motivation to read, vocabulary and understanding by: being encouraged to link what they read or hear read to their own experiences | With support, begin to identify basic similarities and differences between their own experience and that of story characters. | Can identify basic similarities and differences between their own experience and that of story characters and demonstrates understanding through talk or role play. | Can identify similarities and differences between their own experience and that of story characters and demonstrates understanding through talk or role play. | Can begin to identify detailed similarities and differences between their own experience and that of story characters. |