



# St William of York Catholic Primary School



## Progress in Skills and Knowledge: Reading.

Skills/Knowledge	Year 1	Year 2
<b>Word reading.</b>	<p>Read aloud accurately books that are consistent with their developing phonic knowledge.</p> <p>Apply phonic knowledge and skills as the route to decode words.</p> <p>Respond speedily with the correct sound to grapheme for the 44 phonemes.</p> <p>Recognise and use the different ways of pronouncing the same grapheme; e.g. ow in snow and cow.</p> <p>Read accurately by blending sounds in unfamiliar words.</p> <p>Read common exception words, noting tricky parts (see below).</p> <p>Read words containing –s, -es, -ing, -ed, -er, -est endings.</p> <p>Split two and three syllable words into the separate syllables to support blending for reading.</p> <p>Read words with contractions e.g. I'm, I'll, we'll and understand that the apostrophe represents the omitted letter.</p> <p>Develop fluency, accuracy and confidence by re-reading books.</p> <p>Read more challenging texts using phonics and common exception word recognition.</p>	<p>As Y1 and:</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Re-read books to build up fluency and confidence in word reading.</p> <p>Read frequently encountered words quickly and accurately without overt sounding and blending.</p> <p>Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes.</p> <p>Read accurately words of two or more syllables that contain alternative sounds for grapheme e.g. shoulder, roundabout, grouping.</p> <p>Read longer and less familiar texts independently.</p> <p>Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent.</p> <p>Work out unfamiliar words by focusing on all letters in the word, e.g. not reading place for palace.</p> <p>Read words containing common suffixes e.g. –ness, -ment, -ful, -less -ly, -ing, -ed, -er, -est, -y.</p> <p>Read further common exception words, noting tricky parts (see below).</p>
<b>Comprehension</b>	<p>Developing pleasure in reading and motivation to read.</p> <p>Listen to and discuss a range of texts at a level beyond that at which they can read independently, including stories, non-fiction and poems.</p> <p>Relate texts to own experiences.</p> <p>Recognise and join in with language patterns and repetition.</p>	<p>As Y1 and:</p> <p>Developing pleasure in reading and motivation to read.</p> <p>Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories, non-fiction, and contemporary and classic poetry.</p> <p>Orally retell a wider range of stories, fairy tales and traditional tales.</p>

	<p>Use patterns and repetition to support oral retelling, e.g. fairy stories, traditional tales and stories by well-known authors. Orally retell familiar stories in a range of contexts e.g. small world, role play, storytelling.</p> <p>Enjoy and recite rhymes and poems by heart.</p> <p>Make personal reading choices and explain reasons for choices.</p> <p>Understanding books which they can read themselves and those which are read to them.</p> <p>Introduce and discuss key vocabulary, linking meanings of new words to those already known.</p> <p>Activate prior knowledge e.g. what do you know about minibeasts?</p> <p>Check that texts make sense while reading and self-correct.</p> <p>Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text.</p> <p>Give opinions and support with reasons e.g. I like the Little Red Hen because she...</p> <p>Explain clearly their understanding of what is read to them.</p> <p>Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how.</p> <p>Identify and discuss the main events in stories.</p> <p>Identify and discuss the main characters in stories.</p> <p>Recall specific information in fiction and non-fiction texts.</p> <p>Locate parts of text that give particular information, e.g. titles, contents page and labelled diagram.</p> <p>Discuss the title and how it relates to the events in the whole story e.g. Peace at Last by Jill Murphy.</p> <p>Make basic inferences about what is being said and done.</p> <p>Make predictions based on what has been read so far.</p> <p><u>Participating in discussion.</u></p> <p>Listen to what others say and take turns.</p>	<p>Sequence and discuss the main events in stories and recounts.</p> <p>Read a range of non-fiction texts which are structured in different ways, including information, explanations, instructions, recounts, reports.</p> <p>Recognise the use of repetitive language within a text or poem (e.g. run, run as fast as you can) and across texts (e.g. long, long ago in a land far away...).</p> <p>Learn and recite a range of poems using appropriate intonation.</p> <p>Make personal reading choices and explain reasons for choices.</p> <p>Understanding books which they can read themselves and those which are read to them.</p> <p>Identify, discuss and collect favourite words and phrases.</p> <p>Introduce and discuss words within the context of a text, linking new meanings to known vocabulary.</p> <p>Use morphology to work out the meaning of unfamiliar words e.g. terror, terrorised.</p> <p>Uses tone and intonation when reading aloud.</p> <p>Activate prior knowledge and raise questions e.g. What do we know? What do we want to know? What have we learned?</p> <p>Check that texts make sense while reading and self-correct.</p> <p>Demonstrate understanding of fiction and non-fiction texts by asking and answering who, what, where, when, why, how questions.</p> <p>Explain and discuss their understanding, giving opinions and supporting them with reasons.</p> <p>Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text.</p> <p>Make inferences about characters and events using evidence from the text e.g. what is the character thinking, saying and feeling?</p> <p>Make predictions based on what has been read so far.</p> <p>Identify how specific information is organised within a non-fiction text e.g. sub-headings, contents, bullet points, glossary, diagrams.</p> <p>Locate information from non-fiction texts using the contents page, index, labelled diagrams and charts.</p> <p><u>Participating in discussion.</u></p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Make contributions in whole class and group discussion.</p>
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Consider other points of view.  
Listen and respond to contributions from others.

### Year One Common Exception Words.

the	a	do	to	today	of
said	says	are	were	was	is
his	I	you	your	they	be
he	me	she	we	no	go
so	by	my	here	there	where
love	come	some	one	once	ask
friend	school	put	push	pull	full
house	our	and			

Year Two Common Exception Words.

door	floor	poor	because	find	kind
mind	behind	child	children	wild	climb
most	only	both	old	cold	gold
hold	told	every	everybody	even	great
break	steak	pretty	beautiful	after	fast
last	past	father	class	grass	oass
plant	path	bath	hour	move	prove
improve	sure	sugar	eye	could	should
would	who	whole	any	many	clothes
busy	people	water	again	half	money
Mr	Mrs	parents	Christmas		