



## Progression of skills in Reading

	<b>Nursery</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Phonics</b>	<p><i>Develop their phonological awareness, so that they can:</i></p> <ul style="list-style-type: none"> <li>- spot and suggest rhyme</li> <li>- count or clap syllables in words</li> </ul> <p><i>recognise words with the same initial sound, such as money and mother</i></p>	<p><i>See RWI phonics progression.</i></p>		
<b>Fluency</b>	<p><i>Understand the five key concepts about print:</i></p> <ul style="list-style-type: none"> <li>- print has meaning the names of different parts of a book print can have different purposes               <ul style="list-style-type: none"> <li>- page sequencing</li> </ul> </li> <li>- we read English text from left to right and from top to bottom</li> </ul>	<p><i>Read aloud and understand simple sentences</i></p>	<p><i>Accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</i></p> <p><i>Reread texts to build up fluency and confidence in word reading.</i></p>	<p><i>Read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</i></p> <p><i>Reread these books to build up fluency and confidence in word reading.</i></p> <p><i>Read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</i></p>
<b>Comprehension</b>	<p><i>Suggest how a story might end.</i></p> <p><i>Begin to understand 'why' and 'how' questions.</i></p>	<p><i>Answer 'how' and 'why' questions about their experiences and in response to stories or events.</i></p>	<p><i>Begin to make simple inferences.</i></p> <p><i>Predict what might happen on the basis of what has been read so far.</i></p>	<p><i>Make inferences on the basis of what is being said and done.</i></p> <p><i>Predict what might happen on the basis of what has been read so far in a text.</i></p>