



# Ryhope Infant School Academy

## Reading progression of skills and links to the curriculums

Updated September 2021

## Birth to 5 Matters

### Reading In the EYFS

Range 1	<ul style="list-style-type: none"> <li>• Notices and engages with sounds and images in the environment</li> <li>• As part of sensory exploration, may touch and handle books and digital reading devices</li> <li>• Enjoys looking at books and other suitable printed or digital material with familiar people, and being read to</li> </ul>
Range 2	<ul style="list-style-type: none"> <li>• Handles books, printed and digital reading material with interest</li> <li>• Responds to sounds in the environment such as cars, sirens and birds</li> <li>• Is interested in and explores the sounds made by banging and tapping familiar objects and simple instruments</li> <li>• Waves and taps arms, bounces or stamps to simple rhythms in songs and rhymes</li> <li>• Notices pictures and symbols and beginning to recognise what they stand for in their familiar experiences</li> </ul>
Range 3	<ul style="list-style-type: none"> <li>• Is interested in and anticipates books and rhymes and may have favourites</li> <li>• Begins to join in with actions and sounds in familiar song and book sharing experience</li> </ul>
Range 4	<ul style="list-style-type: none"> <li>• Has some favourite stories, rhymes, songs, poems or jingles</li> <li>• Repeats and uses actions, words or phrases from familiar stories</li> <li>• Fills in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a</li> <li>• Begins to recognise familiar logos from children’s popular culture, commercial print or icons for apps</li> <li>• Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes</li> </ul>
Range 5	<ul style="list-style-type: none"> <li>• Listens to and joins in with stories and poems, when reading one-to-one and in small groups</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</li> <li>• Begins to be aware of the way stories are structured, and to tell own stories</li> <li>• Talks about events and principal characters in stories and suggests how the story might end</li> <li>• Shows interest in illustrations and words in print and digital books and words in the environment</li> <li>• Recognises familiar words and signs such as own name, advertising logos and screen icons</li> <li>• Looks at and enjoys print and digital books independently</li> <li>• Knows that print carries meaning and, in English, is read from left to right and top to bottom</li> <li>• Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print)</li> <li>• Handles books and touch screen technology carefully and the correct way up with growing competence</li> <li>• Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps</li> <li>• Begins to develop phonological and phonemic awareness - Shows awareness of rhyme and alliteration - Recognises rhythm in spoken words, songs, poems and rhymes - Claps or taps the syllables in words during sound play - Hears and says the initial sound in words</li> </ul>

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Range 6	<ul style="list-style-type: none"> <li>• Enjoys an increasing range of print and digital books, both fiction and non-fiction</li> <li>• Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading</li> <li>• Describes main story settings, events and principal characters in increasing detail</li> <li>• Re-enacts and reinvents stories they have heard in their play</li> <li>• Knows that information can be retrieved from books, computers and mobile digital devices</li> <li>• Is able to recall and discuss stories or information that has been read to them, or they have read themselves</li> </ul> <p>Begins to recognise some written names of peers, siblings or “Mummy”/”Daddy” for example</p> <ul style="list-style-type: none"> <li>• Begins to develop phonological and phonemic awareness - Continues a rhyming string and identifies alliteration</li> <li>- Hears and says the initial sound in words</li> <li>- Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them</li> <li>- Starts to link sounds to letters, naming and sounding the letters of the alphabet</li> <li>- Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee</li> <li>• Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences</li> <li>• Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text</li> <li>• Includes everyday literacy artefacts in play</li> </ul>
ELG	<p><b>Word Reading ELG</b> Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by soundblending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>Comprehension ELG</b> Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>

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Y1 Programme of Study - Pupils should be taught to:

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear read to their own experiences
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known

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
- checking that the text makes sense to them as they read and correcting inaccurate reading
- discussing the significance of the title and events
- making inferences on the basis of what is being said and done
- predicting what might happen on the basis of what has been read so far

Participate in discussion about what is read to them, taking turns and listening to what others say.

Explain clearly their understanding of what is read to them.

Reading assessment evidence in Year 1 should focus on:

Frequent experience of: key stories; poems; non-fiction; fairy stories; traditional tales; role-play and multi-modal texts. In addition to this, pupils should be provided with opportunities to:

- develop a love of reading
- receive rigorous regular phonic teaching
- sound out and blend unfamiliar words quickly and accurately
- learn common exception words
- acquire strategies for reading words without overt sounding out and blending
- hear and share a wide range of high-quality books with adults and each other
- develop comprehension through listening and high-quality discussion with the teacher
- broaden oral vocabulary

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Links to EYFS	RISA Reading progression of skills and links to curriculum										
Communication and Language <ul style="list-style-type: none"> <li>• Listening, Attention and Understanding</li> <li>• Speaking</li> </ul> Reading <ul style="list-style-type: none"> <li>• Comprehension</li> <li>• Word Reading</li> </ul> EAD <ul style="list-style-type: none"> <li>• Being Imaginative and expressive</li> </ul>	Book Handling	Reading for Pleasure	Phonics and Decoding	Common exception words	Fluency	Understanding and correcting inaccuracies	Comparing, contrasting and commenting	Words in context and authorial choice	Inference and prediction	Poetry and performance	Non Fiction
Range 1	As part of sensory exploration, may touch and handle books and digital reading devices	Enjoys looking at books and other suitable printed or digital material with familiar people, and being read to				Starts to understand contextual clues, e.g. familiar gestures, words and sounds  •Notices and engages with sounds and images in the environment					
Range 2		Handles books, printed and digital reading material with interest	Waves and taps arms, bounces or stamps to simple rhythms in songs and rhymes •  Responds to sounds in the environment such as cars, sirens and birds  Is interested in and explores the sounds made by banging and tapping familiar objects and simple instruments			Notices pictures and symbols and beginning to recognise what they stand for in their familiar experiences				Pays attention to dominant stimulus – easily distracted by noises or other people talking	

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	Book Handling	Reading for Pleasure	Phonics and Decoding	Common exception words	Fluency	Understanding and correcting inaccuracies	Comparing, contrasting and commenting	Words in context and authorial choice	Inference and prediction	Poetry and performance	Non Fiction
Range 3		Is interested in and anticipates books and rhymes and may have favourites	<p>Creates sound effects and movements, e.g. creates the sound of a car, animals</p> <p>Begins to join in with actions and sounds in familiar song and book sharing experience</p> <p>Listens to and enjoys rhythmic patterns in rhymes and stories, trying to join in with actions or vocalisations</p>			<p>Selects familiar objects by name and will go and find objects when asked, or identify objects from a group</p> <p>Understands simple sentences (e.g. Throw the ball)</p> <p>Understanding of single words in context is developing, e.g. cup, milk, daddy</p>		Responds to simple questions when in a familiar context with a special person (e.g. <b>Where's Mummy?</b> , <b>Where's your nose?</b> )		<ul style="list-style-type: none"> <li>• Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations</li> </ul>	

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Range 4		<p>Listens with interest to the noises adults make when they read stories</p>	<p>Beginning to describe sounds and music imaginatively, e.g. scary music</p> <p>Creates rhythmic sounds and movements</p> <p>Fills in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a</p> <p>Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes</p> <p>Shows interest in play with sounds, songs and rhymes            • (e.g. fast/slow, good/bad)</p>		<p>Begins to recognise familiar logos from children's popular culture, commercial print or icons for apps</p>	<p>Beginning to understand more complex sentences, e.g. Put your toys away and then sit on the carpet</p> <p>Understands who, what, where in simple questions (e.g. Who's that? Who can? What's that? Where is?)</p> <p>Developing understanding of simple concepts</p>	<p>• Identifies action words by following simple instructions, e.g. Show me jumping</p>	<p>Repeats and uses actions, words or phrases from familiar stories</p>		<p>Has some favourite stories, rhymes, songs, poems or jingles</p>	

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Range 5	<p>Handles books and touch screen technology carefully and the correct way up with growing competence</p> <p>•Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps</p>	<p>Shows interest in illustrations and words in print and digital books and words in the environment</p> <p>Listens to and joins in with stories and poems, when reading one-to-one and in small groups</p> <p>Listens to familiar stories with increasing attention and recall</p> <p>Looks at and enjoys print and digital books independently</p> <p>• Creates sounds, movements, drawings to accompany stories</p>	<p>Begins to develop phonological and phonemic awareness - Shows awareness of rhyme and alliteration - Recognises rhythm in spoken words, songs, poems and rhymes - Claps or taps the syllables in words during sound play - Hears and says the initial sound in words</p> <p>.</p>		<p>Knows that print carries meaning and, in English, is read from left to right and top to bottom</p> <p>Recognises familiar words and signs such as own name, advertising logos and screen icons</p>	<p>• Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print)</p> <p>Beginning to understand why and how questions</p>		<p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</p> <p>Begins to be aware of the way stories are structured, and to tell own stories • Talks about events and principal characters in stories and suggests how the story might end</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</p>			



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Range 6	Knows that information can be retrieved from books, computers and mobile digital devices	Engages with books and other reading materials at an increasingly deeper level,	<ul style="list-style-type: none"> <li>• Begins to develop phonological and phonemic awareness</li> <li>Continues a rhyming string and identifies alliteration –</li> <li>Hears and says the initial sound in words –</li> <li>Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them –</li> <li>Starts to link sounds to letters, naming and sounding the letters of the alphabet –</li> <li>Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee</li> <li>Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words</li> </ul>	Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences	Begins to recognise some written names of peers, siblings or “Mummy”/”Daddy” for example	<ul style="list-style-type: none"> <li>Listens and responds to ideas expressed by others in conversation or discussion • Understands questions such as who; why; when; where and how</li> <li>Is able to recall and discuss stories or information that has been read to them, or they have read themselves</li> <li>Re-enacts and reinvents stories they have heard in their play</li> <li>Understands a range of complex sentence structures including negatives, plurals and tense markers</li> <li>• Beginning to understand humour, e.g. nonsense rhymes, jokes • Able to follow a story without pictures or props</li> </ul>	Describes main story settings, events and principal characters in increasing detail	Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading	Draws on their knowledge of language structure, subject knowledge and illustrations to interpret the text		Enjoys an increasing range of print and digital books, both fiction and non-fiction

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	Book handling	Reading for pleasure	Phonics and Decoding	Common exception words	Fluency	Understanding and correcting inaccuracies	Comparing, contrasting and commenting	Words in context and authorial choice	Inference and prediction	Poetry and performance	Non Fiction
Early Learning Goals			<p>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>	<p>Invent, adapt and recount narratives and stories with peers and their teacher</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</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>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</p>	<p>Anticipate – where appropriate – key events in stories</p>	<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from rhymes and poems</p> <p>Perform songs, rhymes, poems and stories with others</p>	<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from non-fiction texts,</p>

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<p style="text-align: center;">Nursery Opportunities for reading</p>	<p>Daily reading for pleasure          Reading focus workshop with parents and Carers - regular focus on promoting reading at home.          Sharing books and stories with practitioners, handling books - 1-1, small groups, key group story sessions.          Visits to the school library to take home a book to share at home.          Signs and logos in the environment to encourage independent, familiar reading.          Planned group adult led activities, independent choice activities - retelling stories, puppets, small world, language groups.          Speaking and listening activities - story telling, developing imagination, extending vocabulary.          Letters and Sounds activities - Phase 1 Letters and Sounds, adult led sessions and opportunities to explore independently, focus on environmental sounds, speaking and listening, patterns and rhythm, syllables in words.          Singing for enjoyment and to develop rhythm.          Giving meaning to marks made - adults to annotate children's work and read back what it says to them.          Self registration - recognising own name and words of personal importance.          Role Play / Drama</p>
<p style="text-align: center;">Reception Opportunities for reading</p>	<p>Daily reading for pleasure          Listening to texts shared by an adult.          Quality texts chosen for Literacy sessions.          Reading focus and phonics workshop with parents and Carers - regular focus on promoting reading at home and supporting their children.          small group reading sessions with de-codable reading books twice a week.          1-1 reading sessions for those children identified as falling behind their peers.          Visits to the School library to take home a book to share at home.          Signs and logos in the environment to encourage independent, familiar reading.          Role Play / Drama activities and learning opportunities within environment.          Planned group adult led activities and independent choice activities - retelling stories, puppets, small world.          Speaking and listening activities - story telling, developing imagination, extending vocabulary.          Letters and Sounds activities - Phase 1 reinforcement, Phase 2,3,4 introduction - Little Wandle, Letters and Sounds Revised.          Self registration / Name cards - recognising own name and words of personal importance.          Rhyming skills developed          Opportunities to extend vocabulary.          Reading tricky words on sight.          Write tricky words and some common words from memory          Reading high frequency words on sight          Verbal comprehension skills.</p>

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	Phonics and Decoding	Common exception words	Fluency	Understanding and correcting inaccuracies	Comparing, contrasting and commenting	Words in context and authorial choice	Inference and prediction	Poetry and performance	Non Fiction
Year 1 links to NC	<p>To apply phonic knowledge and skills as the route to decode words. To blend sounds in unfamiliar words using the GPCs that they have been taught. To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes. To read words containing taught GPCs.</p> <p>To read words containing -s, -es, -ing, -ed and -est endings. To read words with contractions, e.g. I'm, I'll and we'll.</p>	<p>To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</p>	<p>To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. To reread texts to build up fluency and confidence in word reading.</p>	<p>To check that a text makes sense to them as they read and to self-correct.</p>	<p>To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.  To link what they have read or have read to them to their own experiences.  To retell familiar stories in increasing detail.  To join in with discussions about a text, taking turns and listening to what others say. To discuss the significance of titles and events.</p>	<p>To discuss word meaning and link new meanings to those already known.</p>	<p>To begin to make simple inferences.  To predict what might happen on the basis of what has been read so far.</p>	<p>To recite simple poems by heart.</p>	<p>listen to and discuss a wide range of non-fiction at a level beyond that at which they can read independently  Discuss word meanings, linking new meanings to those already known</p>

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Progression of reading skills in RISA Year 1</p>	<ul style="list-style-type: none"> <li>○ Use a variety of cues when reading: Knowledge of the story and its context, and awareness of how it should make sense grammatically.</li> <li>○ Understand how story language works and use some formal elements when re-telling stories e.g. "Once there was .... She lived in a little .... he replied ...."</li> <li>○ Read stories With predictable and repeated patterns and experiment with similar patterns.</li> <li>○ Explore and understand the difference between fiction and nonfiction and distinguishing features of each.</li> <li>○ Read recounts and begin to recognise generic structure, e.g. ordered sequence of events, use of words like first, next, the, last, after, when.</li> <li>○ Listen to poems being read and talk about likes and dislikes; including ideas or puzzles, words and patterns.</li> </ul>	<ul style="list-style-type: none"> <li>○ Retell stories and rhymes with predictable and repeating patterns, improvising on patterns orally by substituting words and phrases, extending patterns, inventing patterns and playing with rhyme.</li> <li>○ Retrieve basic information about a character using pictures and simple language. Re-enact stories on a variety of ways e.g. through role play, using dolls or puppets..</li> <li>○ Make simple notes on a text. e.g. underlining key words or phrases adding labels and captions to pictures.</li> <li>○ Read and note basic features of simple instructional texts e.g. recipes.</li> <li>○ Identify and appreciate rhyme and alliteration in poetry</li> <li>○ Join in with class rhymes and poems.</li> </ul>	<ul style="list-style-type: none"> <li>○ Locate and read significant parts of the text e.g. picture, captions, names of key characters, rhymes and chants, e.g. 'I'm a troll ...' "You can't catch me I'm the gingerbread man ..."</li> <li>○ Identify and record some key features of</li> <li>○ Story language from a range of stories, and practising and using them.</li> <li>○ Use some simple processes for finding out information</li> <li>○ Read a variety of recount texts noting perspective. e.g. first person.</li> <li>○ Link themes in poetry to their own experiences .</li> <li>○ Explore shape poems noting how the poem is presented in the shape of the object it is describing. and how the layout may either be with the words inside a shape or around the outline of a shape.</li> </ul>	<ul style="list-style-type: none"> <li>○ Identify and discuss a range of story themes, collect and compare.</li> <li>○ Recognise ways that emphasis has been created in a text. e.g. capitalisation, bold print.</li> <li>○ Understand the purpose of contents page and indexes and to begin to locate information by page numbers and words and by initial letter.</li> <li>○ Gather word and collections and identify simple repeating patterns describing effect.</li> <li>○ Perform in unison, following the rhythm of the poem and keeping time.</li> </ul>	<ul style="list-style-type: none"> <li>○ Describe story settings and incidents and relate them to own experience and that of others.</li> <li>○ Compare and contrast stories with a variety of settings, e.g. space, imaginary lands, animal homes.</li> <li>○ Identify descriptive language e.g. adjectives.</li> <li>○ Recognise that nonfiction books on similar themes can give different information and present similar information in different ways.</li> <li>○ Discuss merits and limitations of particular instructional texts and compare with others to give an overall evaluation.</li> <li>○ Collect class and individual favourite poems for class anthologies and participate in reading aloud.</li> <li>○ Explore riddles noting how the poem describes a noun but does not name it, how the last line usually directly addresses the reader and uses a question and the mood of the poem being light hearted.</li> </ul>	<ul style="list-style-type: none"> <li>○ Identify and discuss characters.eg. appearance, behaviour, qualities, speculate about how they might behave.</li> <li>○ Discuss how characters are described in the text; and compare characters from different stories.</li> <li>○ Become aware of characters and dialogue e.g. by role playing parts when reading aloud stories or plays.</li> <li>○ Identify simple questions and use text to find answers.</li> <li>○ Locate parts of text that give particular information including labelled diagrams and charts.</li> <li>○ Make simple comments on aspects such as word combinations, sound patterns, and forms of presentation.</li> <li>○ Recite some poems by heart in an audible voice performing to others., taking account of punctuation.</li> </ul>

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Year 2 links to NC	Phonics and Decoding	Common exception words	Fluency	Understanding and correcting inaccuracies	Comparing, contrasting and commenting	Words in context and authorial choice	Inference and prediction	Poetry and performance	Non Fiction
	<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>	<p>To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>To reread these books to build up fluency and confidence in word reading.</p> <p>To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</p>	<p>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>To check that the text makes sense to them as they read and to correct inaccurate reading.</p>	<p>To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.</p> <p>To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p> <p>To discuss the sequence of events in books and how items of information are related</p> <p>To recognise simple recurring literary language in stories and poetry.</p> <p>To ask and answer questions about a text.</p> <p>To make links between the text they are reading and other texts they have read (in texts that they can read independently).</p>	<p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>To discuss their favourite words and phrases.</p>	<p>To make inferences on the basis of what is being said and done.</p> <p>To predict what might happen on the basis of what has been read so far in a text.</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 recognise that non-fiction books are often structured in different ways.</p>

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Progression of reading skills in RISA</p> <p>Year 2</p>	<ul style="list-style-type: none"> <li>Recall a story structured into 3 parts with detail and story language</li> <li>Find information from research and take simple notes</li> <li>Identify similarities and differences between fiction and non-fiction; understand that non-fiction texts are structured in different ways</li> <li>In a book closely matched to the GPCs taught, sound out many unfamiliar words accurately.</li> <li>Read accurately words of two or more syllables that contain the same GPCs as those taught</li> <li>Answer questions on what has been read in discussion with the teacher and make simple inferences</li> <li>Identify some words and phrases they like and begin to say why.</li> <li>Use personal experience to connect with texts</li> <li>Begin to comment on language choices</li> <li>Work out meanings of new vocabulary from context</li> </ul> <p>Greater Depth (GDS)</p> <ul style="list-style-type: none"> <li>Discuss favourite words and phrases and give reasons for the choice.</li> <li>Predict what might happen with responses linked closely to the story characters, plot and language read so far.</li> <li>Explain how non-fiction books are used.</li> <li>Can independently identify key features and use these to help find information.</li> </ul> <p>In a book they can read independently explain what has happened so far, answer questions and make simple inferences.</p>	<ul style="list-style-type: none"> <li>Independently recount the main events in the stories covered over the term.</li> <li>Identify key features of instructional texts.</li> <li>Identify key features of recount texts</li> <li>Read most common exception words</li> <li>Read most words containing common suffixes</li> <li>Comment on language choices and the effect on the reader</li> <li>Discuss their favourite words and phrases and give reasons for their choice</li> <li>Predict what might happen with responses lined closely to the story characters, plot and language read.</li> <li>Work out meanings of some new vocabulary from context and knowledge</li> <li>Make plausible inferences based on a single point of reference in the text</li> </ul> <p>Greater Depth (GDS)</p> <ul style="list-style-type: none"> <li>Independently identify key features of instructional texts and different forms of recount texts and explain the purpose of the features.</li> <li>Recognise when reading does not make sense and self-correct without undue hesitation</li> <li>Demonstrate understanding of what they have read by inferring and confidently and accurately drawing on what they already know or on background information and vocabulary provided by the teacher.</li> <li>Use evidence including quotations from or references to text</li> <li>Comment on language choices, reasoning about their use.</li> </ul> <p>Show some awareness that writers have viewpoints</p>	<ul style="list-style-type: none"> <li>Independently recount the main events in the 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