

# Chillerton and Rookley and Godshill Primary – Whole School Reading Progression (ARE)

## Year 1

	Working Towards	Expected	Greater Depth
<b>Word Reading (Phonic Knowledge)</b>	<ul style="list-style-type: none"> <li>• Apply phonic knowledge to decode regular words</li> <li>• Apply phonic knowledge to attempt to read some common irregular words</li> <li>• Respond with increasing confidence and accuracy, giving the correct sound to graphemes, (letters or groups of letters) for some of the 40+ phonemes, including where applicable, alternative sounds for graphemes</li> <li>• Read and understand simple sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Blend sounds in unfamiliar words using the CGPs (grapheme - phoneme correspondence)</li> <li>• Respond speedily, giving the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes</li> <li>• Read common exception words, noting unusual correspondence between spelling and sound and where these occur</li> <li>• Read words containing: -s, -es, -ing, -er and -est endings</li> <li>• Read words with contractions e.g. I'm, I'll, we'll</li> <li>• Read aloud texts that are consistent with their developing phonic knowledge ((texts that do not require them to use any other strategies to work out the words) accurately, confidently and fluently</li> <li>• Re-read texts to build up fluency and confidence in word reading (70+ words a minute)</li> </ul>	<ul style="list-style-type: none"> <li>• Read aloud texts that are more complex and beyond their chronological age</li> <li>• Read accurately other words of more than one syllable that contain taught CGPs (grapheme -phoneme correspondence)</li> <li>• Make confident attempts at reading unfamiliar words by applying their knowledge of alternative graphemes for phonemes</li> <li>• Read words with contractions e.g. I'm, I'll, we'll and understand that the apostrophe represents the omitted letter(s)</li> <li>• Begin to read common exception words such as smiling, runner, etc,</li> <li>• Read aloud texts that are consistent with their developing phonic knowledge ((texts that do not require them to use any other strategies to work out the words) accurately, confidently and fluently</li> <li>• Re-read texts to build up fluency and confidence in word reading (80+ words a minute)</li> </ul>

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<b>Reading Comprehension</b>	<ul style="list-style-type: none"> <li>• Demonstrate a pleasure in reading and a motivation to read</li> <li>• Listen whilst others read to them and show understanding</li> <li>• Simply retell familiar stories</li> <li>• Recognise and join in with predictable phrases in a text</li> <li>• Join in with familiar rhymes and poems</li> <li>• Check that a text makes sense to them as they read and begin to self -correct – sometimes with a little prompting</li> <li>• Know that some books tell stories and others give information</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate a pleasure in reading and a motivation to read</li> <li>• Link what they have read or heard read to their own experiences</li> <li>• Listen and discuss a wide range of fiction, non -fiction and poetry at a level beyond that at which they can read independently</li> <li>• Retell familiar stories in increasing detail and sequence events</li> <li>• Recite simple poems by heart using appropriate intonation to make the meaning clear</li> <li>• Discuss word meaning and link new meanings to those already known</li> <li>• Check that a text makes sense to them as they read and self -correct, applying phonic strategies to correct inaccuracies</li> <li>• Demonstrate an understanding of poetry, stories and non -fiction that has been read or listened to, through discussion of key ideas and information</li> <li>• Use recurring literary language when joining in with</li> </ul>	<ul style="list-style-type: none"> <li>• Continually demonstrate a pleasure in reading and a motivation to read</li> <li>• Discuss their reading preferences, stories they have read or have been read to them, likes, dislikes, favourite authors and genres</li> <li>• Retell familiar stories in much detail and consider their particular characteristics</li> <li>• Check that a text makes sense to them as they read and self -correct t</li> <li>• Read signs and labels beyond the classroom</li> <li>• Draw on the pictures as well as the text to help them read</li> <li>• Clearly explain their understanding of both the texts that they can already read accurately and fluently and those they listen to</li> <li>• Deduce possible meanings to unknown words drawing on the wider sentence or context.</li> <li>• Discuss any links with the text and something they have experienced themselves</li> <li>• Make sensible predictions about what might happen next, giving reasons for their thinking</li> <li>• Predict what a book might be about based on the front cover</li> <li>• Make inferences based on what is being said and</li> </ul>

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		<p>stories and poetry • Predict what might happen on the basis of what has been read so far • Begin to make simple inferences • Discuss the significance of titles and events</p> <ul style="list-style-type: none"><li>• Recognise that non-fiction books can be structured in different ways</li><li>• Join in discussions about a text, take turns and listen to what others.</li></ul>	<p>done • Use age-appropriate non-fiction texts to find information. • Contribute confidently in discussions about a text, take turns and listen to what others say.</p>
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