

# Lowe's Wong Infant School Reading & Phonics Progression Document



Key Areas	Foundation 1	Foundation 2	Year 1	Year 2
<p><b>Decoding Text</b></p>	<p>Know how to develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> <li>• spot and suggest rhymes</li> <li>• count or clap syllables in a word</li> <li>• recognise words with the same initial sound, such as money and mother</li> </ul>	<p><b>GPC knowledge and word reading</b></p> <p>Know that graphemes represent a phoneme and the more connections the reader makes, the more independent they can be.</p> <p>Know that words are read by blending phonemes.</p> <p>Know how to say a sound for each letter in the alphabet and at least 10 digraphs.</p>	<p>Know that there are 40+ phonemes.</p> <p>Know that graphemes can represent more than one phoneme and the context helps the reader to decide the correct pronunciation.</p> <p>Know that words can be read at a glance and by noticing different parts (e.g. graphemes, syllables, suffixes)</p> <p>Know that unfamiliar words containing GPCs that have been taught can be read by blending sounds.</p> <p>Know that some exception words have unusual correspondences between spelling and sound.</p> <p>Know that a suffix is a letter or group of letters that go on the end of a word to change its meaning.</p>	<p>Know that the more a reader quickly recognises parts of a word, e.g. syllables, prefixes, the more independent and fluent they can be.</p> <p>Know that some words contain two or more syllables.</p>

			<p>Know that some words contain more than one syllable.</p> <p>Know that some words contain contractions and that an apostrophe represents the omitted letter.</p>	
		<p><b>Fluency</b>          Know that written text can be read to sound like spoken language.</p> <p>Know how to read words consistent with their phonic knowledge by sound-blending</p>	<p>Know that reading words at a glance and using punctuation to read in phrases, leads to fluent reading.</p>	<p>Know that recognising a wider range of punctuation and reading with appropriate pace, intonation and expression, supports understanding.</p>
<b>Comprehending Text</b>	<p>Know how to listen to stories and remember a few key events.</p>	<p><b>Rereading</b>          Know that listening to a text several times increases enjoyment and understanding.</p>	<p>Know that re-reading parts of text that required some slow decoding can increase fluency and understanding.</p>	<p>Know that accurate decoding does not always result in understanding, and it is sometimes important to re-read parts of text.</p>
		<p><b>Repairing</b></p>	<p>Know that correcting inaccurate reading leads to better accuracy.</p> <p>Know that reader's need to check the text makes sense to them.</p>	<p>Know that checking the text makes sense and correcting inaccurate reading develops accuracy of understanding.</p>
		<p><b>Background knowledge</b>          Know that characters in stories sometimes do and feel the same things as the reader.</p>	<p>Know that the reader's experiences help them to understand events and characters in text.</p>	<p>Know that the reader's experiences, background knowledge and vocabulary provided by the teacher can deepen understanding and help make comparisons between characters and events in a range of different texts.</p>

		<p><b>Asking questions</b>          Know that reading or listening to stories raises questions in the reader's mind.</p>	<p>Know that wondering and asking questions about a text increase understanding and enjoyment.</p>	<p>Know that wondering and asking questions can help the reader develop a deeper understanding of characters and events.</p>
		<p><b>Predicting</b>          Know that the reader can use what they already know to suggest what might happen next.</p>	<p>Know that prior knowledge as well as information in the text can help the reader make sensible predictions about what might happen.</p>	<p>Know that some of the things the reader knows about characters or events even though they are not written down can help them predict what might happen.</p>
		<p><b>Vocabulary</b>          Know that text contains words that the reader does not understand.</p>	<p>Know that some words or phrases will need clarifying and discussing if they are not understood in text that is heard or read.</p>	<p>Know that words and phrases can have more than one meaning but one will make sense in the context of the text.</p> <p>Know that certain words and phrases may stand out to readers.</p>
		<p><b>Inferring</b>          Know that readers can know things about a text even though it is not written down.</p>	<p>Know that the reader can understand why things happen, and why a character feels or behaves in a certain way even though it is not written down.</p>	<p>Know that the reader can use ideas from the text and their own experience to explain why things happen and why a character might behave or feel a certain way, even though it is not written down.</p>
		<p><b>Summarising</b>          Know that text has key points.</p>	<p>Know that remembering key points from what has been read helps the reader understand a text.</p>	<p>Know that sequencing events and making links between them can increase the reader's understanding.</p>

<b>Responding To Text</b>	Know how to engage in extended conversations about stories, learning new vocabulary.	<b>Preference - choice</b> Know that some texts are more interesting or enjoyable than others.	Know that readers can say why they do or do not like a text.	Know that readers have favourite authors and genres.
		<b>Book talk/ discussion</b> Know that readers talk about text.	Know that discussing the significance of titles and events deepens understanding.  Know that to discuss a text, the reader needs to listen to others and share their own opinions.	Know that listening to, discussing, and expressing personal views on a wide range of texts (contemporary and classic poetry, stories and non-fiction) increases understanding and enjoyment.  Know that readers can respond to the opinions of others.
		<b>Drama/interaction</b> Know that ideas and characters from text can be used in play.	Know that role play helps the reader retell the events of a text in order.	Know that drama helps the reader develop a deeper understanding of characters and events.
		<b>Retrieval</b> Know that readers can answer questions and have opinions about text.	Know that readers can show what they have understood about a text by answering questions.	Know that readers need to identify what the question is asking for and retrieve evidence from the text when answering literal and inferential questions.
		<b>Poetry and performance</b> Know how to perform rhymes and poems with others	Know that reciting simple poems by heart develops the reader's understanding of the text.  Know that the reader can change their voice to show	Know that reciting a repertoire of poems by heart develops understanding and enjoyment.  Know that using appropriate intonation helps to make

			<p>understanding of characters.</p> <p>Know that some texts have predictable phrases.</p>	<p>meaning clear.</p> <p>Know that some texts have simple, recurring literary language.</p>
<b>Analysing Text</b>	<p>Know that there are five key concepts about print:</p> <ul style="list-style-type: none"> <li>- print has meaning</li> <li>- print can have different purposes</li> <li>- we read English text from left to right and from top to bottom</li> <li>- the names of the different parts of a book</li> <li>- page sequencing.</li> </ul>	<p>Know that text contains interesting words and phrases.</p>	<p>Know that language in text differs from spoken language.</p> <p>Know that some fairy tales and traditional tales have particular characteristics.</p>	<p>Know that language in text can have an emotional impact on the reader.</p> <p>Know that there are a wide range of stories, including fairy tales and traditional tales, that have particular characteristics.</p> <p>Know that non-fiction books are often structured in different ways.</p>