

End Points which show Progression of knowledge, understanding and skills in Reading

Year Group 1

	T1	T2	T3	T4	T5	T6
Key TEXTS: Stories Poetry and rhyme Information Other texts	Burglar Bill- Alan Ahlberg/Stuck- Oliver Jeffers/Fox in Socks- Dr Seuss The Elves and the Shoemaker	Peace at Last-Jill Murphy Children of the World Nicola Edwards and Andrea Stegmaier On the Ning, Nang, Nong – Spike Milligan	The Monkey Puzzle- Julia Donaldson Mr Wolf’s Pancakes Mog the Forgetful Cat	Happy Hatchday- Rob Biddulph Harry and the Bucketful of Dinosaurs The Secret Place – Dennis Lee	The Rainbow Fish- Marcus Pfister Look Inside Seas and Oceans- Megan Cullis	The Kiss that Missed- David Melling The Lighthouse Keeper’s Lunch Zog I Am Brave – Laura Mucha
Comprehend, locate and retrieve: vocabulary characters settings events information justify using text	Consolidate from Year R and continue Continue to develop pleasure in reading, motivation to read, vocabulary and understanding. Consolidate from Year R and continue Listen to and discussing a wide range of stories at a level beyond that at which they can read independently. Introduce Begin to become familiar with key stories and traditional tales, retelling them and considering their particular characteristics.	Practise Develop pleasure in reading, motivation to read, vocabulary and understanding. Introduce Listen to and discussing a wide range of stories at a level beyond that at which they can read independently. Introduce and Practise Link what they read or hear read to their own experiences. Practise Recognise and join in with predictable phrases. Practise Learn to appreciate rhymes and poems,	Develop pleasure in reading, motivation to read, vocabulary and understanding. Develop Listen to and discussing a wide range of stories and poems at a level beyond that at which they can read independently. Practise Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. Practise Recognise and join in with predictable	Develop pleasure in reading, motivation to read, vocabulary and understanding. Develop Listen to and discussing a wide range of stories and poems at a level beyond that at which they can read independently. Develop Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. Develop Recognise and join in with predictable	Develop pleasure in reading, motivation to read, vocabulary and understanding. Practise Reading, listening to and discussing a wide range of stories, poems and non- fiction at a level beyond that at which they can read independently. Develop Become confident with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. Develop Recognise and join in with	Develop pleasure in reading, motivation to read, vocabulary and understanding. Develop Reading, listening to and discussing a wide range of stories, poems and non- fiction at a level beyond that at which they can read independently. Develop Link what they read or hear read to their own experiences. Embed Recognise and join in with predictable phrases. Develop Learn to appreciate rhymes and poems,

	Introduce Recognise and join in with predictable phrases. Introduce Learn to appreciate rhymes and poems, and to recite some by heart. Introduce Discuss word meanings, linking new meanings to those already known. Consolidate from Year Rand Continue Talk about the title and how it relates to the events in the text. Introduce With modelling, understand and explain key facts about what is read to them from a variety of texts, including poems, non-fiction and stories e.g. key characters, places and events. Introduce Retrieve answers to simple literal who, what,	and to recite some by heart. Introduce Drawing on what they already know or on background information and vocabulary provided. Practise talk about the title and how it relates to the events in the text; Practise With modelling, understand explain key facts about what is read to them from a variety of texts, including poems, non-fiction and stories e.g. key characters, places and events. Practise Retrieve answers to simple literal who, what, where, when and how questions.	phrases. Practise Draw on what they already know or on background information and vocabulary provided. Introduce With adult support, use phonics and vocabulary knowledge to recognise words and phrases which locate information found explicitly in the text. Practise Talk about the title and how it relates to the events in the text. Practise With some support, explain key facts about what is read to them from a variety of texts, including poems, non-fiction and stories e.g. key characters, places and events. Practise Retrieve answers to simple literal who, what, where, when,	phrases. Develop Draw on what they already know or on background information and vocabulary provided. Introduce Explain clearly their understanding of what is read to them. Practise With little support, use phonics and vocabulary knowledge to recognise words and phrases which locate information found explicitly in the text. Develop Talk about the title and how it relates to the events in the text. Develop and Assess Independently, explain key facts about what is read to them from a variety of texts, including poems, non-fiction and stories e.g. key	predictable phrases. Develop Draw on what they already know or on background information and vocabulary provided. Practise Explain clearly their understanding of what is read to them. Develop Independently use phonics and vocabulary knowledge to recognise words and phrases which locate information found explicitly in the text. Develop Talk about the title and how it relates to the events in the text; Develop Independently, explain key facts about what is read to them from a variety of texts, including poems, non-fiction and stories e.g. key	and to recite some by heart. Embed Draw on what they already know or on background information and vocabulary provided. Develop Explain clearly their understanding of what is read to them. Embed and Assess Independently use phonics and vocabulary knowledge to recognise words and phrases which locate information found explicitly in the text. Embed Talk about the title and how it relates to the events in the text; Develop and Assess Independently and with confidence, explain key facts about what is read to them from a variety of texts,
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	when, and how questions.		which and how questions.	characters, places and events. Develop Retrieve answers to simple literal who, what, where, when, which and how questions.	characters, places and events. Develop Retrieve answers to simple literal who, what, where, when, which and how questions	including poems, non-fiction and stories e.g. key characters, places and events. Embed Retrieve answers to simple literal who, what, where, when, which and how questions.
Inferential understanding: prediction sequencing events summary nuanced vocabulary	Introduce Discuss word meanings, linking to those already known. Continue Discuss the significance of the title and events. What do you think Fox in Socks in about? Introduce Make inferences on the basis of what is being said and done in their own reading. Introduce Make simple inferences when a book is read to them e.g. why does Floyd need to get the ladder back before anyone noticed? Introduce	Introduce Draw on what they already know or on background information and vocabulary provided. Practise Discuss the significance of the title and events. What do you think Peace at Last means? Practise and Assess Make inferences on the basis of what is being said and done in their own reading. Practise Make simple inferences when a book is read to them e.g. Are there	Practise Draw on what they already know or on background information and vocabulary provided. Practise Discuss the significance of the title and events. Why is it called Monkey Puzzle? Develop Make inferences on the basis of what is being said and done in their own reading. Practise Make simple inferences when a book is read to them e.g. How can you tell where Mog	Develop Draw on what they already know or on background information and vocabulary provided. Develop Discuss the significance of the title and events. What could Happy Hatchday mean? Does the title give us information about the text? Develop and Assess Make inferences on the basis of what is being said and done in their own reading. Develop Make simple inferences when a	Develop Draw on what they already know or on background information and vocabulary provided. Develop Discuss the significance of the title and events. Do you think the rainbow fish was happier at the beginning or the end? Does it give us information about the text? Develop Make inferences on the basis of what is being said and done in their own reading. Develop Make simple	Embed Draw on what they already know or on background information and vocabulary provided. Embed Discuss the significance of the title and events. Why is it called The Lighthouse Keeper's lunch? Does it give us information about the text? Develop and Assess Make inferences on the basis of what is being said and done in their own reading. Develop Make simple

	With modelling, predict what might happen next in a sequenced story, based on what has been read so far. Introduce Begin to explain their understanding of what is read to them, beyond that which is explicitly stated. E.g. Why does Burglar Bill ask the baby to say 'Run for it' if they see anyone?	really sharks in the corridor? Practise With some support, predict what might happen next in a sequenced story, based on what has been read so far. Practise and Assess With support, explain their understanding of what is read to them, beyond that which is explicitly stated. E.g. how does the poetry make you feel? Why?	the Cat has been sitting? based on an illustration. Practise With some support, predict what might happen next in a sequenced story, based on what has been read so far. Practise With some support, explain their understanding of what is read to them, beyond that which is explicitly stated. E.g. Why might Chicken Licken not want to help Mr Wolf?	book is read to them e.g. Do you think the old box had been opened recently or not for a long time? Develop Confidently, predict what might happen next in a sequenced story, based on what has been read so far. Develop and Assess With some independence, explain their understanding of what is read to them, beyond that which is explicitly stated. E.g. How does the character feel here?	inferences when a book is read to them e.g. What was the Rainbow Fish proud of? Embed Confidently, predict what might happen next in a sequenced story, based on what has been read so far. Develop Independently, explain their understanding of what is read to them, beyond that which is explicitly stated. E.g. Why did the other fish turn away when the Rainbow Fish swam by?	inferences when a book is read to them e.g. Why do you think the King was in a hurry? Develop and Assess Independently and confidently, explain their understanding of what is read to them, beyond that which is explicitly stated. E.g. How can we tell from the picture that Zog was 'keen'?
Respond to text: evaluation response to author authorial effect and intent effect of vocabulary	Consolidate from Year R and Continue With support participate in discussion about what is read to them, taking turns and listening to what others say Introduce Discuss word meanings,	Practise With support, participate in discussion about what is read to them, taking turns and listening to what others say. Practise and Develop Discuss word meanings, inking new	Practise With some support, participate in discussion about what is read to them, taking turns and listening to what others say. Practise and Develop Discuss word meanings, linking new	Develop With decreasing support, participate in discussion about what is read to them, taking turns and listening to what others say. Practise and Develop Discuss word meanings,	Develop Independently, participate in discussion about what is read to them, taking turns and listening to what others say. Practise and Develop Discuss word meanings,	Embed Independently and confidently, participate in discussion about what is read to them, taking turns and listening to what others say. Practise and Develop Discuss

	linking new meanings to those already known. Introduce Listen to, share and discuss a wide range of high-quality fiction which is beyond those they can read by themselves. Introduce Talk about words they know or like. Introduce With adult support, learn to appreciate poems and rhymes, beginning to express reasons for preferences. Introduce With adult modelling, listen to new words in texts read aloud to them, which broaden their vocabulary	meanings to those already known. Practise Listen to, share and discuss a wide range of high-quality poetry and fiction books which is beyond those they can read by themselves. Practise With support, listen to and use new words in texts read aloud to them, which broaden vocabulary. Practise Talk about words they know or like. Introduce Link the text to their experiences. Practise With adult support, learn to appreciate poems and rhymes, beginning to express reasons for preferences.	meanings to those already known. Introduce With support, explain clearly their understanding of what is read to them. Practise Listen to, share and discuss a wide range of high-quality poetry and fiction which are beyond those they can read by themselves Practise With some support, listen to and use new words in texts read aloud to them, which broaden vocabulary. Develop Talk about words they know or like. Develop With support, learn to appreciate poems and rhymes, beginning to express reasons for preferences.	linking new meanings to those already known. Practise With some support, explain clearly their understanding of what is read to them. Develop Listen to, share and discuss a wide range of high-quality fiction, non-fiction and poetry which are beyond those they can read by themselves Develop With some support, listen to and use new words in texts read aloud to them, which broaden vocabulary. Embed Talk about words they know or like. Introduce and Practise With support, learn some ways to find information in non-fiction texts. Practise Link the	linking new meanings to those already known. Develop Independently, explain clearly their understanding of what is read to them. Develop Listen to, share and discuss a wide range of high-quality fiction, non-fiction and poetry which are beyond those they can read by themselves Develop With some confidence, listen to and use new words in texts read aloud to them, which broaden vocabulary. Develop Link the text to their experiences. Develop With some support learn some ways to find information in non-fiction texts.	word meanings, linking new meanings to those already known. Embed Independently and confidently, explain clearly their understanding of what is read to them. Develop Listen to, share and discuss a wide range of high-quality fiction, non-fiction and poetry which are beyond those they can read by themselves Develop With increasing confidence, listen to and use new words in texts read aloud to them, which broaden vocabulary. Embed Draw links between the text and some of their own experiences. Develop With some independence, find
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				text to their experiences. Develop With support, learn to appreciate poems and rhymes, beginning to express reasons for preferences.		information in non-fiction texts. Embed Independently, learn to appreciate poems and rhymes, beginning to express reasons for preferences.
Fluency and phrasing: reading at 90% accuracy without overt segmenting and blending automatically phrasing appropriate to meaning	Consolidate from Year R and continue Apply phonic knowledge to decode. Introduce Read accurately by blending sounds in unfamiliar words Consolidate from Year R and continue to read common exception words (red words) from Year R. Introduce Read the common exception words (red words) for Year 1 Consolidate from Year R, continue and Assess Read aloud accurately books that are consistent with	Assess Apply phonic knowledge to decode. Practise Read accurately by blending sounds in unfamiliar words Practise Read the common exception words (red words) for Year 1 Practise and Assess Read aloud accurately books that are consistent with their developing phonic knowledge. Practise Recite some familiar complete rhymes and songs by heart. Practise Use body percussion or instruments to hold the beat. Practise	Introduce Check that the text makes sense to them as they read and correcting inaccurate reading. Practise Apply phonic knowledge to decode. Introduce and Practise Recognise speedily the correct sound for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. Practise Read accurately by blending sounds in unfamiliar words Practise Read the common exception	Practise Check that the text makes sense to them and correcting inaccurate reading. Assess Apply phonic knowledge to decode. Develop and Assess Recognise speedily the correct sound for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. Develop Read accurately by blending sounds in unfamiliar words Develop Read the common exception words (red words)	Develop Check that the text makes sense to them as they read and correcting inaccurate reading. Develop Apply phonic knowledge to decode. Embed Recognise speedily the correct sound for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. Embed Read accurately by blending sounds in unfamiliar words Embed Read the common exception words (red words)	Develop Check that the text makes sense to them as they read and correcting inaccurate reading. Assess Apply phonic knowledge to decode. Assess Recognise speedily the correct sound for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. Assess Read accurately by blending sounds in unfamiliar words Assess Read the common exception words (red words)

	their developing phonic knowledge. Introduce Recite some familiar complete rhymes and songs by heart. Introduce Use body percussion or instruments to hold the beat. Introduce Recognise and join in with predictable phrases. Introduce Say or sing the alphabet in sequence.	Recognise and join in with predictable phrases. Practise Say or sing the alphabet in sequence. Introduce Read aloud, checking that the text makes sense to them; with support, notice sentence punctuation. Introduce Re-read favourite books to themselves, to gain confidence with word reading and fluency	words (red words) for Year 1 Practise and Assess Read aloud accurately books that are consistent with their developing phonic knowledge. Practise Recite some familiar complete rhymes and songs by heart. Practise Recognise and join in with predictable phrases. Develop Say or sing the alphabet in sequence. Practise Read aloud, checking that the text makes sense to them; with support, notice sentence punctuation. Practise Re-read favourite books to themselves, to gain confidence with word reading and fluency.	for Year 1 Develop and Assess Read aloud accurately books that are consistent with their developing phonic knowledge. Develop Recite some familiar complete rhymes and songs by heart. Develop Recognise and join in with predictable phrases. Embed Say or sing the alphabet in sequence. Practise Read aloud, checking that the text makes sense to them; with support, notice sentence punctuation. Practise Re-read favourite books to themselves, to gain confidence with word reading and fluency.	for Year 1 Embed and Assess Read aloud accurately books that are consistent with their developing phonic knowledge. Develop Recite some familiar complete rhymes and songs by heart. Develop Recognise and join in with predictable phrases. Develop Read aloud, checking that the text makes sense to them; with support, notice sentence punctuation. Develop Re-read favourite books to themselves, to gain confidence with word reading and fluency.	for Year 1 Assess Read aloud accurately books that are consistent with their developing phonic knowledge. Embed Recite some familiar complete rhymes and songs by heart. Develop Use body percussion or instruments to hold the beat. Embed Recognise and join in with predictable phrases. Embed Read aloud, checking that the text makes sense to them; with support, notice sentence punctuation. Embed Re-read favourite books to themselves, to gain confidence with word reading and fluency.
Decode / word-reading:	Consolidate from Year R and	Assess Apply phonic knowledge and	Practise Apply phonic knowledge	Assess Apply phonic knowledge and	Develop Apply phonic knowledge	Assess Apply phonic knowledge and

phonics tricky words alphabet use of dictionary	Continue to apply phonic knowledge and skills to decode. Introduce Apply phonic knowledge and skills for all 40+ phonemes; Introduce Read accurately by blending sounds in unfamiliar words using the GPCs they know. Consolidate from Year R and Continue to read common exception words (red words) from Year R. Introduce Read some of the common exception words (red words) for Y1 Consolidate from Year R, Continue and Assess Read aloud accurately books that are consistent with their developing phonic knowledge. Consolidate from	skills to decode. Practise Apply phonic knowledge and skills for all 40+ phonemes; Practise Read accurately by blending sounds in unfamiliar words using the GPCs they know. Practise Read common exception words (red words) for Year 1. Practise and Assess Read aloud accurately books that are consistent with their developing phonic knowledge. Continue and Assess the RWI phonics scheme working through set 1 sounds and continuing with set 2 and starting set 3 if appropriate. Revise as necessary. Practise Read other words of more than one syllable that contain taught GPCs.	and skills to decode. Introduce and Practise Recognise speedily the correct sound for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. Practise Read accurately by blending sounds in unfamiliar words using the GPCs they know. Practise Read common exception words (red words) for Year 1. Practise and Assess Read aloud accurately books that are consistent with their developing phonic knowledge. Practise Read words containing taught GPCs and -ing, -ed. Assess Continue the RWI phonics scheme working through	skills to decode. Develop Recognise speedily the correct sound for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. Develop Read accurately by blending sounds in unfamiliar words using the GPCs they know. Develop Read common exception words (red words) for Year 1. Develop and Assess Read aloud accurately books that are consistent with their developing phonic knowledge. Practise Read words containing taught GPCs and -s, -es. Develop Read words containing taught GPC's and -ing, -ed. Assess Continue the RWI	and skills to decode. Embed Recognise speedily the correct sound for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. Embed Read accurately by blending sounds in unfamiliar words using the GPCs they know. Develop Read common exception words (red words) for Year 1. Embed and Assess Read aloud accurately books that are consistent with their developing phonic knowledge. Practise Read words containing taught GPCs and -er, -est. Develop Read words containing taught GPC's and -ing, -ed, -s, -es.	skills to decode. Assess Recognise speedily the correct sound for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. Assess Read accurately by blending sounds in unfamiliar words using the GPCs they know. Assess Read common exception words (red words) for Year 1. Assess Read aloud accurately books that are consistent with their developing phonic knowledge. Embed Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings. Assess Continue the RWI phonics scheme working through set 1 and 2 sounds
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	Year R, Assess and Continue the RWI phonics scheme working through set 1 sounds and continuing with set 2 and starting set 3 if appropriate. Revise as necessary. Introduce Read words with two syllables that contain the taught GPCs; Consolidate from Year R, Continue and Assess Develop Assessments every 6 weeks. Use RWI interventions as needed i.e. 1-1 tutoring and daily reading	Introduce GPCs and words containing a range of endings e.g. -es, -er, -ing, ed. Continue and Assess Develop Assessments every 6 weeks. Use RWI interventions as needed i.e. 1-1 tutoring and daily reading	set 1 sounds and continuing with set 2 and starting set 3 if appropriate. Revise as necessary. Practise Read other words of more than one syllable that contain taught GPCs. Practise GPCs and words containing a range of endings e.g. -es, -er, -ing, ed. Continue and Assess Develop Assessments every 6 weeks. Use RWI interventions as needed i.e. 1-1 tutoring and daily reading	phonics scheme working through set 1 sounds and continuing with set 2 and starting set 3 if appropriate. Revise as necessary. Develop Read other words of more than one syllable that contain taught GPCs. Practise GPCs and words containing a range of endings e.g. -es, -er, -ing, ed. Continue and Assess Develop Assessments every 6 weeks. Use RWI interventions as needed i.e. 1-1 tutoring and daily reading	Assess Continue the RWI phonics scheme working through set 1 and 2 sounds and starting set 3 if appropriate. Embed Read other words of more than one syllable that contain taught GPCs. Introduce To be able to read words with contractions e.g. I'm Introduce To understand that an apostrophe in a contraction represents omitted letters. Revise GPCs and words containing a range of endings e.g. -es, -er, -ing, ed, est. Continue and assess Develop Assessments every 6 weeks. Use RWI interventions as needed i.e. 1-1 tutoring and daily reading	and starting set 3 if appropriate. Practise To be able to read words with contractions e.g. I'm, can't, we'll. Practise To understand that an apostrophe in a contraction represents omitted letters Embed GPCs and words containing a range of endings e.g. -es, -er, -ing, ed, est. Continue and assess Develop Assessments every 6 weeks. Use RWI interventions as needed i.e. 1-1 tutoring and daily reading
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