



## FS Curriculum Progression through to KS1 - Reading

FS1	Baseline (On Entry- Age 3)	Point 1	Point 2	End of Preschool "Goals"	FS2		Baseline (Sept)	Autumn (Dec)	Spring (April)	ELG (July)
Comprehension (Recall, retell and sequence)	I enjoy stories, songs and rhymes	I can start to develop play around my favourite stories and props	I can sequence events from stories I have heard	I can talk about stories I have heard I can retell some familiar stories and I am starting to anticipate key events.	FS2	Comprehension (Understanding & retelling)	I can talk about stories I have heard	I can retell the key events in stories I am starting to recall facts from non-fiction	I can retell key events from stories I have read I can describe the key events in detail I can recall facts from a non-fiction book	<b>1</b> I can explain what I have read or has been read to me I can retell simple stories I can recall facts from information
Word Reading- Phase 1 Phonics	I can notice print e.g. familiar logos, bus numbers, my name/ first letter	I have an understanding of letters and print e.g. page sequencing, book parts, etc. I am starting to notice rhyme and can clap syllables	I can hear the sounds in words and am starting to blend them back together I can spot words with the same initial sound	I can use good phonological awareness including oral blending skills, rhyme, alliteration and syllables	FS2	Comprehension (Prediction)	I can talk about stories I have heard	I can talk about what has happened in the story so far	I can say what might happen next linked to other similar stories	<b>2</b> I can say what I think might happen next
Comprehension (Vocabulary)	I can repeat words and phrases a familiar book I can join in with some words in familiar songs	I can start to join in with familiar stories, rhymes and songs	I am starting to use different vocabulary from books in my play	I can join in with familiar rhymes and songs (and some patterned stories) I can use some story language or new vocabulary in my play	FS2	Comprehension (Vocabulary)	I can join in with familiar rhymes and songs (and some patterned stories)	I can listen carefully to stories, rhymes, non-fiction and songs	I can talk about stories, rhymes, non-fiction and songs	<b>3</b> I can use new vocabulary throughout my play
YEAR 1										



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### **Reading - word reading**

Pupils should be taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- reread these books to build up their fluency and confidence in word reading

### **Reading - comprehension**

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 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



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- 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