

Reading Rope progression: EYFS and key stage 1

Strand	Foundation stage	Year 1 *in addition to NC First criteria to be taught	Year 2
Phonological awareness and decoding	<p>To enjoy rhyming and rhythmic activities.</p> <p>To show an awareness of rhyme and alliteration.</p> <p>To recognise rhythm in spoken words.</p> <p>To continue a rhyming string.</p> <p>To hear and say the initial sound in words.</p> <p>To segment the sounds in simple words and blend them together and know which letter represents some of them.</p> <p>To link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>To use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>Phase 1-4 of Letters and Sounds</p> <ul style="list-style-type: none"> Autumn 1: phase 1 continuous provision. Teach phase 2. Autumn 2: phase 1 continuous provision. Teach phase 3 and consolidate phase 2. Spring 1: phase 1 continuous provision. Teach phase 3 and consolidate phase 2. Spring 2: phase 1 continuous provision. Teach phase 4 and consolidate Phase 2 and 3. Summer 1: phase 1 continuous 	<ul style="list-style-type: none"> To apply phonic knowledge and skills as the route to decode words. To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes, including where applicable, alternative sounds for graphemes Blend spoken sounds into words* Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught To read words containing taught GPCs and -s, -es, -ing, -ed and -est endings. To read words of more than one syllable that contain taught GPCs. To read words with contractions, e.g. I'm, I'll and we'll. <p>Autumn 1: Phase 1 continuous provision. Consolidate Phase 3 and 4 (Begin teaching Phase 5a if appropriate, move onto Book boxes from Autumn 2)</p>	<p>Pupils should revise and consolidate the GPCs and the common exception words taught in year 1.</p> <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 read accurately words of two or more syllables that contain the same graphemes as above.</p> <p>To read words containing common suffixes by building on the root words they have already learnt. The whole suffix should be taught as well as the letters that make it up.</p> <p>To read longer words after being shown syllable boundaries and how to read each syllable separately before they combine them to read the word.</p>

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	<p>provision. Consolidate phases 3 and 4.</p> <ul style="list-style-type: none"> • Summer term: Phase 1 continuous provision. Consolidate phases 3 and 4. 	<p>Autumn 2: Phase 1 continuous provision. Teach Phase 5a Spring 1: Phase 1 continuous provision. Teach Phase 5b Spring 2: Phase 1 continuous provision. Consolidate Phase 5a and 5b</p> <ul style="list-style-type: none"> • Summer 1: Phase 1 continuous provision. Teach Phase 5c. Consolidate Phase 5a and 5b. 	
Sight recognition	<p><u>Emphasise parts of words with known correspondences.</u></p> <p><u>Autumn 1: Letters and Sounds Phase Two</u> the, to, no, go, I</p> <p><u>Autumn 2: Letters and Sounds Phase Three</u> he, she, we, me, be, was, my, you, her, they, all, are</p> <p><u>Summer 1 and 2: Letters and Sounds Phase Four</u> said, so, have, like, some, come, were, there, little, one, do, when, out, what</p>	<p>Autumn 1: Consolidate phase 4 tricky words said, have, like, so, do, come, were, there, little, one, when, out, what</p> <p>Autumn 2: Teach phase 5a tricky words oh, their, people, Mr, Mrs, looked, called, asked</p> <p>Spring 1: Teach phase 5b tricky words water, where, who, again, though, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please</p> <p>To read Y1 common exception words, noting unusual correspondences</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>

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		<p>between spelling and sound and where these occur in words.</p> <p>To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</p>	
Fluency	<p>To read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words, re-reading these books to build up their fluency and confidence in word building.</p> <p>To recognise and join in with repeated phrases in stories read to them, adopting modelled prosody.</p> <p>To learn to appreciate rhymes and poems, and to recite some by heart, adopting modelled prosody.</p>	<p>To read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words, re-reading these books to build up their fluency and confidence in word building.</p> <p>To recognise and join in with predictable phrases, adopting modelled prosody.</p> <p>To learn to appreciate rhymes and poems, and to recite some by heart, adopting modelled prosody.</p>	<p>To read most words quickly and accurately without overt sounding and blending, when they have been frequently encountered.</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 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><u>Background knowledge</u> When introducing a new text, it is essential that teachers give pupils information to set this in context of what they already know alongside information that will help them to comprehend it. For example, teaching a text about a farm may be preceded by a visit to a farm, utilising a role play</p>	<p>To begin to link reading to their own experiences.</p> <p>To begin to draw on what they already know or background information provided by the teacher to enable them to access the context of the text.</p>	<p>To link reading to their own experiences.</p> <p>To draw on what they already know or background information provided by the teacher to enable them to access the context of the text.</p>	<p>To draw on what they already know or background information provided by the teacher to enable them to access the context of the text.</p> <p>To confidently discuss how texts link to their own experiences.</p>

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<p>area or sharing relevant images and sounds.</p>			<p>To make links within and between texts.</p>
<p>Vocabulary Teachers should select a minimum of ten tier 2 words to explicitly teach through the medium of a text each week. These words should be displayed within the classroom and referred back to over the term.</p>	<p>To discuss word meanings and link new meanings to those already known.</p> <p>To use role play to practise the language they have learned.</p>	<p>To discuss word meanings and link new meanings to those already known.</p> <p>To draw upon vocabulary provided by the teacher to enable them to understand unfamiliar words in context.</p> <p>To use role play to practise the language they have learned.</p> <p>Pupils' vocabulary should be developed when they listen to books read aloud and when they discuss what they have heard.</p>	<p>To recognise simple recurring literary language in stories and poetry.</p> <p>To discuss their favourite words and phrases.</p> <p>To discuss and clarify meanings of words, linking new meanings to known vocabulary.</p> <p>To draw upon vocabulary provided by the teacher to enable them to understand unfamiliar words in context.</p> <p>The meaning of new words should be explained within the context of what they are reading and they should be encouraged to use morphology (such as prefixes) to sound out new words.</p> <p>Deliberate steps should be taken to increase pupils' vocabulary so they continue to understand the differences between spoken and written language. New vocabulary must be taught explicitly.</p>
<p>Language structures</p>	<p>Through listening, pupils should start to learn how language sounds and increase their awareness of grammatical structures.</p>	<p>To check that a text makes sense to them as they read and correcting inaccurate reading.</p> <p>Through listening, pupils should start to learn how language sounds and increase their awareness of grammatical structures.</p>	<p>To check that a text makes sense to them as they read and to self- correct.</p> <p>Deliberate steps should be taken to increase pupils' awareness of grammar so they continue to understand the differences between spoken and written language.</p>

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<p>Verbal reasoning</p>	<p>To answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>To listen to stories, accurately, anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>To demonstrate understanding when talking with others about what they have read.</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.</p> <p>To explain clearly their understanding of what is read to them.</p> <p>To listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>To discuss the significance of the title and events in books they read and listen to.</p> <p>To retell familiar stories in increasing detail.</p> <p>To join in with discussions about a text, taking turns and listening to what others say.</p>	<p>To listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level above that at which they can read independently.</p> <p>To become increasingly familiar with and retell a wider range of stories and non-fiction at a level beyond that at which they can read independently.</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 discuss the sequence of events in books and how items of information are related.</p> <p>To ask and answer questions.</p> <p>Pupils should learn about cause and effect in both narrative and non-fiction (for example: what has prompted a character's behaviour in a story; why certain events are commemorated annually). "Thinking aloud" when reading to pupils may help them to understand what skilled readers do.</p>
<p>Literacy knowledge</p>	<p>To know that print carries meaning and, in English, is read from left to right and top to bottom.</p>	<p>To begin to understand how different types of texts (fiction, non-fiction and poetry) may be structured.</p>	<p>To develop an understanding of how different types of texts (fiction, non-fiction and poetry) may be structured.</p>

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			To be introduced to non-fiction books that are structured in different ways.
Engagement with reading	To engage with a text read to them, showing interest and enjoyment. To be able, with support, to discuss things they like/dislike about the text.	With support, to reflect on their reading and respond personally to what they have read, making links to prior knowledge, significant experiences and popular culture. With support, they begin to evaluate the books they meet, expressing likes and dislikes with reasons for their views.	To reflect on their reading, responding personally to what they have read (or have had read to them) by drawing on personal connections to the texts. They evaluate the books they meet and are able to articulate views and preferences, making connections to other texts they have encountered.

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