

Autumn 1 Once upon a Wild Wood	Autumn 2 Non-Fiction – Little People Big Dreams	Spring 1 Non-Fiction Leicester	Spring 2 Cloudy with a Chance of Meatballs	Summer 1 Izzy Gizmo	Summer 2 Miranda the Explorer
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Reading Progression Document – Year 1

Autumn 1

National Curriculum Objective	Already covered this NC this year?	Progressive Step	Teaching Strategy – How to Model	Sentence Stems to teach children
Apply phonic knowledge and skills as the route to decode words Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught	x	I use phonic knowledge to help me to decode words	Don't panic – Just break it up! Say each part (3-4 letters) then run it together to say the whole word	Don't panic – Just break it up!
Drawing on what they already know or on background information and vocabulary provided by the teacher	x	I can make simple pictures in my head when I listen to someone read to me	Read a sentence / clause and say what you can see in your head. <ul style="list-style-type: none"> • Read the next sentence and explain what you can now see and how the picture has changed. • Repeat sentence by sentence. • Children can visualise literally or with inferences KS2 Read to Succeed - Video 4: Teaching Visualisation (Literal)	I'm imagining... In my mind, I can see... My picture is... My picture has changed because... The picture in my head is... I've changed my mind...
Predicting what might happen on the basis of what has been read so far	x	I predict what might happen based both on the front cover of a book and on some pictures.		

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Explain clearly their understanding of what is read to them	x	I answer simple questions about what I read.		
Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics	x	I am becoming very familiar with key stories, fairy stories and traditional tales and I can retell them.		

Autumn 2

National Curriculum Objective	Already covered this NC this year?	Progressive Step	Teaching Strategy
Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes	x	I scan labels and pictures to find something / information I need. I locate pages / sections of interest.	
Explain clearly their understanding of what is read to them	✓	I show awareness of a range of punctuation marks.	
Discussing word meanings, linking new meaning to those already known	x	I talk about word meanings and I link new meanings to these I can use pictures to help me to understand what a word means	
Explain clearly their understanding of what is read to them	✓	I can explain clearly what I understand when someone reads to me.	

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		I can say what I like and don't like in books	
Recognising and joining in with predictable phrases	x	I identify simple features of language in key stories and poems	
Learning to appreciate rhymes and poems and to recite some by heart	x	I am learning to appreciate stories, rhymes and poems and I can recite some by heart.	

Spring 1

National Curriculum Objective	Already covered this NC this year?	Progressive Step	Teaching Strategy
Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes	✓	I respond speedily with the correct sound for graphemes for all 40+ phonemes including alternative graphemes	
Read other words of more than one syllable that contain taught GPCs	x	I read words with more than one syllable that contain graphemes I know	
Explain clearly their understanding of what is read to them	✓	I understand what I read and can retell it in sequence	
Making inferences on the basis of what is being said and done	x	I make simple inferences on the basis of what I see in pictures and in people's actions.	

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Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	x	I know some differences between fiction and non-fiction. I can identify features of simple non-fiction. (font styles, labels, titles, captions)	
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Spring 2

National Curriculum Objective	Already covered this NC this year?	Progressive Step	Teaching Strategy
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	x	I read many words within my graphemic knowledge without needing to sound them out	
Re-read these books to build up their fluency and confidence in word reading	x	I am beginning to read as if I am talking I re-read sentences and books to build up fluency and confidence in word reading	
Checking that the text makes sense to them as they read and correcting inaccurate reading.	x	I check that what I say matches the expected graphemes across the word. I use pictures to check my	

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		decoding is correct and try to correct myself when it doesn't. I repeat words or phrases to check / confirm or problem - solve	
Checking that the text makes sense to them as they read and correcting inaccurate reading.	x	I try to correct myself "on the run"	
Explain clearly their understanding of what is read to them	✓	I understand positional vocabulary.	
Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	✓	I know some simple differences between non-fiction and fiction.	

Summer 1

National Curriculum Objective	Already covered this NC this year?	Progressive Step	Teaching Strategy
Read common exception words, noting unusual correspondences between spelling and sound and where these occur	x	I read exception / tricky words from phase 2 to phase 5 and spot unusual letter sound correspondences.	
Checking that the text makes sense to them as they read and correcting inaccurate reading.	✓	I recognise when I don't understand a word. I self-correct when I make mistakes.	

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Being encouraged to link what they read or hear to their own experiences	x	I am beginning to link what I read or hear read to my own experiences	
Participate in discussions about what is read to them, taking turns and listening to what others say	x	I listen to and can talk about a range of poems, stories and non-fiction	

Summer 2

National Curriculum Objective	Already covered this NC this year?	Progressive Step	Teaching Strategy
Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings	x	I read words containing graphemes I know that have endings -s, -es, -ing,-ed, -er,	
Read words with contractions and understand that the apostrophe represents the omitted letter(s)	x	I recognise words with missing letters and understand the apostrophe shows there is a missing letter e.g. I'm, I'll, we'll	
Discussing the significance of the title and events	x	I understand the link between key words in texts and what they represent.	
Becoming very familiar with key stories, fairy stories and traditional tales, retelling them	✓	I identify simple features of structure in stories and poems.	

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and considering their particular characteristics			
Participate in discussions about what is read to them, taking turns and listening to what others say	✓	I can recognise and name a few authors and poets that I like	