

**NCSF Reading Progression Grid  
KS1**

**Purpose of Study**

The programmes of study for reading at key stages 1 and 2 consist of 2 dimensions:

- word reading
- comprehension (both listening and reading)

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i. e unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

VIPERS progression is highlighted in the following colours

V- Violet

I – Blue (Indigo)

P- Pink

E- Yellow (ecru)

R- Red

S- Green (sage)

**Year 1**

<b>Aspect</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>	<b>NC</b>
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<p><b>Applying Phonics (NC word reading)</b></p>	<p><i>I hear and recognise all 40+ phonemes.</i>  <i>I match all 40+ graphemes to their phonemes (Phase 3).</i>  <i>I identify all 40+ graphemes in my reading.</i>  I know when to use phonic knowledge to decode words.  I read common words using phonic knowledge, where possible.  I read words of more than one syllable that contain taught GPCs.  I read phonically decodable texts.</p>	<p>I know which parts of words can be decoded using phonics.  I blend sounds in unfamiliar words based on known GPCs.  I read words with familiar endings – s, es, ing, ed, er, est.  I read words which have the prefix – un added.  I read phonically decodable texts with confidence.  I divide words into syllables, for example, pocket, rabbit, carrot, thunder, sunset.</p>	<p>I know that words can have omitted letters and that an apostrophe represents the omitted letters.  I find contractions in my reading.  I read words with contractions.  I read compound words, for example, football, playground, farmyard, bedroom.</p>	<ul style="list-style-type: none"> <li>•apply phonic knowledge and skills as the route to decode words</li> <li>•respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>•read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>•read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>•read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li> <li>•read other words of more than one syllable that contain taught GPCs</li> <li>•read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s)</li> </ul>
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<p><b>Reading for Pleasure</b></p>	<p>I know that there are different kinds of books.  I know the difference between a story book and an information book.  I can find the title, author and the illustrator of a book.  I know some familiar stories.  I recognise familiar story language.</p>	<p>I say what I like or dislike about a book.  I say if a story reminds me of another story or something I have experienced.  I listen to others' ideas about a book.  I find familiar story language in stories read aloud to me or ones I have read independently.  I retell key stories orally using narrative language.  I recognise rhyming language.</p>	<p>I say whether I agree or disagree with other's ideas.  I say whether I agree or disagree with others' ideas.  I say why I agree or disagree with ideas.  I recognise repeated or patterned language.  I recognise patterned language in the poems and rhymes I know.</p>	<ul style="list-style-type: none"> <li>•reread these books to build up their fluency and confidence in word reading</li> <li>•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</li> </ul>
<p><b>Reading Accurately with Fluency and Understanding (NC reading comprehension)</b></p>	<p>I use picture clues to support my understanding.  I use picture clues to deepen my understanding.  I identify the characters in a story.  I recognise a character's feeling.  I say why a character has a feeling.</p>	<p>I use prior knowledge to understand texts.  I identify unfamiliar words and ask about meaning.  I use the context to make informed guesses about the meaning of unfamiliar words.  I make predictions based on the events in the story.  I give an opinion about a character.  I know that stories can have similar characters.</p>	<p>I discuss the meaning of unfamiliar words with others.  I know that stories can have similar patterns of events.  I make links to other stories.  I make links with characters in other stories.  I make links with characters in other stories.  I can answer retrieval questions about a book.  I use information from the story to support my opinion.  I understand that a writer can leave gaps for the reader to fill.  I answer questions which fill the gaps in a story (inference).</p>	<ul style="list-style-type: none"> <li>•develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> <li>•listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>•being encouraged to link what they read or hear to their own experiences</li> <li>•becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>•recognising and joining in with predictable phrases</li> </ul> </li> </ul>

				<ul style="list-style-type: none"><li>•learning to appreciate rhymes and poems, and to recite some by heart</li><li>•discussing word meanings, linking new meanings to those already known</li> <li>•understand both the books they can already read accurately and fluently and those they listen to by:<ul style="list-style-type: none"><li>•drawing on what they already know or on background information and vocabulary provided by the teacher</li><li>•checking that the text makes sense to them as they read, and correcting inaccurate reading</li><li>•discussing the significance of the title and events</li><li>•making inferences on the basis of what is being said and done</li><li>•predicting what might happen on the basis of what has been read so far</li></ul></li> <li>•participate in discussion about what is read to them, taking turns and listening to what others say</li></ul>
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				<ul style="list-style-type: none"> <li>•explain clearly their understanding of what is read to them</li> </ul>
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Year 2				
Aspect	Autumn	Spring	Summer	NC
<b>Applying Phonics (NC word reading)</b>	<p>I understand the importance of decoding words automatically.</p> <p>I understand that some words cannot be decoded with phonic strategies.</p> <p>I use the graphemes taught to blend sounds.</p> <p>I know that phonemes may be represented by different graphemes.</p> <p>I know that familiar words do not need to be sounded out and blended.</p> <p>I read these familiar words automatically and accurately without sounding or blending.</p>	<p>I know that the same grapheme may be read in different ways.</p> <p>I recognise alternatives and consider which will make more sense.</p> <p>I recognise syllables in words.</p> <p>I know that breaking words into syllables helps fluent decoding.</p> <p>I know that other strategies can be used to read unfamiliar words.</p> <p>I use other strategies to support fluent decoding.</p>	<p>I read words of two or more syllables accurately.</p> <p>I read aloud books closely matched to my improving phonics knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>I read these books fluently and confidently.</p>	<ul style="list-style-type: none"> <li>•continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>•read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>•read accurately words of two or more syllables that contain the same graphemes as above</li> <li>•read words containing common suffixes</li> <li>•read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> </ul>

				<ul style="list-style-type: none"> <li>•read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> </ul>
<b>Reading for Pleasure</b>	<p>I know that there are different kinds of stories. I listen to or read a range of different kinds of stories. I make choices about the books I read. I know that non-fiction books are organised differently from fiction texts. I know that books and texts have a purpose.</p>	<p>I explain why I prefer certain books or stories. I can retell stories with the key events in the correct sequence. I know how to find information in a non-fiction book. I identify the purpose of a book or text. I know that books and stories are set in different places and times.</p>	<p>I decide how useful a non-fiction book is to find the information I need. I can find the setting or time in books or stories. I can discuss the setting or time in books.</p>	<ul style="list-style-type: none"> <li>•read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>•reread these books to build up their fluency and confidence in word reading</li> </ul>
<b>Reading for Pleasure – Poetry (NC Comprehension)</b>	<p>I know the difference between poetry and narrative. I know there are different kinds of poetry. I listen to different kinds of poetry. I talk about books or poems read. I know that stories and poems can have patterned or recurring literary language.</p>	<p>I talk about the meaning of different poems. I recognise that a poem can tell a story. I learn a poem by heart. I give an opinion on books or poems read. I find patterned or recurring language in poems and stories. I find favourite words and phrases.</p>	<p>I recite or perform a poem making the meaning clear. I talk about favourite words and phrases. I know that word choice affects meaning. I can explain why a writer has chosen a word to affect meaning.</p>	<ul style="list-style-type: none"> <li>•develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> <li>•listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li> <li>•participate in discussion about books, poems and other works that are read to</li> </ul> </li> </ul>

				<p>them and those that they can read for themselves, taking turns and listening to what others say</p> <ul style="list-style-type: none"> <li>•explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li> </ul>
<p><b>Reading Accurately with Fluency and Understanding</b> <b>(NC understanding)</b></p>	<p>I know that the purpose of reading is to make meaning. I know that there is a range of decoding strategies. I check that text I read makes sense. I re-read when I have lost the meaning.</p>	<p>I self-correct when I have lost the meaning. I use prior knowledge and reading experiences to understand text. I use the context to understand texts. I ask questions to clarify understanding. I can find the answers to retrieval question about stories, poems or non-fiction texts. I recognise that a writer can have a message for the reader. I can make predictions about possible events.</p>	<p>I know what the inference – ‘reading between the lines’ – means. I find inferences about character’s feelings and thoughts. I can explain inferences about character’s feelings and thoughts. I give reasons for characters’ actions or behaviour. I recognise key ideas in text. I can explain a writer’s message. I can make predictions about how characters might behave.</p>	<ul style="list-style-type: none"> <li>•discussing the sequence of events in books and how items of information are related</li> <li>•becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>•being introduced to non-fiction books that are structured in different ways</li> <li>•recognising simple recurring literary language in stories and poetry</li> <li>•discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>•discussing their favourite words and phrases</li> </ul>

				<ul style="list-style-type: none"><li>•continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li><li>•understand both the books that they can already read accurately and fluently and those that they listen to by:<ul style="list-style-type: none"><li>•drawing on what they already know or on background information and vocabulary provided by the teacher</li><li>•checking that the text makes sense to them as they read, and correcting inaccurate reading</li><li>•making inferences on the basis of what is being said and done</li><li>•answering and asking questions</li><li>•predicting what might happen on the basis of what has been read so far</li></ul></li></ul>
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