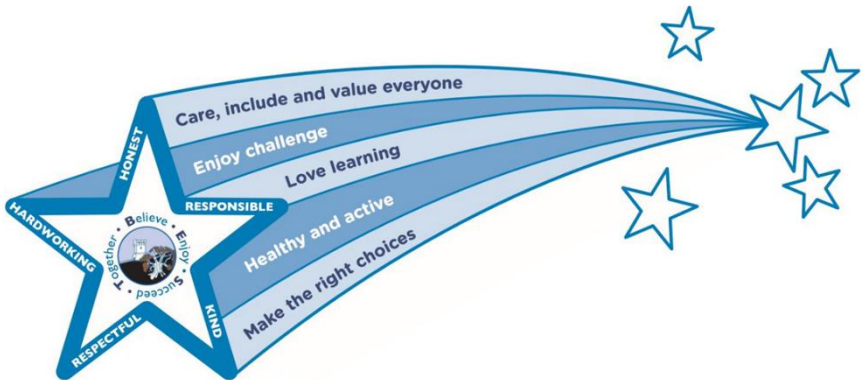


Whitehills Primary School

Our Shared Language of Learning



Reading Progression Early Level

Introduction

Within Early Level children will develop learning, knowledge and skills within reading using a variety of fiction and non-fiction texts. At least **two types of reading organisers will be taught per planning block, and our core scheme, Read, Write, Inc. Phonics, includes coverage of all reading organisers every term.** Children will develop specific tools for reading to support the technical aspect of reading, for example, recognising the difference between a letter and a numeral, understanding how to hold a book and using knowledge of sounds to read simple words. Tools for reading will be taught and developed across all reading organisers within Early Level.

This guide will outline the expected progress in reading across Early Level, and also after a year of progress within a level. Please be aware that this is a guide and that children progress through learning at different rates so some children may exceed the expectations set below and others will require support to meet the expectations. At Whitehills we differentiate children's learning to support and challenge all children to progress in their learning at a pace that is suited to their needs.

There should be opportunities for children to read daily, including reading aloud. At P1 stage, children undertake Read Write Inc. Phonics lessons 4 times per week. Children will also develop skills, knowledge and understanding in reading across the curriculum.

Enjoyment and choice

By the end of nursery you can expect;
I can choose and look at books and other texts independently
I can begin to recognise language patterns in stories, poems and other texts
I can listen to stories and other texts
I can begin to talk about stories and other texts
I can show curiosity about the content of stories and other texts

Enjoyment and choice

By the end of P1 you can expect;
I can choose a story or text
I can use and understand the following terms cover, title, author and illustrator e.g. Imran illustrator
I can recognise repeated phrases and rhyme in stories e.g. Rhona Rhyme
I can listen attentively to stories and other texts
I can share what I like and dislike about a story and other texts
I retell familiar stories with growing confidence e.g. Charlie Choose

Tools for Reading

By the end of nursery you can expect;
I can hold books the right way up and turn pages
I know that text runs from left to right and top to bottom
I know the difference between a letter and a numeral
I can explore and experiment with sounds and words
I can begin to distinguish between sounds in words (Fred Talk)
I can identify initial sounds of words
I can identify objects that begin with the same sounds
I can hear sounds at the beginning and ends of words

Tools for Reading

By the end of P1 you can expect;
I can hold books the right way up and turn pages
I can distinguish between a word, a letter and a space
I can point to a full stop in the text
I am beginning to understand the function of a full stop

I can read some words that I can't sound out (almost all red words from RWI up to Green Level story books)

I can begin to recognise syllables in words

I can read and say all single letter sounds and some sounds made by a combination of letters (RWI Set 1 Sounds)

I can read and say some vowel sounds made by a combination of letters (Some Set 2 Sounds, Special Friends)

I can use my knowledge of single letter sounds and special friends (Set 1 Sounds) to blend and read decodable words

I can read decodable 3/4/5 letter words using phonics and some non-decodable red words (Set 1 Sounds and Green Storybooks)

I can read 3 letter words speedily

I can read from left to right and top to bottom

I can pause after a full stop when reading aloud

I can use context clues e.g. illustrations, to help my understanding of the story

Finding and Using Information

By the end of nursery you can expect;

I can recognise familiar words and signs e.g. own name, advertising logos etc

I can look at illustrations and simple diagrams to help me understand what the story/text is about

I can retell an event in a story or some information from a nonfiction text

Finding and Using Information

By the end of P1 you can expect;

I can understand the terms book, cover, beginning, middle, end, page, word, letter, line, title, blurb

I can use illustration to help me talk about what is happening in a text

I can answer simple literal questions with support

I can begin to show awareness of the features within fiction and nonfiction texts

I can understand that information can be retrieved from a range of sources e.g. books, posters, computers etc.

I am beginning to make predictions based on titles, text, blurb and illustrations

Understanding, Analysing & Evaluating

By the end of nursery you can expect;
I can gain simple meaning from text using illustrations
I can begin to draw on my knowledge of familiar stories/texts to make predictions regarding unfamiliar stories/texts
I can join in with the retelling of a familiar text
I can understand and ask simple what, who and where questions

Understanding, Analysing & Evaluating

By the end of P1 you can expect;
I am beginning to use words and illustrations to gain meaning from a text
I can listen to texts and talk about the main points/key events
I can sequence important parts of a story
I can talk about the characters in the story
I can say what might happen next in a text
I can retell a story using puppets, pictures or role play

I can understand and ask simple when and what happened questions

I can tell how a text made me feel

I can listen to a text and make links to my own experiences