Cold Harbour C of E Primary School - Reading Progression								
All children develop pleasure in reading and motivation to read.								
Year One Level 1	**Book Band**	**RWI Level**	**AF1 – use a range of strategies, including accurate decoding of text, to read for meaning**	**AF2 – understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text**	**AF3 – deduce, infer or interpret information, events or ideas from texts.**	**AF4 – identify and comment on the structure and organisation of texts, inc. grammatical and presentational features at text level.**	**AF5 – explain and comment on writer's use of language, inc. grammatical and literary features at word and sentence level.**	**AF6 – identify and comment on writer's purposes and viewpoints, and the overall effect of the text on the reader.**	**AF7 – relate texts to their social, cultural and historical traditions.**
Year 1 Autumn 1 1b	Light Blue	Orange	• apply phonic knowledge to decode words •steadily read all 40+ letters/groups for 40+ phonemes • read accurately by blending taught grapheme-phoneme correspondence (GPC) • read some common exception words for Year One • read aloud phonically-decodable texts following with finger/lolly stick	• discussing the significance of the title and events • some simple points from familiar texts recalled (traditional stories and fairy tales)	• predicting what might happen on the basis of what has been read so far • reasonable inference at a basic level e.g. identify who is speaking in a story.	• becoming very familiar with fairy stories and traditional tales, retelling them and considering their particular characteristics • recognising and joining in with predictable phrases e.g. 'Fee, fi. fo thumb!' • a few basic features of well-known story texts distinguished e.g. what typically happens to good and bad characters.	• know, understand and use vocabulary - author, illustrator, blurb, fiction		
Year 1 Autumn 2 1b+	Light Blue	Orange	• read common suffixes (-s, -es, -ing, -ed, etc.) • read multi-syllable words containing **taught** GPCs • read aloud phonically-decodable texts following with finger/lolly stick	• explain clearly their understanding of what is read to them from non-fiction texts		• shows some awareness of meaning of simple text features in non-fiction books e.g. font style, labels, titles	•know, understand and use the term 'non-fiction' when talking about information books •comments/questions about meaning of parts of text e.g.	• listening to and discussing non-fiction texts at a level beyond that at which they can read independently	• drawing on what they already know or on background information and vocabulary provided by the teacher

									details of illustrations, diagrams or changes in font styles		
Year 1 Spring 1 1w	Green	Yellow	• read contractions and understanding use of apostrophe • read most common exception words for Year One • speedily read all 40+ letters/groups for 40+ phonemes • read aloud phonically-decodable texts following with finger/lolly stick when necessary but beginning to fred in head when recognising some words to develop fluency	• more points recalled from familiar texts with a focus on retrieving the answer from what they can see in the picture or read from the words •some pages/sections of interest located e.g. favourite character.	• predicting what might happen by making links to what they know from other stories in the series and from what they have read so far • making more inferences on the basis of what is being said and done, know that the answer might not be written in the words but we can make a guess from what we have read/seen in the pictures e.g. why does she need to wear a coat?				
Year 1 Spring 2 1w+	Green	Yellow	read aloud phonically-decodable texts further reducing need to follow with finger or lolly stick to develop fluency and pace *develop skill of being able to read a word/phrase in head independently	• simple points from poems recalled and questions answered to summarise e.g. what is the poem about?		• learning to appreciate rhymes and poems, and to recite some by heart	• comments on obvious features of language e.g. rhymes and refrains, significant words and phrases, • Compare stories by the same author – Beatrix Potter/Enid Blyton (comment on similar use of language)	• listening to and discussing a wide range of poems and stories at a level beyond that at which they can read independently	• being encouraged to link what they read or hear read to their own experiences • makes some simple comments about preferences, mostly linked to own experiences

Year 1 Summer 1 1s	Orange	Blue	• read all common exception words for Year One automatically • show awareness of punctuation marks e.g. pausing at full-stops. • read with some fluency and pace without following text with finger • checking that the text makes sense to them as they read and correcting inaccurate reading *develop skill of being able to read a few words or sentence to self quietly or in head	• increasingly able to recall answers to questions about texts using word reading skills: who, what, when, where	• predicting what might happen by making links to how they know stories usually work. Make predictions at different parts of the story. E.g predict what came before. • make further inferences to answer how and why questions e.g. Why is she feeling… How do you know?		• discussing word meanings, linking new meanings to those already known	• participate in discussion about what is read to them, taking turns and listening to what others say	• a few basic features of well-known story and information texts distinguished e.g. differences between type of text in which photos or drawings are used
Year 1 Summer 2 1s+	Turquoise	Grey	Reads some common exception words beyond Year One. Reads with more fluency and pace, applying decoding skills readily and efficiently when coming across unfamiliar words.	Confidently able to discuss texts and answer a variety of questions about what they have read.	Makes reasonable inferences about what has been read, knowing that there could be more than one answer.				