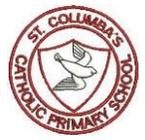




# St. Columba's Catholic Primary School

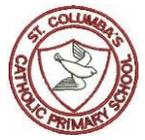


## Reading Whole School Key Strands and Progression Foundation Stage and KS1

Strand	Foundation Stage			Year 1			Year 2		
<b>Spoken Language</b>	Use gestures, sometimes with limited talk,  Use simple sentences e.g. 'Mummy gonna work.'  Use a variety of questions (e.g. what, where, who).	Uses talk to explain what is happening and anticipate what might happen next, recall and relive past experiences.  Beginning to use more complex sentences to link thoughts.  Question why things happen and gives explanations.  Listen to and ask questions about the experiences of others.	Use talk to organise, sequence and clarify thinking, ideas, feelings and events Link statements and stick to main theme.  Express self effectively, showing awareness of listeners' needs.  Use language to imagine and recreate roles.  Listen to stories, accurately anticipate key events.	Listen and respond appropriately to adults and peers.  Understand the need to take turns	Ask relevant questions to extend my understanding, build vocabulary and knowledge.	Maintain attention and take an active part in conversations.  Participate in discussions about what is read to them.	Give well-structured descriptions and explanations.	Engage in conversations asking relevant questions	Engage in conversations asking relevant questions and responding to comments.  Take turns and listen to what others say
<b>Reading Word Reading</b>	Fills in missing words and phrases in known rhyme, story or games. Begin to use word endings, e.g. going, cats, (Spoken)	Use phonics knowledge to decode simple CVC words.  Respond quickly with the correct sound to graphemes, including alternative sounds for graphemes. (20+ phonemes)	Use phonic knowledge to decode regular words and read them aloud accurately.  Read common irregular words.	Respond quickly with the correct sound to graphemes. (all 40+ phonemes)	Read accurately by blending sounds in unfamiliar words containing taught GPCs	Read aloud accurately books based on my developing phonics knowledge.	Read accurately by blending the sounds in words linked to taught graphemes, recognising alternative graphemes.	Read phonics words quickly and accurately without the need to segment and blend	Read books aloud sounding out unfamiliar words accurately and without hesitation.
		Answer 'how' and 'why' questions about experiences and in response to stories or events.  Hold book right way up and turns pages. Look at books independently.  Recognises familiar words and signs, including name.	Follow instructions involving several ideas or actions. Respond to what they hear with relevant comments, questions or actions  Use past, present and future forms accurately when talking about events.	Read words containing, taught GPCs and -s, -es, -ing, -ed, -er and -est endings.  Read common exception words	Read words of more than one syllable containing taught GPCs.	Read words with contraction, e.g. I'm, I'll, we'll Understand that the apostrophe represents the omitted letter(s).	Read accurately words of two or more syllables containing known GPCs.	Read words containing common suffixes and prefixes.	Read further exception words, noting links between spelling and sound and where they occur in a word.



# St. Columba's Catholic Primary School



<p><b>Reading Comprehension</b></p>	<p>Shares favourite stories, rhymes, songs, poems and jingles.</p> <p>Repeat words and phrases from familiar stories</p>	<p>Listen to, join in and talk about a range of poems, stories and non-fiction.</p> <p>Know that print carries meaning and, in English, is read from left to right, top to bottom.</p> <p>Know information can be relayed in print.</p>	<p>Read and understand simple sentences.</p> <p>Begin to read words and simple sentences.</p> <p>Demonstrate an understanding when talking to others about what has been read.</p> <p>Know that information can be retrieved from books and computers.</p>	<p>Draw on what I know and relevant information when discussing books I have read</p>	<p>Make inferences based on what is being said and done. I can check that the text makes sense.</p>	<p>Predict what might happen on the basis of what has been read so far</p>	<p>Answer and ask questions about the texts and predict what might happen based on what I have heard and read</p>	<p>Listen to, discuss and express views about a wide range of poetry, stories and non-fiction.</p>	<p>Check that the text makes sense as I read and correct inaccurate reading.</p>
	<p>Recite familiar rhymes and poems by heart.</p>	<p>Make links between familiar rhymes and stories and own experiences.</p> <p>Describe main story setting events and main characters.</p> <p>Suggests how a story might end.</p> <p>Join in with repeated refrains.</p> <p>Anticipates key events and phrases in rhymes and stories.</p> <p>Recognise rhyme in spoken words.</p>	<p>Develop own narratives and explanations by connecting ideas and events.</p> <p>Introduce a storyline or narrative into play.</p> <p>Continue a rhyming string.</p> <p>Find rhyming families.</p> <p>Extend vocab, by grouping and naming, exploring the meaning of new words.</p>	<p>Retell familiar stories, fairy stories and traditional tales.</p> <p>Recognise and join in with predictable patterns.</p>	<p>Recognise and discuss the characteristics of stories, fairy stories and traditional tales.</p> <p>Discuss word meanings and link to those already known</p>	<p>Discuss the significance of the title and events.</p> <p>Check that the text makes sense and correct inaccurate reading.</p>	<p>Discuss the sequence of events in books and how items of information are related.</p> <p>Discuss and clarify the meaning of word, including favourite words and phrases.</p>	<p>Retell in detail a wide range of stories, fairy stories and traditional tales.</p> <p>Recognise simple recurring literary language in stories and poetry.</p>	<p>Talk about the way in which different non-fiction books are structured.</p> <p>Make inferences based on what is being said and done as well as past experience</p>