

**Reading Progression of Skills Year R**

<b>Decoding/ Word-reading 80-120 words</b>	<b>Inferential Reading</b>	<b>Fluency and Phrasing * 25 wpm</b>	<b>Literal understanding &amp; Retrieval</b>	<b>Response to Text</b>
<p>Children learn to:</p> <ul style="list-style-type: none"> <li>hear and say the initial sound in words; segment sounds in simple words and blend them together; know which letters represent some of the sounds; link sounds to letters, naming and sounding the letters of the alphabet; begin to read words and simple sentences read their name read labels in the environment recognise and read some common exception words.</li> </ul>	<p>Children begin to:</p> <ul style="list-style-type: none"> <li>understand the feelings of characters in texts they listen to e.g. why Little Bear might want his mummy at bedtime, or that the Gingerbread man might be brave – when the text does not explicitly say so; use pictures in texts which give clues; feel the mood of a setting, such as a scary forest or a funny event e.g. The Enormous Turnip; guess what could happen next.</li> </ul>	<p>Children learn to:</p> <ul style="list-style-type: none"> <li>recognise and read their name automatically; join in with a refrain during group recitation; recite some familiar rhymes and songs by heart; recite rhymes to a given rhythm, perhaps marching or clapping to the beat; sing the alphabet with support; begin to read words and simple sentences, showing understanding by the way they say it; sight-read familiar labels and words in the environment e.g. Class 1, crayons, Toilets; recognise and independently read some common exception words with automaticity.</li> </ul> <p>*Reading speeds are approximate guides to average words per minute; pace of reading is only one indicator of fluency</p>	<ul style="list-style-type: none"> <li>Children recall key facts from a story which has been read to them.</li> <li>They use visual literacy to: find information from a picture; point to information on the page in order to locate the answer which can be found easily in the text e.g. what was Red Riding Hood taking to her grandmother? What was Humpty Dumpty sitting on? Can you find out what Winnie the Pooh likes to eat best? Show me how you know. They can:</li> <li>recognise and read their name; recognise, point to, or find and read aloud words and phrases they have learned.</li> </ul>	<ul style="list-style-type: none"> <li>Children show pleasure in stories being read to them; enjoy sharing poems and rhymes together; sometimes look at a book out of choice, rather than something else; begin to have favourite texts which they ask for repeatedly;</li> <li>may pick a favourite character or a favourite story; may be able to say why; sometimes read a familiar text aloud to themselves, remembering the words they have heard; know how the pictures relate to the story; point to parts of the text in answer to questions.</li> </ul>