

## Healdswood Reading – Learning progression



Key Area	Nursery	Reception	Year 1	Year 2	Year 3
DECODING TEXT	<p><b>GPC knowledge and word reading</b> Know that there is a difference between a picture and text.</p>	<p>Know that graphemes represent a phoneme and the more connections the reader makes, the more independent they can be.</p> <p>Know that words are read by blending phonemes.</p>	<p>Know that graphemes can represent more than one phoneme and the context helps the reader to decide the correct pronunciation.</p> <p>Know that words can be read at a glance and by noticing different parts (e.g. graphemes, syllables, suffixes)</p>	<p>Know that the more a reader quickly recognises parts of a word, e.g. syllables, prefixes, the more independent and fluent they can be as a reader.</p>	<p>Know that the reader can use what is known about familiar words to read unfamiliar words more fluently.</p>
	<p><b>Fluency</b> Know that the text is the part that is read</p>	<p>Know that written text can be read to sound like spoken language.</p>	<p>Know that reading words at a glance and using punctuation to read in phrases, leads to fluent reading.</p>	<p>Know that recognising a wider range of punctuation and reading with appropriate pace, intonation and expression supports understanding.</p>	<p>Know that expression and intonation can be altered to suit the audience or purpose for reading.</p>
COMPREHENDING TEXT	<p><b>Rereading</b> Know that stories can be enjoyable.</p>	<p>Know that listening to a text several times increases enjoyment and understanding.</p>	<p>Know that re-reading parts of text that required some slow decoding can increase fluency and understanding.</p>	<p>Know that accurate decoding does not always result in understanding and it is sometimes important to re-read parts of text.</p>	<p>Know that re-reading to clarify words or phrases increases understanding of text.</p>
	<p><b>Background knowledge</b> Know that a story contains characters.</p>	<p>Know that characters in stories sometimes do and feel the same things as the reader.</p>	<p>Know that the reader's experiences help them to understand events and characters in text.</p>	<p>Know that comparing similar characters and events in a range of different texts increases understanding.</p>	<p>Know that drawing on a range of familiar texts and experiences helps the reader identify themes, such as the triumph of good over evil.</p>
	<p><b>Asking questions</b> Know that readers might notice or take an interest in certain parts of the story.</p>	<p>Know that reading or listening to stories raises questions in the reader's mind.</p>	<p>Know that wondering and asking questions about a text increases understanding and enjoyment.</p>	<p>Know that wondering and asking questions can help the reader develop a deeper understanding of characters and events.</p>	<p>Know that wondering and asking questions about information that is inferred, can help the reader understand themes, such as the triumph of good over evil.</p>
	<p><b>Predicting</b> Know that readers can talk about what they already know about a story.</p>	<p>Know that the reader can use what they already know to suggest what might happen next.</p>	<p>Know that prior knowledge as well as information in the text can help the reader make sensible predictions about what might happen.</p>	<p>Know that some of the things the reader knows about characters or events even though they are not written down can</p>	<p>Know that predicting requires the reader to link salient points as they read to confirm or reject ideas.</p>

				help them predict what might happen.	
	<b>Vocabulary</b> Know that text contains words.	Know that text contains words that the reader does not understand.	Know that some words or phrases will need clarifying if they are not understood in text that is heard or read.	Know that words and phrases can have more than one meaning but one will make sense in the context of the text.	Know that the context of the text can be used to infer the meaning of unfamiliar words and phrases.
	<b>Inference</b> Know that readers can use their imagination when listening to a story.	Know that readers can know things about a text even though it is not written down.	Know that the reader can understand why things happen, and why a character feels or behaves in a certain way even though it is not written down.	Know that the reader can use ideas from the text and their own experience to explain why things happen and why a character might behave or feel a certain way, even though it is not written down.	Know that the reader can use ideas from the text that are inferred to understand themes, such as the triumph of good over evil.
	<b>Summarising</b> Know that text can tell us that something is happening.	Know that text has key points.	Know that remembering key points from what has been read helps the reader understand a text.	Know that linking the key points across text helps the reader to understand.	Know that making regular, brief summaries of what has been read increases understanding.
RESPONDING TO TEXT	<b>Preference - choice</b> Know that readers can get enjoyment from listening to stories.	Know that some texts are more interesting or enjoyable than others.	Know that readers can say why they do or do not like a text.	Know that readers have favourite authors and genres.	Know that sharing recommendations helps readers to expand their preferences.
	<b>Book talk/ discussion</b> Know that readers talk about text.	Know that readers talk about text.	Know that to discuss a text the reader needs to listen to others and share their own opinions.	Know that discussing texts that are read or heard increases understanding and enjoyment.	Know that considering the comments others make about a text may change the reader's opinion.
	<b>Drama/interaction</b> Know that there are characters in a text.	Know that ideas and characters from text can be used in play.	Know that role play helps the reader retell the events of a text in order.	Know that drama helps the reader develop a deeper understanding of characters and events.	Know that drama helps the reader explore and understand themes in text.
	<b>Retrieval</b> Know that a reader might like or dislike a text.	Know that readers can answer questions and have opinions about text.	Know that readers can show what they have understood about a text by answering questions.	Know that readers need to identify what the question is asking for and retrieve evidence from the text when answering literal and inferential questions.	Know that readers use organisational features (e.g. title, headings, index, captions) in text to locate pertinent information.

ANALYSING TEXT	Know that text contains words.	Know that text contains interesting words and phrases.	Know that language in text differs from spoken language.	Know that language in text can have an emotional impact on the reader.	Know that the author makes deliberate choices about language and presentation to have an impact on the reader.
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