



Progression of Reading			
	EYFS	Year 1 Violets	Year 2 Clovers
Decoding	<p>I can say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>I can read words consistent with my phonic knowledge by sound-blending.</p> <p>I can read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words.</p>	<p>I can apply phonic knowledge to decode words.</p> <p>I can speedily read all 40+ letters/groups for 40+ phonemes, including where applicable, alternative sounds for graphemes.</p> <p>I can read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>I can read all of the Reception and Year 1 common exception words.</p> <p>I can read common suffixes (-s, -es, -ing, -ed, etc.)</p> <p>I can read multisyllable words containing taught GPCs.</p> <p>I can read aloud phonically decodable texts.</p> <p>I can read words with contractions.</p>	<p>I can demonstrate secure phonic decoding until reading is fluent.</p> <p>I can read accurately by blending, including alternative sounds for graphemes.</p> <p>I can read multisyllable words containing these graphemes.</p> <p>I can read common suffixes.</p> <p>I can read exception words, noting unusual correspondences.</p> <p>I can read most words quickly & accurately without overt sounding and blending.</p>

<p>Reading for pleasure</p>	<p>I can listen attentively and respond to what I hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p>	<p>I can listen to and discuss a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently.</p> <p>I can begin to link what I have read or heard read to my own experiences.</p>	<p>I can listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which I can read independently.</p> <p>I can read independently, demonstrating increased stamina.</p> <p>I can show a developing Preference through book choice.</p>
<p>Familiarity with texts</p>	<p>I can they sing a range of well known nursery rhymes and songs.</p>	<p>I can become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p> <p>I can recognise and join in with predictable phrases.</p>	<p>I can become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</p> <p>I can recognise simple recurring literary language in stories and poetry.</p>
<p>Poetry and Performance</p>	<p>I can perform songs, rhymes, poems and stories with others, and – when appropriate- try to move in time with music?</p>	<p>I can begin to appreciate rhymes and poems, and to recite some by heart.</p>	<p>I can continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p>
<p>Comprehension: Vocabulary</p>	<p>I can use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role-play.</p>	<p>I can discuss word meanings, linking new meanings to those already known.</p> <p>I can draw upon knowledge of vocabulary in order to understand the text.</p> <p>I can join in with predictable phrases.</p> <p>I can use vocabulary given by the teacher.</p>	<p>I can discuss and clarify the meanings of words; link new meanings to known vocabulary.</p> <p>I can discuss my favourite words and phrases.</p> <p>I can recognise some recurring language in stories and poems.</p>

		I can discuss my favourite words and phrase.	
Comprehension: Inference	I can make comments about what I have heard and ask questions to clarify my understanding.	<p>I can make basic inferences about characters' feelings by using what they say as evidence.</p> <p>I can infer basic points with direct reference to the pictures and words in the text.</p> <p>I can discuss the significance of the title and events.</p> <p>I can demonstrate simple inference from the text based on what is said and done.</p>	<p>I can make inferences about characters' feelings using what I say and do.</p> <p>I can infer basic points and begin, with support, to pick up on subtler references.</p> <p>I can answer and ask questions and modifying answers as the story progresses.</p> <p>I can use pictures or words to make inferences.</p>
Comprehension: Predict	I can make comments about what I have heard and ask questions to clarify my understanding; anticipate – where appropriate – key events in stories.	<p>I can predicting what might happen on the basis of what has been read so far in terms of story, character and plot.</p> <p>I can make simple predictions based on the story and on my own life experience.</p> <p>I can begin to explain these ideas verbally or though pictures.</p>	<p>I can predict what might happen on the basis of what has been read in terms of plot, character and language so far.</p> <p>I can make predictions using my own knowledge as well as what has happened so far to make logical predictions and give explanations of them.</p>
Comprehension: Explain	<p>I can link what I read or hear to their own experiences</p> <p>I can express views about events or Characters.</p>	<p>I can give my opinion including likes and dislikes (Not National Curriculum Objective.)</p> <p>I can link what I have read or heard to my own experiences.</p>	I can explain and discuss my understanding of books, poems and other material, both those that I listen to and those that I read for themselves.

		<p>I can explain clearly my understanding of what has been read.</p> <p>I can express views about events or characters.</p>	<p>I can express my own views about a book or poem.</p> <p>I can discuss some similarities between books.</p> <p>I can listen to the opinion of others.</p>
Comprehension: Retrieve	<p>I can explain my understanding of what has been read to me.</p> <p>I can express some views about events or characters e.g Is there anything you would change about this story? Who is your favourite character? Why?</p>	<p>I can give my opinion including likes and dislikes (not National Curriculum Objective).</p> <p>I can link what I read or hear to my own experiences.</p> <p>I can explain clearly my understanding of what has been read to me.</p> <p>I can express views about events or characters. Is there anything I would change about this story? What do I like about this text? Who is my favourite character? Why?</p> <p>I can answer a question about what has just happened in a story.</p> <p>I can develop my knowledge of retrieval through images.</p> <p>I can recognize characters, events, titles and information.</p> <p>I can recognize differences between fiction and non-fiction texts.</p> <p>I can retrieve information</p>	<p>I can independently read and answer simple questions about what I have just read.</p> <p>I can ask and answer retrieval questions.</p> <p>I can draw on previously taught knowledge.</p> <p>I can remember significant event and key information about the text that I have read.</p> <p>I can monitor their reading, checking words that they have decoded, to ensure that they fit within the text that I have already read.</p>

		<p>by finding a few key words.</p> <p>I can contribute ideas and thoughts in discussion.</p>	
<p>Comprehension: Sequence and summarise</p>	<p>I can demonstrate understanding of what has been read, by retelling stories and narratives using my own words and recently introduced vocabulary.</p>	<p>I can retell familiar stories orally e.g fairy stories and traditional tales.</p> <p>I can sequence the events of a story that I am familiar with.</p> <p>I can begin to discuss how events are.</p>	<p>I can discuss the sequence of events in books and how items of information are related.</p> <p>I can retell using a wider variety of story language.</p> <p>I can order events from the text.</p> <p>I can begin to discuss how events are linked focusing on the main content of the story.</p>

Progression of Skills Art – KS1		
Skills	Year 1 Violets	Year 2 Clovers
Generating	Explore their own ideas using a range of media.	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques
Sketch Books	Use sketchbooks to explore ideas.	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.
Making Skills	Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials to use to create an effect. Explore and analyse a wider variety of ways to join and fix materials in place. Develop observational skills to look closely and reflect surface texture.	Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.
Knowledge of Artists	Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work. Understand how artists choose materials based on their properties in order to achieve certain effects.	Talk about art they have seen using some appropriate subject vocabulary. Create work from a brief, understanding that artists are sometimes commissioned to create art. Create and critique both figurative and abstract art, recognising some of the techniques used. Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.

Evaluating and Analysing	Describe and compare features of their own and others' artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people.	Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it. Begin to talk about how they could improve their own work. Talk about how art is made.
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