English Reading Progression Map

Decoding

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| Nursery | Reception | Year 1 | Year 2 |
| Core books:  Dear Zoo  The very hungry caterpillar  Monkey puzzle  The Gruffalo  Little rabbit Foo Foo | Core books:  Owl babies  Handa’s surprise  Whatever next  Stick man  Were going on a bear hunt | Core books:  Where the wild things are  Lost and found  Beegu  The Enormous Crocodile  The princess and the wizard | Core Books:  Fantastic Mr Fox  Where the forest meets the sea  The day the crayons quit  Esio Trot  Superworm |
| Key vocabulary:  Rhyme  Books  Words  Text  Name  Sound  letter | Listen  Hear  Sounds, letters  Phoneme, grapheme  Digraph, trigraph  Alphabet  Segment  Blend  Tricky words  decodable | Phoneme, grapheme  Digraph, trigraph, split digraph  Alternative  Prefix suffix  Segment, blend  Apostrophe  Full stop  Speech marks  Exclamation mark  Question mark  multisyllabic | Phoneme, grapheme  Digraph, trigraph, split digraph  Alternative  Prefix suffix  Segment, blend  Apostrophe  Full stop  Speech marks  Exclamation mark  Question mark  Monosyllabic, polysyllabic, syllable  paragraph |
| Phase 1 phonics  Enjoys rhyming and rhythmic activities  Shows an interest in illustrations and print in books and the environment  Recognises familiar words such as own name and logos  Knows information can be relayed in the form of print  Beginning to hear initial sounds for name etc | Hears and says initial sounds in words  Can segment the sounds in simple words and blend them together and knows which letters represent some of them  Links sounds to letters, naming and sounding letters of the alphabet  Begins to read words and simple sentences  Know that we read from left to right  Use phonics knowledge to decode regular words and read them aloud accurately.  Read some irregular common words | Apply phonic knowledge to decode words  Speedily read all 40+ letters/groups for 40+ phonemes  Read accurately by blending GPC  Read year 1 common exception words  Read common suffixes (-s, -es, -ing, -ed, etc)  Read multisyllable words containing taught GPC  Read contractions and understand use of apostrophe  Read aloud phonically-decodable texts | Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent  Read aloud by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes as above  Read words containing suffixes  Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word  Read most words quickly and accurately, with overt sounding and blending when they have been frequently encountered  Read aloud books closely matched to their improving phonic knowledge, sounding our unfamiliar words without hesitation  Re-read these books to build up fluency and confidence in word reading |

Range of reading

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| Nursery | Reception | Year 1 | Year 2 |
| Looks at books carefully  Looks at books independently  Environment will provide a range of different books and media  Holds books the correct way up and turns pages  Core books | Children enjoy a range of books | Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently  Being encouraged to link what they have read or hear read to their own experiences | Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently |

Understanding

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| Nursery | Reception | Year 1 | Year 2 |
| Key Vocabulary:  Story  Character  Like, don’t like | Story  Character  Setting  Sequence  Beginning, middle and end  Describe  What  Why | Sentence  Meaning  Retell  Describe  Who, What, Why, How  Re read  Understanding  vocabulary | Meaning  Retell  sequence  Describe  explain  Who, What, Why, How  Re read  Understanding  vocabulary |
| Begin to be aware of how stories are structured  Listens to stories with increasing attention and recall  Describes main story setting, events and characters | Children understand simple sentences  Children begin to sequence 3 events of a story.  Children can follow a story without pictures or props  Children can answer how and why questions in response to stories. | Drawing on what they already know or on background information and vocabulary provided by the teacher  Checking that the text makes sense to them as they read and correcting inaccurate reading | Discussing the sequence of events in books and how items of information are related  Drawing on what they already know or on background information and vocabulary provided by the teacher  Checking the text makes sense to them as they read and correcting inaccurate reading. |

Inference

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| Nursery | Reception | Year 1 | Year 2 |
| Children can answer blank level 1 questions | Children can answer Blank level 1 and 2 questions. | Discussing the significance of the title and events  Making inferences on the basis of what is being said and done  Blank level 1,2,3 questions | Making inferences on the basis of what is being said and done  Answering and asking questions  Blank level 1,2,3,4 questions |

Prediction

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| Nursery | Reception | Year 1 | Year 2 |
| Suggest how the story might end | Children begin to predict what will happen next. | Predicting what might happen on the basis of what has been read so far | Predicting what might happen on the basis of what has been read so far |

Familiarity with texts

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| Nursery | Reception | Year 1 | Year 2 |
| Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories  Introduce a story line into their play | Children join in with repetitive text and repeated refrains  Through oral story telling retell familiar stories  Know the Reception core books off by heart  Use vocabulary and forms of speech that are increasingly influenced by their experience of books | Becoming familiar with key stories, fairy stories and traditional tales, re-telling them and considering their particular characteristics  Recognising and joining in with predictable phrases | Becoming increasingly familiar with and re-telling a wider range of stories, fairy stories and traditional tales  Recognising simple recurring story language in stories and poetry |

Non-fiction

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| Nursery | Reception | Year 1 | Year 2 |
| Key vocabulary  Story  Non-fiction  information | Story  Non-fiction  Information  Internet  Google kids | Story  Non-fiction  Information  contents | Non-fiction  Information  Contents  Index  Glossary  chapters |
| To explore non-fiction books and familiar topics | To know that information can be retrieved from books and computers | Being introduced to non-fiction texts | Being introduced to non-fiction books in different ways  Being able to use a contents page and an index  To describe features of non-fiction texts |

Word meanings

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| Nursery | Reception | Year 1 | Year 2 |
| Adults to introduce children to new vocabulary through stories, pictures, experiences and provide opportunities for children to use new vocabulary. | Talk about what new words mean when learning new vocabulary (magic word wall)  Grouping and naming the meaning and sounds of new words | Discussing word meanings, linking new meanings to those already known | Discussing and clarifying the meanings of words, linking new meanings to known vocabulary  Discussing favourite words and phrases |

Discussing reading

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| Nursery | Reception | Year 1 | Year 2 |
| Key Vocabulary:  Question  What  How  Tell me | Understanding  Re-tell  What happened  How, Why | Listen  Respond  Ideas  Re-tell  Sequence  Key events | Listen  Respond  Ideas  Re-tell  Sequence  Key events  Explain  Features |
| Talk about what they have read  Begin to answer why and how questions. | They demonstrate understanding when talking about what they have read.  To answer how and why questions in response to stories. | Participate in discussion about what is read to them, taking turns and listening to what others say  Explain clearly their understanding of what is read to them | Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say  Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. |

Poetry and performance

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| Nursery | Reception | Year 1 | Year 2 |
| Key vocabulary:  Rhyme  Poem  Song  Clapping  Syllables  pretend | Rhyming string  Onset rime  Pattern  Clapping syllables | Rhymes  Rhythm  List, shape, acrostic poems | Rhymes  Rhythm  List, shape, acrostic, Haiku, Kennings poems |
| Shows and awareness of rhyme and alliteration  Recognises rhythm in spoken words  Use talk in pretending that objects stand for something  Role-play characters from stories | Continue a rhyming string  Introduces a story line into their play  Children represent their own ideas through stories | Learning to appreciate rhymes and poems, and to recite some by heart | Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear |