English Reading Progression Map

Decoding

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| Nursery | Reception | Year 1 | Year 2 |
| Core books:Dear ZooThe very hungry caterpillarMonkey puzzleThe GruffaloLittle rabbit Foo Foo | Core books:Owl babiesHanda’s surpriseWhatever nextStick manWere going on a bear hunt | Core books:Where the wild things areLost and foundBeeguThe Enormous CrocodileThe princess and the wizard | Core Books:Fantastic Mr FoxWhere the forest meets the seaThe day the crayons quitEsio TrotSuperworm |
| Key vocabulary:RhymeBooksWordsTextNameSoundletter | ListenHearSounds, lettersPhoneme, graphemeDigraph, trigraphAlphabetSegmentBlendTricky wordsdecodable | Phoneme, graphemeDigraph, trigraph, split digraphAlternativePrefix suffixSegment, blendApostropheFull stopSpeech marksExclamation markQuestion markmultisyllabic | Phoneme, graphemeDigraph, trigraph, split digraphAlternativePrefix suffixSegment, blendApostropheFull stopSpeech marksExclamation markQuestion markMonosyllabic, polysyllabic, syllableparagraph  |
| Phase 1 phonicsEnjoys rhyming and rhythmic activitiesShows an interest in illustrations and print in books and the environmentRecognises familiar words such as own name and logosKnows information can be relayed in the form of printBeginning to hear initial sounds for name etc | Hears and says initial sounds in wordsCan segment the sounds in simple words and blend them together and knows which letters represent some of themLinks sounds to letters, naming and sounding letters of the alphabetBegins to read words and simple sentencesKnow that we read from left to rightUse phonics knowledge to decode regular words and read them aloud accurately.Read some irregular common words | Apply phonic knowledge to decode wordsSpeedily read all 40+ letters/groups for 40+ phonemesRead accurately by blending GPCRead year 1 common exception wordsRead common suffixes (-s, -es, -ing, -ed, etc)Read multisyllable words containing taught GPCRead contractions and understand use of apostropheRead 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 fluentRead aloud by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes as aboveRead words containing suffixesRead further common exception words, noting unusual correspondences between spelling and sound and where these occur in the wordRead most words quickly and accurately, with overt sounding and blending when they have been frequently encounteredRead aloud books closely matched to their improving phonic knowledge, sounding our unfamiliar words without hesitationRe-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 carefullyLooks at books independentlyEnvironment will provide a range of different books and mediaHolds books the correct way up and turns pagesCore 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 independentlyBeing 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:StoryCharacterLike, don’t like | StoryCharacterSettingSequenceBeginning, middle and endDescribeWhatWhy | SentenceMeaningRetellDescribeWho, What, Why, HowRe readUnderstandingvocabulary | MeaningRetellsequenceDescribeexplainWho, What, Why, HowRe readUnderstandingvocabulary |
| Begin to be aware of how stories are structuredListens to stories with increasing attention and recallDescribes main story setting, events and characters | Children understand simple sentencesChildren begin to sequence 3 events of a story.Children can follow a story without pictures or propsChildren 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 teacherChecking 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 relatedDrawing on what they already know or on background information and vocabulary provided by the teacherChecking 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 eventsMaking inferences on the basis of what is being said and doneBlank level 1,2,3 questions | Making inferences on the basis of what is being said and doneAnswering and asking questionsBlank 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 storiesIntroduce a story line into their play | Children join in with repetitive text and repeated refrainsThrough oral story telling retell familiar storiesKnow the Reception core books off by heartUse 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 characteristicsRecognising and joining in with predictable phrases | Becoming increasingly familiar with and re-telling a wider range of stories, fairy stories and traditional talesRecognising simple recurring story language in stories and poetry |

Non-fiction

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| Nursery | Reception | Year 1 | Year 2 |
| Key vocabularyStoryNon-fictioninformation | StoryNon-fictionInformationInternetGoogle kids | StoryNon-fictionInformationcontents | Non-fictionInformationContentsIndexGlossarychapters |
| 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 waysBeing able to use a contents page and an indexTo 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 vocabularyDiscussing favourite words and phrases |

Discussing reading

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| Nursery | Reception | Year 1 | Year 2 |
| Key Vocabulary:QuestionWhatHow Tell me | UnderstandingRe-tellWhat happenedHow, Why | ListenRespondIdeasRe-tellSequenceKey events | ListenRespondIdeasRe-tellSequenceKey eventsExplainFeatures |
| Talk about what they have readBegin 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 sayExplain 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 sayExplain 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:RhymePoemSongClappingSyllablespretend | Rhyming stringOnset rimePatternClapping syllables | RhymesRhythmList, shape, acrostic poems | RhymesRhythmList, shape, acrostic, Haiku, Kennings poems |
| Shows and awareness of rhyme and alliterationRecognises rhythm in spoken wordsUse talk in pretending that objects stand for somethingRole-play characters from stories | Continue a rhyming stringIntroduces a story line into their playChildren 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 |