

Progression Map for Reading

	FS – nursery Literacy - reading (see development matters for age appropriate expectations)	FS2 Literacy - reading (see development matters for age appropriate expectations)	Year 1	Year 2
Word reading	<p>Enjoy looking at books with others and independently and knows how to handle these. Know that print carries meaning and, in English, is read from left to right and top to bottom Enjoy rhyming and rhythmic activities, shows awareness of rhymes and recognises rhythm in spoken words. Join in with repeated refrains and anticipates key events and phrases in rhymes and stories. Recognise familiar words and signs such as own name and advertising logos.</p>	<p>Use vocabulary and forms of speech that are increasingly influenced by their experiences of books Can continue a rhyming string. Hear and says the initial sound in words. Segment the sounds in simple words and blend them together. Link sounds to letters, naming and sounding the letters of the alphabet. Begin to read words and simple sentences. Know that information can be retrieved from books and computers.</p> <p>ELG - Read and understand simple sentences.</p>	<p>Apply phonic knowledge and skills as the route to decode words - correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught, including words of more than one syllable. Read Y1 common exception words. Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</p>	<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. Read accurately words of two or more syllables that contain the same graphemes as above. Read words containing common suffixes Read Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p>

		Use phonic knowledge to decode regular words and read them aloud accurately. Read some common irregular words.	Checking that the text makes sense to them as they read and correcting inaccurate reading. Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. Re-read these books to build up their fluency and confidence in word reading.	Re-read these books to build up their fluency and confidence in word reading.
Comprehension	Listen to stories with increasing attention and recall and join in with stories and poems, one-to-one and also in small groups. Start to talk about favourite stories and rhymes. Shows interest in illustrations and print in books and print in the environment. Beginning to be aware of the way stories are structured.	Enjoys an increasing range of books. ELG - Demonstrate understanding when talking with others about what they have read.	Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non-fiction. Discuss the title, blurb etc and draw on what they already know or on background information and vocabulary provided by the teacher to extend understanding. Participate in discussion about what is read to them, taking turns and listening to what others say. Linking what they read or hear read to their own experiences. Becoming very familiar with key stories, fairy stories and traditional	Develop pleasure in reading, motivation to read, vocabulary and understanding by 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. Understand both the books that they can already read accurately and fluently and those that they listen to by drawing on what they already know or on background information and vocabulary provided by the teacher. Participate in discussion about books, poems and other works that are read

	<p>Suggest how the story might end.</p> <p>Describe main story settings, events and principal characters.</p>		<p>tales, retelling them and considering their particular characteristics. Recognising and joining in with predictable phrases. Listen to rhymes and poems, and to recite some by heart.</p> <p>Show understanding of both the books they can already read accurately and fluently and those they listen to using the school VIPERS approach. Vocab - discussing word meanings, linking new meanings to those already known Infer – making inferences on the basis of what is being said and done. Predict - predicting what might happen on the basis of what has been read so far. Explain -explain clearly their understanding of what is read to them. Retrieve – find information in the text. Sequence – retell and order events.</p>	<p>to them and those that they can read for themselves, taking turns and listening to what others say, asking and answering questions. Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. Being introduced to non-fiction books that are structured in different ways Recognising simple recurring literary language in stories and poetry. Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. Checking that the text makes sense to them as they read and correcting inaccurate reading.</p> <p>Show understanding of both the books they can already read accurately and fluently and those they listen to building on skills developed in Y1 using the school VIPERS approach. Vocab - discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p>
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				<p>discussing their favourite words and phrases</p> <p>Infer – making inferences on the basis of what is being said and done.</p> <p>Predict - predicting what might happen on the basis of what has been read so far.</p> <p>Explain – explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p> <p>Retrieve – find information in the text.</p> <p>Sequence – discussing the sequence of events in books and how items of information are related</p>
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