

Suffield Park Infant and Nursery School Progression Map for

English Reading



Confident, Resilient, Ambitious, Brilliant

Year Group	Knowledge	Skills	Vocabulary
Reception	<p><u>Word reading</u> <u>Range 5</u> Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories Begins to develop phonological and phonemic awareness - Shows awareness of rhyme and alliteration - Recognises rhythm in spoken words, songs, poems and rhymes - Claps or taps the syllables in words during sound play Looks at and enjoys print and digital books independently Handles books and touch screen technology carefully and the correct way up with growing competence Recognises familiar words and signs such as own name, advertising logos and screen icons Knows that print carries meaning and, in English, is read from left to right and top to bottom Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print)</p> <p><u>Range 6</u> Begins to develop phonological and phonemic awareness - Continues a rhyming string and identifies alliteration Begins to recognise some written names of peers, siblings or "Mummy"/"Daddy" for example Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonemes.</p> <p><u>Early Learning Goal</u> Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p><u>Word reading:</u> To be able to hear and recognise rhyme and alliteration when stories/poems are read aloud. To recognise rhythm in words and continue a rhyming string such as cat/hat hot/pot. To be able to handle books carefully, turning pages, following text left to right. To say an initial sound in a word such as penguin begins with p. To segment sounds in simple words and blend them together, knowing which letter represents some of them. To link sounds to letters, naming and sounding letters of the alphabet. (phase 2 and 3) To use phonics to decode regular words such as mum/had and read them aloud accurately. To be able to read common irregular words (phase 2 and 3) by sight knowing they will not sound out. To begin to read simple words such as cvc words and short sentences such as I go to the shop. To break the flow of speech into words so they can sound out words to spell, saying each sound and writing it down. To read books independently, select their own books to read.</p>	<ul style="list-style-type: none"> • vowel • phoneme • digraph • trigraph • sentence • full stop • question mark • rhyme • rhythm • letter • sound • blend • segment
Year 1	<p><u>Word reading</u></p> <ul style="list-style-type: none"> • apply phonic knowledge and skills as the route to decode words 	<p><u>Word reading</u></p>	<ul style="list-style-type: none"> • digraph

	<ul style="list-style-type: none"> • respond speedily with the 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 read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings • read other words of more than one syllable that contain taught GPCs • read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) • 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. 	<p>To use phonics as their first strategy when reading a new word.</p> <p>To be able to say all of the sounds for the graphemes. To know that some graphemes make different sound e.g. oo book/spoon.</p> <p>To be able to spot the sounds (single sound/digraphs/trigraphs/split vowel digraphs) in a word. To be able to blend these sounds together and say the word correctly.</p> <p>To be able to read CEW. To know that CEW cannot be sounded out. To know where these occur in the word e.g. said instead of ai we read the word s- e- d.</p> <p>To be able to read the route word and then to be able to read it with the suffix on the end e.g. bus - buses</p> <p>To be able to clap the syllables in a word. To be able to read words with more than one syllable e.g. summer.</p> <p>To read words with contractions and to know that the apostrophe shows that a letter is missing e.g. don't this means do not, the apostrophe shows that the o has been taken away in this word.</p> <p>To be able to read a book aloud using just their phonic knowledge to decode the words correctly.</p> <p>To understand that re-reading books will help to build up their fluency (how well they read the book) and their confidence (words being put into sight memory, rather than having to be decoded each time).</p>	<ul style="list-style-type: none"> • trigraph • split digraph • apostrophe • common exception word • suffix • syllable • apostrophe • noun • verb • adjective
<p>Year 2</p>	<p><u>Reading -Word reading</u></p> <ul style="list-style-type: none"> • 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 	<p>To be able to use word recognition to read familiar words without the need to rely on phonic strategies so that reading becomes less laboured (fluent). To continue to use phonic strategies for unfamiliar words.</p> <p>To be able to recognise all taught graphemes in words, including alternative phonemes and to apply these when reading different texts.</p> <p>To also recognise all taught graphemes in words with more than one syllable e.g. compound words.</p> <p>To read root words with and without suffixes. To be able to understand how a word changes its</p>	<ul style="list-style-type: none"> • noun • noun phrase • statement • question, exclamation, command • compound • suffix • adjective • adverb • verb • tense (past, present) • apostrophe • comma

	<ul style="list-style-type: none"> • 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, without overt sounding and blending, when they have been frequently encountered • read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • re-read these books to build up their fluency and confidence in word reading. 	<p>meaning when a suffix is added. (ment, ness, ful, less, ly, ed, ing, er, est, y, es)</p> <p>To be able to read all new CEW words. To know that CEW cannot be sounded out. To know where irregular spellings are in these words.</p> <p>To develop strategies to spell these.</p> <p>To be able to recognise and recall words which have been frequently encountered so that phonic strategies are not relied upon as the first method of decoding.</p> <p>To automatically use phonic strategies to decode new words with confidence. To recognise all taught graphemes in these words and blending them successfully and quickly.</p> <p>To know that re-reading a book can be helpful to recognise further vocabulary and recall new words quickly and accurately when re-read. To know that reading fluently can help us to understand meaning in texts more clearly.</p>	<ul style="list-style-type: none"> • pronoun
Reception	<p><u>Comprehension</u></p> <p><u>Range 5</u> Begins to be aware of the way stories are structured, and to tell own stories Talks about events and principal characters in stories and suggests how the story might end.</p> <p><u>Range 6</u> Knows that information can be retrieved from books, computers and mobile digital devices Is able to recall and discuss stories or information that has been read to them, or they have read themselves (Understanding) Listens and responds to ideas expressed by others in conversation or discussion Understands questions such as who; why; when; where and how</p> <p><u>Early Learning Goal</u> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate - where appropriate - key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>	<p><u>Comprehension</u></p> <p>To understand humour eg when jokes are shared or staff read nonsense rhymes.</p> <p>To listen and talk about stories they know or are read aloud.</p> <p>To listen to stories with increasing attention and recall.</p> <p>To know the difference between fiction and non-fiction and explain some differences.</p> <p>To know how to look for the title.</p> <p>To describe main story settings, events and principal characters such as fairy tales, familiar stories.</p> <p>To suggest how a story might end and predict the ending.</p> <p>To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p>	<ul style="list-style-type: none"> • story • character • illustration • print • blurb • ellipsis • fiction • non-fiction

<p>Year 1</p>	<p><u>Reading - comprehension</u></p> <ul style="list-style-type: none"> develop pleasure in reading, motivation to read, vocabulary and understanding by 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 read or hear read to their own experiences becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics recognising and joining in with predictable phrases learning to appreciate rhymes and poems, and to recite some by heart discussing word meanings, linking new meanings to those already known understand both the books they can already read accurately and fluently and those they listen to by: 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 significance of the title and events making inferences on the basis of what is being said and done predicting what might happen on the basis of what has been read so far 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. 	<p><u>Comprehension</u></p> <p>To talk about and give opinions on books poems stories and non-fiction read to them.</p> <p>To be able to talk about books they have read or heard read to them and share their own experiences and explain their opinions.</p> <p>To be able to retell key stories, fairy stories and traditional tales and consider their particular characteristics such as beginnings/endings/characters.</p> <p>To be able to recognize and join in with predictable phrases such as happily ever after, once upon a time.</p> <p>To be able to appreciate rhymes and poems, and to recite some by heart.</p> <p>To be able to discuss word meanings, linking new meanings to those already known.</p> <p>To be able to draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>To be able to check that the text makes sense to them as they read and correcting inaccurate reading.</p> <p>To be able to discuss the significance of the title and event.</p> <p>To be able to make inferences on the basis of what is being said and done.</p> <p>To be able to predict what might happen on the basis of what has been read so far.</p> <p>To be able to participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>To be able to explain clearly their understanding of what is read to them.</p>	<ul style="list-style-type: none"> non-fiction fiction fairy-tale/traditional tale predict title blurb
<p>Year 2</p>	<p><u>Reading - comprehension</u></p> <ul style="list-style-type: none"> 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 discussing the sequence of events in books and how items of information are related 	<p><u>Comprehension</u></p> <p>To be able to listen to, and talk about their own opinions of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. E.g. identifying favourite words and phrases. Being able to explain how a character feels based on what they do and say. Being able to confidently retell events showing an</p>	<ul style="list-style-type: none"> fiction /non fiction prediction title blurb glossary index sub heading

- 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
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- 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
 - checking that the text makes sense to them as they read and correcting inaccurate reading
 - making inferences on the basis of what is being said and done
 - answering and asking questions
 - predicting what might happen on the basis of what has been read so far
- 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.

understanding of how they develop (problem and resolution).

To be able retell key stories, fairy stories and traditional tales and consider their particular characteristics such as beginnings/endings/characters.

To be able to identify simple recurring literary language in stories and poetry.

To be able to learn and recite poems with confidence. To perform poetry individually or in groups using changes in voice and body language as appropriate.

To be able to identify new words and explain what they mean using their knowledge of words already known to help them.

To be able to talk about their favourite words and phrases giving a reason for their choices.

To be able to show their understanding of a fiction or non-fiction text by:

recalling on own previous knowledge including vocabulary or information learnt from the teacher.

Recognizing when they don't understand parts of text for example tricky or new words and rereading to help them self correct

To be able to explain how a character feels or why they have behaved in a particular way using examples from the text. (inference)

To be able to answer various question types on direct recall, inference, sequencing and vocabulary.

To be able to phrase their own questions following reading using the text to support them. E.g. questioning a peer about a non-fiction text read together

To be able to give a reasonable guess as to what might happen next in a story or sequel basing their prediction on previous clues from the text.

To understand that non-fiction books are structured in different ways and to recognize some of the features that are used in them e.g. contents, labels, glossary, titles, diagrams and indexes. To be able to select information in a non-fiction text

- character
- fluency
- sequence
- fact
- expanded noun phrase
- drama
- role play
- hot-seating

		<p>understanding that the text does not need to be read sequentially.</p> <p>To be able to participate in discussion about books, poems & other works that are read to them & those that they can read for themselves.</p> <p>To be able to listen to other people's opinions and respond to them taking turns and listening to what others say</p> <p>To be able to 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>	
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Rhythm and rhyme	Book handling	Decoding/ Phonics/word recognition	Range of reading	Familiarity with texts	Poetry	Word meanings	Understanding	Inference	Prediction	Non-fiction	Discussion of reading
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