



English Reading Progression Map

Decoding

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 We're 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
Working within Firm Foundations in phonics showing an awareness of listening to and discriminating sounds I can join in with rhymes and stories. I can identify rhymes. I can join in with the rhythm of well known rhymes and songs. I can recognise familiar words such as own name and logos	Working within Basics 3 and able to read CVC words and simple sentences containing Basics 3 phonemes Hears and says initial sounds in words Links sounds to letters, naming and sounding letters of the alphabet Know that we read from left to right	Secure at Basics 5c working within 5b 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)	Level 19 – 22 reading books I can read polysyllabic words I can read words containing suffixes I can read further CEW and see where the sounds do not match I can read fluently without needing to segment and blend new words I can read aloud books within my reading level, without making many errors or pausing



Beginning to hear initial sounds for name etc I can hold a book, turn the pages and indicate an understanding of pictures and print.	Use phonics knowledge to decode regular words and read them aloud accurately. Read Basics 2 and some Basics 3 tricky words.	Read multisyllable words containing taught GPC Read contractions and understand use of apostrophe Read aloud phonically-decodable texts	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 out unfamiliar words without hesitation Re-read these books to build up fluency and confidence in word reading
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Range of reading

Nursery	Reception	Year 1	Year 2
Looks at books carefully Looks at books independently	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	Listening to, discussing and expressing views about a wide range of contemporary and

Environment will provide a range of different books and media Holds books the correct way up and turns pages Core books		which they can read independently Being encouraged to link what they have read or hear read to their own experiences	classic poetry, stories and non-fiction at a level beyond that at which they can read independently
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Understanding

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. I can demonstrate understanding of what has been read by retelling stories and narratives using my own words and recently introduced vocabulary I can use and understand recently introduced vocabulary during discussions about 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	In a familiar book that I can read fluently; I can check it makes sense to me I can say how the characters might feel in a story I have read or heard on the basis of what is said and done and answer questions. I can explain what has happened so far in what I have read. 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.



	non-fiction, rhymes and poems and during role-play.		
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Inference

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

Nursery	Reception	Year 1	Year 2
Suggest how the story might end	Children begin to predict what will happen next. I can anticipate – where appropriate – key events in stories	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

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	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



	influenced by their experience of books		
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Non-fiction

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

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

Nursery	Reception	Year 1	Year 2
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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. Introduce 'book talk'.	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 Use 'book talk' to discuss like, dislikes, favourite characters or events etc.	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. Use 'book talk' for peer discussions. Use Comprehension question prompts. Write book reviews.

Poetry and performance

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
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