



Progression Map – Reading – Manorfield I & N School

| Areas of Learning | Early Years | | National Curriculum Strand | |
|---|---|--|---|---|
| Reading | Nursery | Reception | Year 1 | Year 2 |
| Both EYFS and KS1 follow the RWI Programme for the teaching of phonics Decoding (word Reading) | <p>R5 • begins to develop phonological and phonemic awareness</p> <p>R5 • hears and says the initial sound in words</p> <p>R5 • recognises familiar words and signs such as own name, advertising logos and screen icons</p> <p>R6 • begins to develop phonological and phonemic awareness</p> <p>R6 • hears and say the initial sound in words</p> <p>R6 • begins to segment the sounds in simple words and blend them together and knows which letters represent some of them</p> <p>R6 • starts to link sounds to letters, naming and sounding the letters of the alphabet</p> <p>R6 • begins to link sounds to some frequently used digraphs, e.g. sh, th, ee</p> <p>R6 • begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences</p> <p>R6 • begins to recognise some written names of peers, or siblings or “Mummy”/” Daddy” for example</p> | <p>ELG • says a sound for each letter in the alphabet and at least 10 digraphs</p> <p>ELG • reads words consistent with their phonic knowledge by sound-blending</p> <p>ELG • reads aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</p> | <ul style="list-style-type: none"> • apply phonic knowledge and skills as the route to decode words • 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 a word • read words with common suffixes (-s, -es, -ing, -ed, -er and -est) • read multi-syllable words containing taught GPCs • read words with contractions (e.g. I’m, I’ll, we’ll) and understand that the apostrophe represents the omitted letter(s) • read aloud phonically-decodable texts that do not require them to use other strategies to work out words • re-read these books to build up fluency and confidence in reading | <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 • read further common exception words, noting unusual correspondence between spelling and sound and where these occur in a word • read most words quickly & 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 |
| Range of reading | <p>R5 • listens to and joins in with stories and poems, when reading one-to-one and in small groups</p> <p>R5 • shows interest in illustrations and words in print and digital books and words in the environment</p> <p>R5 • looks at and enjoys print and digital books independently</p> <p>R5 • begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps</p> <p>R6 • enjoys an increasing range of print and digital books, both fiction and non-fiction</p> | <p>Develop pleasure in reading, motivation to read and understanding by:</p> <ul style="list-style-type: none"> • listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently | <ul style="list-style-type: none"> • listen to, discuss and express 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 | |

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| | | | Year 2 | |
| Familiarity with text | <p>R5 • knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print)</p> <p>R5 • knows that print carries meaning and, in English, is read from left to right and top to bottom</p> <p>R5 • joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</p> <p>R5 • begins to be aware of the way stories are structured, and to tell own stories</p> <p>R5 • handles books and touch screen technology carefully and the correct way up with growing competence</p> <p>R6 • includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes etc</p> <p>R6 • knows that information can be retrieved from books, computers and mobile digital devices</p> <p>R6 • re-enacts and reinvents stories they have heard in their play</p> | | <p>• become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> | <p>• become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> |
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| Poetry and performance | <p>R5 • claps or taps the syllables in words during sound play</p> <p>R5 • shows awareness of rhyme and alliteration</p> <p>R5 • recognises rhythm in spoken words, songs, poems and rhymes</p> <p>R6 • continues a rhyming string and identifies alliteration</p> | | <p>• learn to appreciate rhymes and poems, and to recite some by heart</p> | <p>• continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> |
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| Word meaning (Vocabulary) | R6 • uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading | | <ul style="list-style-type: none"> • recognise and join in with predictable phrases • discuss word meanings, linking new meanings to those already known | <ul style="list-style-type: none"> • recognise simple recurring literary language in stories and poetry • discuss and clarify the meanings of words, linking new meanings to known vocabulary • discuss their favourite words and phrases |
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| Comprehension / Understanding | R5 • talks about events and principal characters in stories and suggests how the story might end | | Understand both the books they can already read accurately and fluently and those they listen to by: | |
| | | | <ul style="list-style-type: none"> • draw on what they already know or on background information and vocabulary provided by the teacher • check that the text makes sense to them as they read and correct inaccurate reading | <ul style="list-style-type: none"> • draw on what they already know or on background information and vocabulary provided by the teacher • check that the text makes sense to them as they read and correcting inaccurate reading |
| Inference | | | <ul style="list-style-type: none"> • make inferences on the basis of what is being said and done | <ul style="list-style-type: none"> • make inferences on the basis of what is being said and done • answer and ask questions |
| Prediction | | <ul style="list-style-type: none"> • anticipate where appropriate – key events in stories (Links to Talk Through Stories) | <ul style="list-style-type: none"> • predict what might happen on the basis of what has been read so far | <ul style="list-style-type: none"> • predict what might happen on the basis of what has been read so far |
| Authorial intent | | | | |
| Non-fiction & (structures and themes) | | | <ul style="list-style-type: none"> • link what they read or hear read to their own experiences | <ul style="list-style-type: none"> • be introduced to non-fiction books that are structured in different ways |

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| Discuss reading | R6 • is able to recall and discuss stories or information that has been read to them, or they have read themselves | | <ul style="list-style-type: none"> • discuss the significance of the title and events • participate in discussion about what is read to them, taking turns and listening to what others say | <ul style="list-style-type: none"> • participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say |
| | R6 • engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text | | | |
| Explain reading | R6 • describes main story settings, events and principal characters in increasing detail | | <ul style="list-style-type: none"> • explain clearly their understanding of what is read to them | <ul style="list-style-type: none"> • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves |
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| Summarising | | | | <ul style="list-style-type: none"> • discuss the sequence of events in books and how items of information are related |