Phonics Progression Map – Decoding

R	• 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.
1	• Apply phonic knowledge and skills as the route to decode words. • Blend sounds in unfamiliar words using the GPCs that they have been taught. • Respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes. • Read words containing taught GPCs. • Read words containing -s, -es, -ing, -ed and -est endings. • Read words with contractions, e.g. I'm, I'll and we'll. • Read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.
2	• 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. • Accurately read most words of two or more syllables. • Read most words containing common suffixes. • Read most Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.

Reading Progression Map – Vocabulary

	Fluency	Correcting Inaccuracies	Building Vocabulary
R	• 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.	• Start to check that a text makes sense, using visual and contextual clues to help	• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
1	• To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. • To reread texts to build up fluency and confidence in word reading.	• Check that a text makes sense to them as they read and to self- correct. • Use knowledge of sentence grammar to check if reading 'sounds right'.	• Discuss word meaning and link new meanings to those already known.
2	• Read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. • Reread these books to build up fluency and confidence in word reading. • Read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.	• Use sentence grammar to support understanding of unfamiliar words. • Check that the text makes sense to them as they read and to correct inaccurate reading.	• Increase vocabulary using understanding of context to know what they mean. • Show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. • Discuss and clarify the meanings of words, linking new meanings to known vocabulary. • Discuss their favourite words and phrases.

Reading Progression Map – Inference

R	• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Read from left to right, top to bottom.
1	• Use context to support understanding of texts. • Make basic inferences such as know who is speaking. • Link what they have read or have read to them to their own experiences.
2	• Make inferences on the basis of what is being said and done. • Give reasons for why events happen and characters behave as they do.

Reading Progression Map – Prediction

R	• Anticipate (where appropriate) key events in stories
1	• Make reasoned predictions. • Discuss the significance of titles and make predictions from these. • Predict what might happen on the basis of what has been read so far.
2	• Make predictions based on knowledge of the text or the author. • Predict what might happen on the basis of what has been read so far in a text. • Recognise simple recurring literary language in stories and poetry and use this to predict patterns in stories and poems.

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Reading Progression Map – Explanation

R	• Understand that fiction books contain stories that are not real. • Understand that non-fiction texts contain information about real things. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
1	• Recognises the different features of books; chapters, pages, contents etc. • Recognise the main features of different texts; e.g. openings, problems and endings; instructional features; information. • Recognise and talk about the effect of language patterns and repetition. • Understand the difference between fact and fiction.
2	• Recognise and explain organisational features of texts. • Identify the purpose of a book.

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Reading Progression Map – Retrieval

R	• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. • Recognise story openings and characters.
1	• Find specific information in simple texts.
2	• Gather ideas and information from across a text. • Navigate texts to retrieve information.

Reading Progression Map – Sequence / Summary

R	• Orally sequence main events • Anticipate (where appropriate) key events in stories. • Retell stories in the correct sequence • Use language patterns in retellings
1	• Identify the main events in stories • Identify the main characters in stories • To retell familiar stories in increasing detail.
2	• Become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales. • Discuss the sequence of events in books and how items of information are related.

Reading Progression Map – Engagement

R	• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
1	• Use patterns and repetition to support oral retelling. • Make personal reading choices and explain reasons for choices. • Make links between events and ideas in texts and personal experience. • Recognise the differences between fiction and non-fiction texts and their purposes. • Begins to make links between different texts • Listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. • Join in with discussions about a text, taking turns and listening to what others say.
2	• Choose and read whole books at appropriate levels. • Talk about reasons for book choices. • Use books and stories as a stimuli for role play • Participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views. • Ask and answer questions about a text. • Make links between the text they are reading and other texts they have read (in texts that they can read independently).

Reading Progression Map –
Poetry and Performance

R	• Perform songs, rhymes, poems and stories with others • Make use of props and materials when role playing characters in narratives and stories. • Invent, adapt and recount narratives and stories with peers and their teacher.
1	• Recite simple poems by heart.
2	• Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.