

## Garden Suburb Infant School Reading Curriculum Progression Map

<u>Reading – Word Reading</u>	EYFS - Reception	Year 1	Year 2
	Early Learning Goals		
<b>Phonics and Decoding</b>	<p>Read individual letters by saying the phonemes for them.</p> <p>Blend phonemes into words, so that they can read short words made up of GPCs.</p> <p>Read some digraphs that each represent one sound and say sounds for them.</p> <p>Read simple phrases and sentences made up of words with known GPCs and, where necessary, a few exception words.</p> <p><i>Say a sound for each letter in the alphabet and at least 10 digraphs.</i></p> <p><i>Read words consistent with their phonic knowledge by sound-blending.</i></p> <p><i>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</i></p>	<p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>To read accurately by blending sounds in unfamiliar words containing GPCs that they have been taught.</p> <p>To read words containing taught GPCs.</p> <p>To read words containing -s, -es, -ing, -ed and -est endings.</p> <p>To read other words of more than one syllable that contain taught GPCs.</p> <p>To read words with contractions, e.g. I'm, I'll and we'll and understand the apostrophe represents the omitted letter(s).</p>	<p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables.</p> <p>To read most words containing common suffixes.*</p> <p><i>Non-Statutory: To read suffixes by building on the root words that they have already learnt.</i></p>
<b>Common Exception Words</b>	<p>Read a few common exception words (tricky words) matched to the 'Little Wandle Letters and Sounds Revised'</p> <p><i>To read some common irregular words.</i></p>	<p>To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</p> <p>Read tricky words matched to the 'Little Wandle Letters and Sounds Revised'</p>	<p>Recap 'tricky words' matched to the 'Little Wandle Letters and Sounds Revised'</p> <p>To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.</p>

<b>Fluency</b>	<p>Blend phonemes into words, so that they can read short words made up GPCs.</p> <p>Read simple phrases and sentences made up of words with known GPCs and, where necessary, a few exception words.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>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.</p> <p>To reread texts to build up fluency and confidence in word reading.</p>	<p>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>To reread these books to build up fluency and confidence in word reading.</p> <p>To read most words accurately and fluently without overt sounding and blending, when they have been frequently encountered e.g. at over 90 words per minute, in age-appropriate texts.</p>
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<u>Reading – Comprehension</u>	EYFS	Year 1	Year 2
	Early Learning Goals		
<b>Understanding and correcting inaccuracies</b>	<p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>	<p>To check that a text makes sense to them as they read and correcting inaccurate reading.</p>	<p>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>To check that the text makes sense to them as they read and correcting inaccurate reading.</p>
<b>Comparing, Contrasting and Commenting</b>	<p>Compare and contrast characters from stories, including figures from the past.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>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.</p> <p>Offer explanations for why things might happen, making use of recently introduced</p>	<p>To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.</p> <p>To link what they have read or have read to them to their own experiences.</p> <p>To retell familiar stories in increasing detail, considering their particular characteristics.</p> <p>To participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>To discuss the significance of titles and events.</p>	<p>To explain and discuss their understanding of books, poems or other material, both those that they listen to and those that they read to themselves.</p> <p>To 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, taking turns and listening to what others say, explaining their understanding and expressing their views.</p>

	<p>vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>		<p>To become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</p> <p>To discuss the sequence of events in books and how items of information are related.</p> <p>To recognise simple recurring literary language in stories and poetry.</p> <p>To ask and answer questions about a text.</p> <p>To make links between the text they are reading and other texts they have read (in texts that they can read independently).</p>
<b>Inference and Prediction</b>	<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Anticipate (where appropriate) key events in stories.</p>	<p>To begin to make simple inferences on the basis of what is being said and done.</p> <p>To predict what might happen on the basis of what has been read so far.</p>	<p>To make inferences on the basis of what is being said and done.</p> <p>To predict what might happen on the basis of what has been read so far in a text.</p>
<b>Vocabulary</b> <b>Words in context and authorial choice</b>	<p>Learn new vocabulary.</p> <p>Use new vocabulary throughout the day. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>	<p>To discuss word meanings, linking new meanings to those already known.</p> <p>To explain clearly their understanding of what is read to them.</p>	<p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>To discuss their favourite words and phrases.</p> <p>To draw on knowledge of vocabulary to understand texts.</p>

	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.		
<b>Poetry and Performance</b>	<p>Engage in story times.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Learn rhymes, poems and songs.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in their pretend play.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Invent, adapt and recount narratives and stories with their peers and their teacher.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</p>	To learn to appreciate rhymes and poems, and to recite some poems by heart.	<p>To 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> <p>To 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.</p>
<b>Non Fiction</b>	<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>		To recognise that non-fiction books are often structured in different ways.