



St Paul and St Timothy's Catholic Infant School Reading Progression Map

	EYFS - Reception	Y1	• Y2
Decoding	<ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. (LIT) • Blend sounds into words, so that they can read short words made up of known letter- sound correspondences. (LIT) • Read some letter groups that each represent one sound and say sounds for them. (LIT) • Read a few common exception words matched to the school's phonic programme. (LIT) • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. (LIT) • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. (LIT) 	<ul style="list-style-type: none"> • Apply phonic knowledge to decode words • Read aloud phonically-decodable texts • Re-read books to build fluency and confidence • Read simple sentences and understand the meaning including what a pronoun is (extra) • Speedily read all 40+ letters /groups for 40+ phonemes including alternative sounds for graphemes • Read Year 1 common exception words noting unusual correspondences between spelling and sound (identifying where they appear) • Read polysyllabic words containing taught GPCs • Read common suffixes (-s, -es, -ing, -ed, -er and -est) • Read contractions and understand that the apostrophe represents the omitted letter(s) • Read accurately by blending taught GPCs • Develop some fluency and expression, pausing at full stops (extra) 	<ul style="list-style-type: none"> • Apply phonic decoding until automatic and reading is fluent • Read common suffixes (-ed, -ing, -er, -est, -y, -er, -ment, -ful, -ness, -less, -ly) • Re-read books to build up fluency and confidence in word reading • Note punctuation to read with appropriate expression • Read accurately by blending, including alternative sounds for graphemes • Read Year 2 common exception words, noting unusual correspondences • Read aloud books matched to phonic knowledge by sounding out unfamiliar words automatically • Read polysyllabic words containing above graphemes • Read most words quickly & accurately without overt sounding and blending

Range of Reading		<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
Familiarity with Texts	<ul style="list-style-type: none"> Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. (C&L) Listen to and talk about stories to build familiarity and understanding. (C&L) Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. (LIT) 	<ul style="list-style-type: none"> Recognise and join in with predictable phrases Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics 	<ul style="list-style-type: none"> Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales Recognise simple recurring literary language in stories and poetry
Poetry and Performance	<ul style="list-style-type: none"> Listen carefully to rhymes and songs, paying attention to how they sound. (C&L) Learn rhymes, poems and songs. (C&L) 	<ul style="list-style-type: none"> Learn to appreciate rhymes and poems, and to recite some by heart 	<ul style="list-style-type: none"> Continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear
Word Meanings	<ul style="list-style-type: none"> Learn new vocabulary. (C&L) Use new vocabulary in different contexts. (C&L) 	<ul style="list-style-type: none"> Discuss word meanings and link new meanings to words already known 	<ul style="list-style-type: none"> Discuss and clarify the meanings of words and link new meanings to known vocabulary Discuss their favourite words and phrases
Understanding	<ul style="list-style-type: none"> Listen to and talk about stories to build familiarity and understanding. (C&L) 	<ul style="list-style-type: none"> Draw on what they already know or on background information and vocabulary provided by the teacher Be encouraged to link what they read or hear read to their own experiences Check that the text makes sense to them as they read and correct inaccurate reading Answer simple retrieval questions about a text and find evidence to support answers (Extra) 	<ul style="list-style-type: none"> Discuss the sequence of events in books and how items of information are related Draw on what they already know or on background information and vocabulary provided by the teacher Make links between a current book and those already read Check that the text makes sense to them as they read and correct inaccurate reading
Inference		<ul style="list-style-type: none"> Discuss the significance of the title and events 	<ul style="list-style-type: none"> Make inferences on the basis of what is being said and done Answer and ask questions

		<ul style="list-style-type: none"> • Make inferences on the basis of what is being said and done 	
Prediction		<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
Non-Fiction	<ul style="list-style-type: none"> • Engage in non-fiction books. (C&L) • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary (C&L) 	<ul style="list-style-type: none"> • Listen to and discuss a wide range of non-fiction at a level beyond that at which they can read independently 	<ul style="list-style-type: none"> • Be introduced to non-fiction books that are structured in different ways
Discussing Reading	<ul style="list-style-type: none"> • Engage in story times. (C&L) 	<ul style="list-style-type: none"> • Participate in discussion about what is read to them by taking turns and listening to what others say • Explain clearly their understanding of what is read to them 	<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 by 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