

Curriculum Progression Map – Reading



	EYFS 40-60 months Early learning goals	Year 1	Year 2
Phonics and decoding	<p>To continue a rhyming string</p> <p>To hear and say the initial sound in words.</p> <p>To segment the sounds in simple words and blend them together and know which letter represents some of them.</p> <p>To link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>To use phonic knowledge to decode regular words and read them aloud accurately.</p>	<p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</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 words with contractions e.g. I’m, I’ll and we’ll.</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>
Common exception words	<p>To read some common irregular words.</p>	<p>To read year 1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</p>	<p>To read most year 1 and year 2 common exception words noting unusual correspondences between spelling and sound and where these occur in the word.</p>

<p>Fluency</p>	<p>To ascribe meanings to marks that they see in different places.</p> <p>To begin to break the flow of speech into words.</p> <p>To begin to read words and simple sentences.</p> <p>To read and understand simple sentences.</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 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 words accurately and fluently without overt sounding and blending e.g. at over 90 words per minute in age appropriate texts.</p>
<p>Understanding and correcting inaccuracies</p>	<p>To understand humour e.g. nonsense rhymes and jokes.</p>	<p>To check that a text makes sense to them as they read and to self-correct.</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 to correct inaccurate reading.</p>
<p>Comparing, contrasting and commenting</p>	<p>To enjoy an increasing range of books.</p> <p>To follow a story without pictures or props.</p> <p>To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p>	<p>To listen 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 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 and expressing their views.</p>

	<p>To demonstrate understanding when talking with others about what they have read.</p>	<p>To retell familiar stories in increasing detail.</p> <p>To join in with discussions about a text, taking turns and listening to what others say.</p> <p>To discuss the significance of titles and events.</p>	<p>To become increasingly familiar with and to retell a wide 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 literacy 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>
Words in context and authorial choice	<p>To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p>	<p>To discuss word meaning and link new meanings to those already known.</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>
Inference and prediction	<p>To answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	<p>To begin to make simple inferences.</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>

			To predict what might happen on the basis of what has been read so far in a text.
Poetry and performance	<p>To play cooperatively as part of a group to develop and act out a narrative.</p> <p>To express themselves effectively, showing awareness of listeners' needs.</p>	To recite simple poems by heart.	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.
Non-fiction	To know that information can be retrieved from books and computers.		To recognise that non-fiction books are often structured in different ways.

ENGLISH		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Reception	The Rainbow Fish Elmer Mixed Non-fiction texts on colours Nursery Rhymes	How to Catch a Star Emily Brown and the Thing Non-fiction texts: Religious Celebrations Safety Posters Seasonal Poetry	Supertato Superworm Non-fiction texts: People who help us	Oliver's Vegetables The Little Gardener The Hungry Caterpillar Non-fiction texts: Plants and Growing Rhyming Poetry	Whatever Next Flotsam Non-fiction texts: Homes around the world	Little Red Riding Hood Little Red and the Very Hungry Lion Lost and Found The Three Little Pigs
	Year 1	Meerkat Mail Non-fiction: Meerkat fact files Poetry Focus: African Poetry	The Owl who was Afraid of the Dark The Snowman Firework Poem – James Carter	Jessica Strange Funny Bones Poetry Focus – Shape Poems	The Lion Inside The Koala Who Could The Secret Sky Garden When I Grow Up Non-fiction planting instructions	The Great Explorer Non-fiction: Christopher Columbus texts	Dear Dinosaur How to look after your dinosaur Non-fiction: Dinosaur fact files
	Year 2	Handa's Surprise	Vlad and the Great Fire of London	Traction Man	The Mousehole Cat	Tuesday	The Lonely Beast Beegu

		<p>Lila and the Secret of Rain</p> <p>Non-fiction: African animal fact file</p> <p>Poetry: Repetitive refrain rain poems</p>		<p>Vlad and the Florence Nightingale Adventure</p> <p>Non-fiction: letter writing linked to Florence Nightingale</p> <p>Non-fiction: instruction writing</p>	<p>The Owl and the Pussycat (Poetry)</p>	<p>Bob, The Man on the Moon</p> <p>Non-fiction: instruction writing</p> <p>Non-fiction: Neil Armstrong's journey to the moon</p>	
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