



St Chad's CofE Nursery and Infant School - Reading Progression Map



Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Statutory Content (Early Years Framework / National Curriculum)	Early Years Foundation Stage	Key Stage 1
	<p>Literacy It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p> <p>ELG Listening, Attention and Understanding Children at the expected level of development will: -</p> <ul style="list-style-type: none"> • 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>ELG Comprehension Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; • Anticipate – where appropriate – key events in stories; • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <p>ELG: Word Reading Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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. 	<p>The programmes of study for reading at Key Stage 1 consists of two dimensions:</p> <ul style="list-style-type: none"> • word reading • comprehension (both listening and reading) <p>It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.</p> <p>Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (ie unskilled readers) when they start school.</p> <p>Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds.</p>

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	Nursery Reader	Reception Reader	Year 1 Reader	Year 2 Reader
Progression Criteria	<ul style="list-style-type: none"> Handle books, printed and digital reading material with interest Interested in and anticipate books and rhymes and may have favourites Join in with actions and sounds in familiar song and book sharing experience Have some favourite stories, rhymes, songs, poems or jingles Repeat and uses actions, words or phrases from familiar stories Fill in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a ... Enjoy rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes Begin to recognise familiar words and signs such as own name, advertising logos and screen icons Handle books and touch screen technology carefully and the correct way up with growing competence Begin to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps Begin to develop phonological and phonemic awareness - Show awareness of rhyme and alliteration <ul style="list-style-type: none"> Recognise rhythm in spoken words, songs, poems and rhymes Clap or tap the syllables in words during sound play Hear and say the initial sound in words 	<p>Attitudes</p> <ul style="list-style-type: none"> Enjoy listening to a range of texts that are age appropriate and beyond. Have favourite books and rhymes and can talk about them. Choose to engage in book related activities or play. E.g choosing a book to read for story time, asking an adult to read a particular book to them. Begin to use story language and/or common story patterns in play or activities. 	<p>Attitudes</p> <ul style="list-style-type: none"> Enjoy listening to a range of texts that are age appropriate and beyond. Discuss books they like and give reasons for choices. Read and listen to whole books, making choices for their personal reading. Become familiar with fairy stories and traditional tales. 	<p>Attitudes</p> <ul style="list-style-type: none"> Enjoy listening to and discuss a range of texts including contemporary and classic poetry, stories and non-fiction that are age appropriate and beyond. Justify their choice of books and their preferences from the books they have read or have had read to them. Select books for personal reading and give reasons for choices. Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.
		<p>Fluency</p> <ul style="list-style-type: none"> Begin to read some common regular/irregular words by sight recognition without sounding out. Read simple phrases/sentences using their phonic knowledge. Become more fluent and confident re-reading a book. Recite predictable phrases and repeating patterns from well-known rhymes and stories. 	<p>Fluency</p> <ul style="list-style-type: none"> Begin to read with less emphasis on decoding each individual word. Show some awareness of punctuation, e.g. full stops. When reading phonically decodable texts, they check reading makes sense to them, correcting any inaccurate reading. Read simple phrases/sentences with expression. E.g. 'Oh no!' Re-read phonically decodable books to build fluency and confidence. In phonically decodable sentences, they check reading makes sense to them, correcting any inaccurate reading. Recite, by heart, sections of or whole poems with predictable phrases and repeating patterns. 	<p>Fluency</p> <ul style="list-style-type: none"> Read most (80%) words accurately with sufficient fluency to allow them to focus on their understanding rather than decoding individual words. Read with an awareness of punctuation taught e.g. question marks, exclamations. Read approximately 90 words per minute. Start to develop expression and intonation. Re-read books, sounding out without hesitation. In age-appropriate texts, they check reading makes sense to them, correcting any inaccurate reading. Begin to build up a repertoire of familiar poems which can be recited, by heart, with growing intonation.

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	<p>Word reading (decoding)</p> <ul style="list-style-type: none"> • Read words consistent with their phonic knowledge by sound blending. • Say the sound for each letter in the alphabet and at least 10 digraphs. • Read aloud simple sentences and books containing GPCs taught. • Read some common exception words in line with the school's phonic programme. • Secure in phonics phase benchmarks (<i>see phonics progression map</i>) 	<p>Word reading (decoding)</p> <ul style="list-style-type: none"> • Apply phonic knowledge and skills as the route to decode words, including phonically-decodable books, closely matched to phonic knowledge. • Respond with the correct sound to graphemes for all 40+ phonemes, including alternative sounds. • Read accurately by blending sounds in unfamiliar words containing GPCs taught. • Read a range of simple common exception words e.g. the, said, they, once, she, friend, school. • Read words with the endings -s, -es, -ing, -ed and -est. • Read words of more than one syllable which contain GPCs known. • Read contractions e.g. I'm, can't, we'll. Know that apostrophes represent omitted letters. • Secure in phonics phase benchmarks (<i>see phonics progression map</i>) 	<p>Word reading (decoding)</p> <ul style="list-style-type: none"> • Apply phonic knowledge and skills consistently to decode quickly and accurately. • Decode alternative sounds for graphemes. • Read accurately words of two or more syllables that contain alternative sounds for graphemes. • Read a wider range of common exception words which have been taught, including most (80%) words from the Year2 Spelling appendix • Read words containing common suffixes such as: -ment, -less, -ness, -ful and -ly. • Secure in phonics phase benchmarks (<i>see phonics progression map</i>)
	<p>Stamina</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear when being read to. 	<p>Stamina</p> <ul style="list-style-type: none"> • Sustain attention in order to read longer decodable texts 	<p>Stamina</p> <ul style="list-style-type: none"> • Make choices from a selection of texts to hear and to read themselves.
	<p>Vocabulary</p> <ul style="list-style-type: none"> • Use and understand recently introduced vocabulary during discussion about stories, non-fiction, rhymes and poems and during role play. • Show interest in unfamiliar words by asking what they mean. 	<p>Vocabulary</p> <ul style="list-style-type: none"> • Make collections of interesting words and uses them when talking about books and stories. • Speculate about the possible meanings of unfamiliar words met in reading and checks whether the suggested meanings make sense in the context of the text. • Use simple dictionaries and begin to understand their alphabetical organisation. 	<p>Vocabulary</p> <ul style="list-style-type: none"> • Develop understanding of words met in reading, making links with known vocabulary and discussing favourite words and phrases. • Begin to use strategies to find the meaning of an unfamiliar word, both in fiction and non-fiction, and checks whether a suggested meaning of an unfamiliar word makes sense in the context of the text. (E.g. where this is explained in preceding or subsequent sentences or in a glossary). • Use dictionaries to locate words by the initial letter. Use terms such as definition. Discuss the definitions given in dictionaries and agree which is the most useful in the context.
	<p>Retrieval</p> <ul style="list-style-type: none"> • When the child is reading: <ul style="list-style-type: none"> ○ With support from an adult, uses picture clues to describe what has just happened. ○ Recall information from a page, which they have listened to, to answer simple questions. ○ Show interest by asking questions to understand what has happened in stories they have had read to them. 	<p>Retrieval</p> <ul style="list-style-type: none"> • Skim read to gain an overview of a page/text by focussing on significant parts, names, captions, titles • Scan the text to locate specific information using titles and labels. • Recall information from a text, which they have listened to or read, to answer simple questions. • Ask questions to understand what has happened in stories they have read or been read to them. 	<p>Retrieval</p> <ul style="list-style-type: none"> • Speculate about the meaning of the section or page by skim reading title, contents page, illustrations, headings and sub-headings. • Scan pages to find specific information using keywords or phrases and headings. • Read sections of text more carefully to answer a specific question. • Ask what, where and when questions about a text to support and develop their understanding.

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	<p>Inference</p> <ul style="list-style-type: none"> • With support, begin to link what they are reading to their own experiences. • Respond to questions about what characters have said and done, including how they might be feeling. 	<p>Inference</p> <ul style="list-style-type: none"> • Link what they are reading to their own experiences. • Ask questions to explore what a character might say and do. • Make inferences on the basis of what is being said and done. 	<p>Inference</p> <ul style="list-style-type: none"> • Link what they are reading to their own experiences. • Talk around a topic prior to reading. • Ask questions to explore what a character might say and do. • Ask questions to understand more than what we are told about the characters and events in the text. • Make inferences on the basis of what is being said and done. • Make inferences on the basis of what is being said and done.
	<p>Predicting</p> <ul style="list-style-type: none"> • Anticipate, where appropriate, key events in stories. 	<p>Predicting</p> <ul style="list-style-type: none"> • Make predictions based on what has been read so far including using clues such as pictures, illustrations and titles. 	<p>Predicting</p> <ul style="list-style-type: none"> • Use immediate clues, and what has been read already, to make predictions about what is going to happen or what they will find out.
	<p>Summarising</p> <ul style="list-style-type: none"> • Holds conversation when engaged in back and forth exchanges about stories they know or have heard. 	<p>Summarising</p> <ul style="list-style-type: none"> • Explain clearly their understanding of what is read to them. • Retell some important information they found out from the text. 	<p>Summarising</p> <ul style="list-style-type: none"> • Retell main points of story in sequence and discuss how items of information are related. • Retell some important information they found out from the text, drawing information from across a number of sentences.
	<p>Making connections and comparisons</p> <ul style="list-style-type: none"> • Begin to show awareness of similarities and differences between features of different stories, e.g characters, settings, events, story endings. 	<p>Making connections and comparisons</p> <ul style="list-style-type: none"> • Discuss and compare events or topics they have read about or listened to. • Compare aspects of books. e.g. illustrations and rhyming patterns. • Draw on what they already know or on background information and vocabulary provided by the teacher to further develop understanding of the text. 	<p>Making connections and comparisons</p> <ul style="list-style-type: none"> • Compare themes, characters and events in stories and poems. • Compare information in non-fiction texts. • Draw on what they already know or on background information and vocabulary provided by the teacher to further develop understanding of the text.
	<p>Language</p> <ul style="list-style-type: none"> • Begin to show awareness of story language, e.g once upon a time, happily ever after. 	<p>Language</p> <ul style="list-style-type: none"> • Be aware of the language of traditional stories and begin to make comparisons across familiar texts. 	<p>Language</p> <ul style="list-style-type: none"> • Investigate traditional story language, e.g. story openers and endings, scene openers, language which signals a time shift or magical event.
	<p>Structure and prediction</p> <ul style="list-style-type: none"> • Begin to recognise the difference between fiction and non-fiction texts. • Join in when poems with predictable and repeating patterns are read aloud. 	<p>Structure and prediction</p> <ul style="list-style-type: none"> • Discuss the significance of the title, events and basic story elements e.g. beginning and ending in different stories. • Note some of the features of non-fiction texts, including layout, contents, use of pictures, illustrations and diagrams. • Read poems with predictable and repeating patterns, extending and inventing patterns and playing with rhyme. 	<p>Structure and prediction</p> <ul style="list-style-type: none"> • Identify and discusses story elements such as setting, events, characters, and the way that problems develop and get resolved. • Explain organisational features of texts, including alphabetical order layout, diagrams, captions, hyperlinks and bullet points. • Identify and discusses patterns of rhythm, rhyme, and other features which influence the sound of a poem

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	<p>Enabling environments</p> <ul style="list-style-type: none">• Provide a range of everyday signs and written texts in play areas (labels, lists, recipes, instructions, etc.) so children can include these in their play.• Provide a range of everyday signs and written texts in play areas (labels, lists, recipes, instructions, etc.) so children can include these in their play.• Make story books with children in print and/ or digital formats to make personalised and meaningful books and ebooks to read with children, and that children can read themselves.• Make a classroom book of children's own stories, scribed by an adult and/or drawn by children.• Ensure children have access to a wide range of literature that represents diversity in the local and global community, ensuring every child has the opportunity to find a character they can relate to <p>Introduce children to new words, and explore their meaning together e.g. by acting out words and playing games with words.</p> <ul style="list-style-type: none">• Provide story sacks and boxes and make them with the children for use in the setting and at home.• Help children to identify the main events in a story and to enact stories, for example in their imaginative play.• Provide story boards and props which support children to talk about a story's characters and sequences of events.• Include playful, multi-sensory and creative experiences and games that promote children's interest in reading and in developing phonics skills and knowledge.• Demonstrate using phonics as a strategy to decode words while children can see the text, e.g. using big books or an interactive whiteboard.• Provide varied texts, including decodable texts, and encourage children to use all their skills including their phonic knowledge to practise reading with the skills and knowledge they have, so they experience success. •Introduce playful systematic phonics sessions in fun ways that capture children's interest, sustain motivation and reinforce learning and success.		
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'Read Aloud' Spine



“A child who is read to will have an inner kingdom of unicorns, talking spiders and a knife that cuts into other worlds.” Pie Corbett

Reading Spine Rationale

Great books build the imagination. The more we read aloud expressively, and the more children are able to savour, discuss and reinterpret literature through the arts, the more memorable the characters, places and events become, building an inner world.

Great stories speak to us as individuals and some children will return to certain books again and again. Great stories also build our language because around 75 per cent of our vocabulary comes from our reading. Reading develops the ability to think in the abstract; to follow lines of thought.


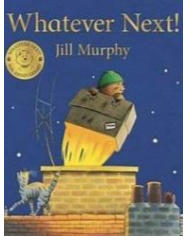
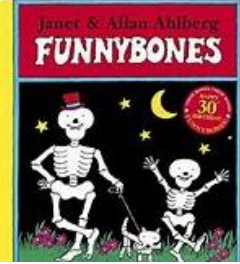
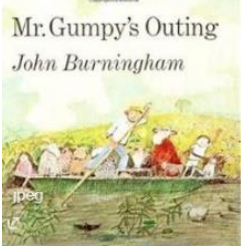
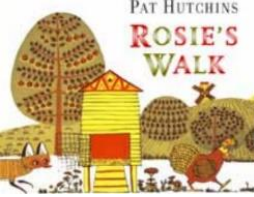
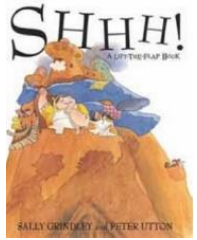
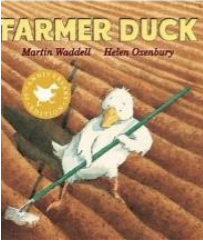
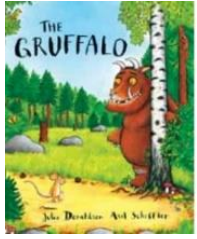
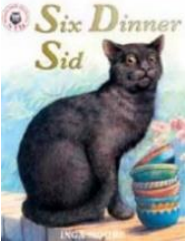
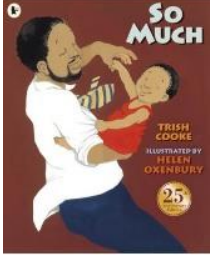
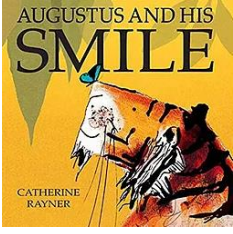
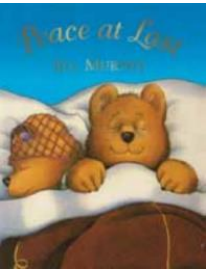


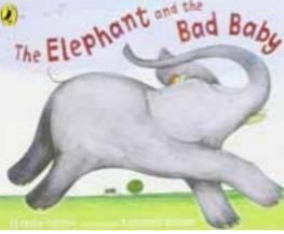
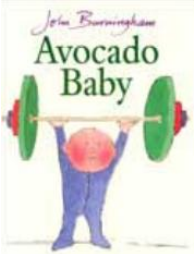


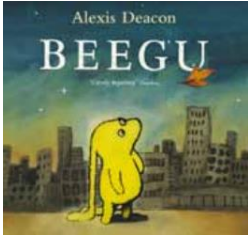
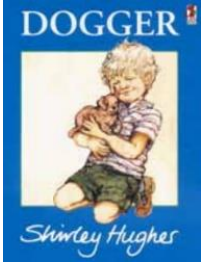
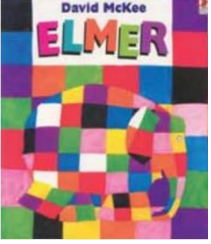
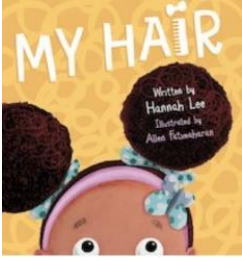
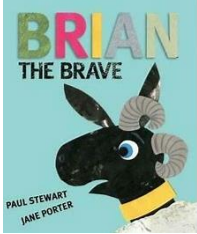
Our Reading Spine is central to our school's book stock, but is also supplemented by many other books. In the Foundation Stage and Year 1, we have created a spine of 12 great picture books with which children should build a strong acquaintance. Year 2 is a transition year, with both great picture books and 'chapter stories' included. Our daily read-aloud programme is supplemented by guided, shared and independent reading, as well as wider reading across the curriculum.

Nursery

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

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Reception					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 	 	 	 	 	 
Year 1					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 	 	 	 	 	 

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Year 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 	 	 	 	 	 

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