Reinwood Infant and Nursery School
Reading Progression Map
Early Years Framework/National Curriculum

	EYFS	Year 1	Year 2
Spoken Language	**Listening, Attention and Understanding ELG:** • 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 conversations when engaged in back-and-forth exchanges with their teacher and peers. **Speaking ELG:** • Participate in small group, class and one to one discussions, offering their own ideas, using recently developed 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 past, present and future tenses and making conjunctions, with modelling and support from their teacher.	• Listen and respond appropriately to adults and their peers • Ask relevant questions to extend their understanding and knowledge • Use relevant strategies to build their vocabulary • Articulate and justify answers • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • Speak audibly and fluently with an increasing command of Standard English • Participate in discussions, presentations, performances, role play/improvisations and debates • Gain, maintain and monitor the interest of the listener(s) • Select and use appropriate registers for effective communication	• Listen and respond appropriately to adults and their peers • Ask relevant questions to extend their understanding and knowledge • Use relevant strategies to build their vocabulary • Articulate and justify answers, arguments and opinions • Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • Speak audibly and fluently with an increasing command of Standard English • Participate in discussions, presentations, performances, role play/improvisations and debates • Select and use appropriate registers for effective communication

Spoken Language (cont)	**Key skills and knowledge summary** • The ability to listen and respond to adults and other children. • The development of vocabulary from books, adult modelling and from each other. • The ability to use that vocabulary effectively and with confidence. • Using speech to predict and explain ideas. • Using speech to ask effective questions to clarify their understanding. **Cross curricular links with Expressive Arts and Design** • Invent, adapt and recount narratives and stories with peers and their teacher • Sing a range of well-known nursery rhymes and songs • Perform songs, rhymes, poems and stories with others		
Reading – Word Reading	Children at the expected level of development (ELG) will: • 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 **Key skills and knowledge summary** • The ability to recognise, pronounce and use letters and sounds in reading • To value and enjoy fiction and non-fiction books	• Apply phonic knowledge and skills as the route to decode words • Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings • Read other words of more than one syllable that contain taught GPCs • Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) • Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • Reread these books to build up their fluency and confidence in word reading	• 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 • Read accurately words of two or more syllables that contain the same graphemes as above • Read words containing common suffixes • Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • 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 their fluency and confidence in word reading

Reading – comprehension	Children at the expected level of development (ELG) will: • 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 **Key skills and knowledge summary** • To value and enjoy fiction and non-fiction books • To be able to talk about what they have read and what has been read to them **Cross curricular links with Understanding of the World (ELG)** • Understand the past through settings, characters and events encountered in books read in class and storytelling • Describe their immediate environment using knowledge from stories and non-fiction books • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge form stories and non-fiction texts.	• Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • Being encouraged to link what they read or hear to their own experiences • Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • Recognising and joining in with predictable phrases • Learning to appreciate rhymes and poems, and to recite some by heart • Discussing word meanings, linking new meanings to those already known • Understand both the books they can already read accurately and fluently and those they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read, and correcting inaccurate reading • Discussing the significance of the title and events • Making inferences on the basis of what is being said and done • Predicting what might happen on the basis of what has been read so far • Participate in discussion about what is read to them, taking turns and listening to what others say • Explain clearly their understanding of what is read to them	• Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing 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 • Discussing the sequence of events in books and how items of information are related • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Recognising simple recurring literary language in stories and poetry • discussing and clarifying the meanings of words, linking new meanings to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read, and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what might happen on the basis of what has been read so far • Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, 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