

The Lancaster School Reading Progression Map

Concept	Nursery	Reception	Year 1	Year 2
Decoding and Phonics	<ul style="list-style-type: none"> -Show interest in illustrations and print in books and environment -Recognise familiar words and signs such as own name and advertising logos -Look at and handle books correctly -Enjoy and listen to rhyming and rhythmic activities -Show awareness of rhyme and alliteration -Recognise rhythm in spoken words -Listen and join in with stories and poems (one to one and small groups) -Continue a rhyming string -Begin to hear and say the initial sounds in words 	<ul style="list-style-type: none"> -Revising Letters and Sounds Phase 1 Tuning into sounds – rhyme and alliteration. -Hear and say the initial sound in words. -Link sounds to letters, naming and sounding the letters of the alphabet. -See and say the Letters and Sounds Phase 2 and 3 GPC's -Read words consistent with their phonic knowledge by sound blending (up to and including Letters and Sounds Phase 4) -Read common exception words from Letters and Sounds Phase 2 – 4. -Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<ul style="list-style-type: none"> -Apply phonic knowledge and skills as the route to decode words. -Respond readily 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. -Begin to read some year 1/2 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 aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. -Re-read these books to build up their fluency and confidence in word reading 	<ul style="list-style-type: none"> -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 most year 1/2 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. -Re-read these books to build up their fluency and confidence in word reading

Reading for Pleasure	Develop pleasure for reading by: -Sharing poetry and songs repeatedly -Visiting the library and encouraging children to use their own reading area	Develop pleasure for reading by: -Reading and sharing books frequently with children, and engaging them actively in stories, non-fiction, rhymes and poems e.g. joining in with repeated refrains or actions -Ensuring books are embedded into children's play and interests -Encouraging children to develop their own narratives, role play and explanations through play	Develop pleasure for reading 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 -Learning to appreciate rhymes and poems and to recite some by heart	Develop reading for pleasure by: -Reading age appropriate texts -Reading for themselves a wide range of stories, fairy stories and traditional tales -Listening to a wide range of contemporary and classic poetry stories and non-fiction at a level beyond that at which they can read independently.
Vocabulary	Develop vocabulary by: - Understand humour e.g nonsense rhymes, jokes - Providing children with extensive opportunities to use and embed new words in a range of contexts - Build up vocabulary that reflects the breadth of their experiences.	Develop vocabulary by: -Providing children with extensive opportunities to use and embed new words in a range of contexts -Build up vocabulary that reflects the breadth of their experiences. -Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. -Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role-play	Develop vocabulary by: -Recognising vocabulary associated with different genres provided by the teacher -Discussing word meaning and linking new meanings to those already known. -Discussing favourite words and phrases from the text -Recognising and joining in with predictable phrases.	Develop vocabulary by: -Recognising simple recurring literary language in stories and poems -Discussing and clarifying the meanings of words, linking new meanings to known vocabulary. -Discussing their favourite words and phrases. -Beginning to use a range of skills (such as morphology and word classes) to identify the meaning of unknown words to help place them into context.

Inference	<ul style="list-style-type: none"> -Begin to understand how and why questions infer character's feelings using the pictures and own experiences to talk about them 	<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. 	<ul style="list-style-type: none"> -Show that they understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> -Making links to personal experiences -Making inferences about character types based on actions E.g. infer stock character types (good/bad/evil /hero etc.) based upon their actions 	<ul style="list-style-type: none"> -Show that they understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> -Drawing upon knowledge of the topic outside of the book including other similar books -Drawing on what they already know or on background information and vocabulary provided by the teacher -Making simple inferences about characters feelings based upon their actions and speech
Prediction	<ul style="list-style-type: none"> -Suggests how a story might end or what might happen next based on pictures from the book, and talks to others about this 	<ul style="list-style-type: none"> Developing prediction skills by: <ul style="list-style-type: none"> -Joining in with repeated refrains -Anticipating – where appropriate – key events in stories 	<ul style="list-style-type: none"> Making predictions by: <ul style="list-style-type: none"> -Predicting whether a book will be story or non-fiction based upon the cover and title -Predicting what might happen on the basis of what has been read so far -Making predictions, talk about what characters are like, their motivations and what they might have 	<ul style="list-style-type: none"> Making predictions by: <ul style="list-style-type: none"> -Making predictions prior to reading based upon the title, cover and skim reading of illustrations -Making predictions based upon events in the text so far -Making predictions using experience of reading books based on other familiar texts -Make predictions about expectations of a text by skim reading, title, contents, illustrations -Identifying how features are linked to purpose,

Discussing Reading	<ul style="list-style-type: none"> -Listen and join in with discussions about stories and poems either one to one or in small groups -Begin to be aware of the way stories are structured -Respond to what they hear with relevant comments, questions or actions 	<p>Through conversation, storytelling and role play, children share their ideas (with support, modelling and sensitive questioning from adults).</p> <ul style="list-style-type: none"> -Inviting children to elaborate and become comfortable using a rich range of vocabulary and language structures. -Encouraging children to develop their own narratives, role play and explanations through play 	<p>Explain their understanding of books that are read to them by:</p> <ul style="list-style-type: none"> -Discussing the significance of the title and events -Participating in discussion about what is read to them (stories, poems and nonfiction at a level beyond which they can read independently) -Understanding the difference between fiction and non-fiction -Taking turns and listening to what others say -Beginning to describe the overall structure of a story e.g. being about to answer: "What is the problem in the story?" 	<p>Explain their understanding of books that are read to them and books that they are beginning to read independently by:</p> <ul style="list-style-type: none"> -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 -Participating in discussion about books, poems & other works that they can read for themselves, -Taking turns and listen to what others say -Explaining their understanding of books poems and other materials that they have read and which have been read to them
Retrieve	<ul style="list-style-type: none"> -Answer simple recall questions verbally about known stories - Retell simple past events of known stories -Look at who and how starting word questions 	<ul style="list-style-type: none"> -Listen attentively and respond appropriately when being read to and during whole class discussions and small group interactions. -Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary 	<ul style="list-style-type: none"> -Answer simple questions about characters, settings and key events in a story -Identifying the main events or key points in a text -Recognise some typical characters and settings of fairy stories and traditional tales -Understand and use correctly, terms referring to conventions of print: book, cover, beginning, end, page, word, letter, line -Identify the title, blurb and author of a story or non-fiction book -State whether they like a story or poem -being introduced to non-fiction books that are structured in different ways 	<ul style="list-style-type: none"> -Asking and answering simple relevant inference/ detective questions about a story or simple non-fiction text -Begin to identify and name a range of common organisers in non-fiction texts e.g. contents, headings, index, glossary -State whether they like a story and characters within the story -State which text they prefer and give a reason to support their opinion -Beginning to retrieve information from non-fiction books that are structured in different ways

Sequence	<ul style="list-style-type: none"> -Children recall and order key events by using pictures and verbally -Children re-enact stories with adults through role play, puppets etc 	<ul style="list-style-type: none"> -Encouraging children to develop their own narratives, role play and explanations through play. -Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary 	-Sequence pictures for the beginning, middle and end of a story read	-Sequence events from a story, explaining reasons for choices
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