

Sprowston Infant School Reading Progression Map EYFS – Y2

	EYFS	Year 1	Year 2
Decoding	<ul style="list-style-type: none"> • hear and say the initial sound in words. • segment the sounds in simple words and blend them together and knows which letters represent some of them. • link sounds to letters, naming and sounding the letters of the alphabet. Early Learning Goal • use phonic knowledge to decode regular words and read them aloud accurately. • begin to read words and simple sentences. 	<ul style="list-style-type: none"> • apply phonic knowledge to decode words • speedily read all 40+ letters/groups for 40+ phonemes • read accurately by blending taught GPC • read common suffixes (-s, -es, -ing, -ed, etc.) • read multi-syllabic words containing taught GPCs • read contractions and understanding use of apostrophe • read aloud phonically-decodable texts 	<ul style="list-style-type: none"> • secure phonic decoding until reading is fluent • read accurately by blending, including alternative sounds for graphemes • read multi-syllabic words containing these graphemes • read common suffixes • read most words quickly & accurately without overt sounding and blending
CEW words	<ul style="list-style-type: none"> • Phase 2, 3, 4, Tricky words Early Learning Goal • read some common irregular words. 	<ul style="list-style-type: none"> • read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words. 	<ul style="list-style-type: none"> • To read most Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the words.
Range of Reading	<ul style="list-style-type: none"> • enjoy an increasing range of books and poems 	<ul style="list-style-type: none"> • 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 read to their own experiences 	<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
Familiarity with texts	<ul style="list-style-type: none"> • listen to stories poems and rhymes with increasing attention and recall • has some favourite stories, rhymes, songs, poems or jingles. • repeats words or phrases from familiar stories. • fills in the missing word or phrase in a known rhyme, story or game, e.g. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • recognising simple recurring literary language in stories and poetry

	<p>'Humpty Dumpty sat on a ...'.</p> <ul style="list-style-type: none"> •recognises familiar words and signs such as own name and advertising logos. •looks at books independently. •handles books carefully. 		
Poetry & Performance	<ul style="list-style-type: none"> •listen to and join in with poems •enjoy rhyming and rhythmic activities. •show awareness of rhyme and alliteration. •recognise rhythm in spoken words. •join in with repeated refrains 	<ul style="list-style-type: none"> •learning to appreciate rhymes and poems, and to recite some by heart 	<ul style="list-style-type: none"> •continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
Word meanings	<ul style="list-style-type: none"> •discuss word meaning and link new meanings to those already known. 	<ul style="list-style-type: none"> •discussing word meanings, linking new meanings to those already known 	<ul style="list-style-type: none"> •discussing and clarifying the meanings of words, linking new meanings to known vocabulary •discussing their favourite words and phrases
Understanding	<p><u>Early Learning Goal</u></p> <ul style="list-style-type: none"> •demonstrate understanding when talking with others about what they have read. 	<ul style="list-style-type: none"> •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 	<ul style="list-style-type: none"> •discussing the sequence of events in books and how items of information are related •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
Inference		<ul style="list-style-type: none"> •discussing the significance of the title and events •making inferences on the basis of what is being said and done 	<ul style="list-style-type: none"> •making inferences on the basis of what is being said and done •answering and asking questions
Prediction	<ul style="list-style-type: none"> •anticipate key events and phrases in rhymes and stories 	<ul style="list-style-type: none"> •predicting what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> •predicting what might happen on the basis of what has been read so far
Authorial intent			
Non-fiction	<ul style="list-style-type: none"> •know that information can be retrieved from books and computers. 	<ul style="list-style-type: none"> • identify some features on a non-fiction text e.g. contents, labels, photos, index 	<ul style="list-style-type: none"> •being introduced to non-fiction books that are structured in different ways
Discussing reading	<ul style="list-style-type: none"> •respond to what they hear with relevant comments 	<ul style="list-style-type: none"> •participate in discussion about what is read to them, taking turns and listening to what 	<ul style="list-style-type: none"> •participate in discussion about books, poems & other works that are read to them & those that

	<ul style="list-style-type: none">•demonstrate understanding when talking with others about what they have read.	<p>others say</p> <ul style="list-style-type: none">•explain clearly their understanding of what is read to them	<p>they can read for themselves, taking turns and listening to what others say</p> <ul style="list-style-type: none">•explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves
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