

Sprowston Infant School Reading Progression Map EYFS – Y3

	EYFS	Year 1	Year 2	Year 3
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 • 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. 	<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 	<ul style="list-style-type: none"> *apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet
CEW words	<ul style="list-style-type: none"> • Phase 2, 3, 4, Tricky words Early Learning Goal • read some common exception 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. 	<ul style="list-style-type: none"> *read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
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 	<ul style="list-style-type: none"> • listening to, discussing and expressing views about a wide range of contemporary and 	<ul style="list-style-type: none"> *listening to and discussing a wide range of fiction, poetry, plays, non-fiction and

		beyond that at which they can read independently <ul style="list-style-type: none"> •being encouraged to link what they read or hear read to their own experiences 	classic poetry, stories and non-fiction at a level beyond that at which they can read independently	reference books or textbooks <ul style="list-style-type: none"> *reading books that are structured in different ways and reading for a range of purposes
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. 'Humpty Dumpty sat on a ...'. •recognises familiar words and signs such as own name and advertising logos. •looks at books independently. •handles books carefully. 	<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 	<ul style="list-style-type: none"> *increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally *identifying themes and conventions in a wide range of books
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 	<ul style="list-style-type: none"> *preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action *recognising some different forms of poetry
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 	<ul style="list-style-type: none"> *using dictionaries to check the meaning of words that they have read

	<p><u>Early Learning Goal</u></p> <ul style="list-style-type: none"> • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. 		<p>new meanings to known vocabulary</p> <ul style="list-style-type: none"> •discussing their favourite words and phrases 	
Understanding	<p><u>Early Learning Goal</u></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. 	<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 	<ul style="list-style-type: none"> *checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context *asking questions to improve their understanding of a text *identifying main ideas drawn from more than one paragraph and summarising these
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 	<ul style="list-style-type: none"> *drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
Prediction	Anticipate – where appropriate – key events in 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 	<ul style="list-style-type: none"> *predicting what might happen from details stated and implied
Authorial intent				<ul style="list-style-type: none"> *discussing words and phrases that capture the reader's interest and imagination *identifying how language,

				structure, and presentation contribute to meaning
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 	<ul style="list-style-type: none"> *retrieve and record information from non-fiction
Discussing reading	<ul style="list-style-type: none"> •respond to what they hear with relevant comments Early Learning Goal • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. 	<ul style="list-style-type: none"> •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 	<ul style="list-style-type: none"> •participate in discussion about books, poems & other works that are read to them & 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 	<ul style="list-style-type: none"> *participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say