



# Whole-School Curriculum Progression Map - Reading

	Early Years	KS1	
<b>Word Reading</b>			
<p>Reading content domain reference.  <a href="#">Link to BIS Reading Assessment Grid</a></p>	<p><b>3 and 4 year olds</b>  <b>Children in Reception</b>  <b>ELG</b></p>	<b>Year 1</b>	<b>Year 2</b>
<p><b>Phonics and Decoding</b>  <i>1Word Reading</i></p>	<p><b>Can I understand the five key concepts about print?</b></p> <ul style="list-style-type: none"> <li>• print has meaning</li> <li>• print can have different purposes</li> <li>• we read English text from left to right and from top to bottom</li> <li>• the names of the different parts of a book page sequencing</li> </ul> <p>Can I develop my phonological awareness, so that I can:</p> <ul style="list-style-type: none"> <li>• spot and suggest rhymes</li> <li>• count or clap syllables in a word</li> <li>• recognise words with the same initial sound, such as money and mother?</li> </ul> <p>Can I read individual letters by saying the sounds for them?</p> <p>Can I blend sounds into words, so that I can read short words made up of known letter– sound correspondences?</p>	<p>Can I apply my phonic knowledge and skills as the route to decode words?</p> <p>Can I blend sounds in unfamiliar words using the GPCs that I have been taught?</p> <p>Can I respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes?</p> <p>Can I read words containing taught GPCs?</p> <p>Can I read words containing -s, -es, -ing -ed and -est endings?</p> <p>Can I read words with contractions, e.g. I'm, I'll and we'll?</p>	<p>Can I continue to apply my phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent?</p> <p>Can I read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes?</p> <p>Can I accurately read most words of two or more syllables? *</p> <p>Can I read most words containing common suffixes? *</p>

	<p>Can I read some letter groups that each represent one sound and say sounds for them?</p> <p>Can I say a sound for each letter in the alphabet and at least 10 digraphs?</p> <p>Can I read words consistent with my phonic knowledge by sound-blending?</p> <p>Can I read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words?</p>		
<p><b>Common Exception Words</b></p> <p><i>1Word Reading</i></p>	<p>Can I read a few common exception words matched to the school's phonic programme?</p> <p>Can I read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words?</p> <p>Can I read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words?</p>	<p>Can I read Y1 common exception words*, noting unusual correspondences between spelling and sound and where these occur in words?</p>	<p>Can I read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in words?</p>
<p><b>Fluency</b></p> <p><i>1Word Reading</i></p>	<p>Can I re-read some books to build up my confidence in word reading, my fluency and my understanding and enjoyment?</p> <p>Can I read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words?</p>	<p>Can I accurately read texts that are consistent with my developing phonic knowledge, that do not require me to use other strategies to work out words?</p> <p>Can I re-read texts to build up my fluency and confidence in word reading?</p>	<p>Can I read aloud books (closely matched to my improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation?</p> <p>Can I re-read these books to build up fluency and confidence in word reading?</p> <p>Can I read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts?</p>

## Comprehension

<p><b>Understanding and Correcting Inaccuracies</b></p> <p><i>1 Word Reading</i></p>	<p>Can I engage in extended conversations about stories, learning new vocabulary?</p> <p>Can I demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary?</p> <p>Can I anticipate – where appropriate – key events in stories?</p> <p>Can I use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play?</p>	<p>Can I check that a text makes sense to me as I read and self-correct where necessary?</p>	<p>Can I show understanding by drawing on what I already know or on background information and vocabulary provided by my teacher?</p> <p>Can I check that the text makes sense to me as I read, and correct inaccurate reading?</p>
<p><b>1b &amp; 1c Comparing, Contrasting and Commenting</b></p> <p><i>2 Locate, retrieve and elaborate on Information</i></p> <p><i>6 Understand themes, conventions and text</i></p> <p><i>7 Compare, contrast and evaluate text</i></p>		<p>Can I listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which I can read independently?</p> <p>Can I link what I have read or have had read to me, to my own experiences?</p> <p>Can I retell familiar stories in increasing detail?</p> <p>Can I join in with discussions about a text, taking my turn and listening to what others say?</p> <p>Can I discuss the significance of titles and events?</p>	<p>Can I participate in discussions about books, poems and other works that are read to me (at a level beyond that which I can read independently) and those that I can read for myself, explaining my understanding and expressing my views?</p> <p>Can I become increasingly familiar with, and retell a wide range of stories and traditional tales?</p> <p>Can I discuss the sequence of events in books and how items of information are related?</p> <p>Can I recognise simple recurring literary language in stories and poetry?</p> <p>Can I ask and answer questions about a text?</p> <p>Can I make links between the text I am reading and other texts I have read independently?</p>

<p><b>1a</b> <b>Words in Context and Authorial Choice</b> <i>5 Understand language technique and style</i></p>		<p>Can I discuss word meanings and link new meanings to those already known?</p>	<p>Can I discuss and clarify the meanings of words, linking new meanings to known vocabulary? Can I discuss my favourite words and phrases?</p>
<p><b>1d &amp; 1e</b> <b>Inference and Prediction</b> <i>3 Use inference and deduction to make interpretations</i></p>		<p>Can I begin to make simple inferences? Can I predict what might happen on the basis of what has been read so far?</p>	<p>Can I make inferences on the basis of what is being said and done? Can I predict what might happen on the basis of what has been read so far in a text?</p>
<p><b>Poetry and Performance</b></p>		<p>Can I recite nursery rhymes and simple poems by heart? Can I recognise and join in with predictable phrases and recurring language?</p>	<p>Can I continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear?</p>
<p><b>1b</b> <b>Non-Fiction</b> <i>4 Understand structure, organisation and presentation</i></p>		<p>Can I recognise that print may be located in captions, fact boxes and diagrams in non-fiction texts? Can I use a Contents page in a non-fiction text to select which sections to read?</p>	<p>Can I recognise that non-fiction books are often structured in different ways?</p>

the a do to today of said says are were was is his has I you your they be  
he me she we no go so by my here there where love come some one  
once ask friend school put push pull full house our

after	child	every	half	move	plant	whole
again	children	everybody	hold	Mr	poor	who
any	Christmas	eye	hour	Mrs	pretty	wild
bath	class	fast	improve	old	prove	would
beautiful	climb	father	kind	only	should	
because	clothes	find	last	parents	steak	
behind	could	floor	many	pass	sugar	
both	cold	gold	mind	past	sure	
break	door	grass	money	path	told	
busy	even	great	most	people	water	

\*Words containing common suffixes

ful	R	W	ness	R	W	ly	R	W
spiteful			illness			slowly		
painful			quietness			lovely		
watchful			fatness			quickly		
mouthful			closeness			sadly		
fearful			kindness			strangely		
stressful			freshness			coldly		
delightful			rudeness			cleverly		
cheerful			sadness			brightly		
thankful			boldness			shyly		
wonderful			wetness			quietly		
hateful			darkness			sweetly		
harmful			goodness			softly		
useful			tightness			cleanly		
truthful			shyness			wisely		
restful			baldness			rudely		
helpful			awkwardness			loudly		
colourful			helpfulness			firstly		
forgetful			awareness			bravely		
wishful			calmness			nicely		
joyful			fitness			safely		

ment	R	W	less	R	W		R	W
statement			careless					
refreshment			thoughtless					
disappointment			homeless					
engagement			lifeless					
development			fearless					
placement			jobless					
amazement			thankless					
statement			headless					
replacement			speechless					
punishment			endless					
enlargement			hopeless					
entertainment			helpless					
achievement			harmless					
agreement			shameless					
enjoyment			tuneless					
treatment			childless					
shipment			worthless					
measurement			painless					
amusement			tasteless					
payment			powerless					

\*Words containing two or more syllables

	R	W		R	W		R	W
cardboard			divide			popular		
classroom			multiply			happening		
football			monster			disaster		
cobweb			underneath			development		
rooftop			invention			participate		
sandpit			happiness			performance		
farmyard			punishment			exclamation		
carpark			yesterday			colourful		
desktop			frightening			dangerous		
windmill			mountain			example		
bedroom			thundering			difference		
breakfast			enjoyment			comfortable		
cupboard			connect			Identify		
understand			plentiful			definite		
different			copier			explanation		
flavour			understand			description		
different			amazing			adventure		
habitat			animal			several		
interest			describe			connection		
inspect			complete			quantity		