

The Mead Infant & Nursery School – Reading Subject Progression Tracker

Reading Subject Progression Tracker				
	Nursery	Reception	Year 1	Year 2
Word Reading	<ul style="list-style-type: none"> Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Repeat words and phrases from familiar stories. Recognise words with the same initial sound, such as money and mother Understand the five key concepts about print: <ul style="list-style-type: none"> print has meaning the names of different parts of a book print can have different purposes page sequencing we read English text from left to right and from top to bottom <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> spot and suggest rhymes count or clap syllables in words <ul style="list-style-type: none"> Read own name (with picture/ no picture) 	<ul style="list-style-type: none"> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to the school's phonic programme. Blend sounds into words, so that they can read short words made up of letter-sound correspondences. Read simple phrases and sentences made up of words with known letter-sounds Correspondences and, where necessary, a few exception words. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Say a sound for each letter in the alphabet and at least 10 digraphs. 	<ul style="list-style-type: none"> 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 (Phase 5) 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 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 <p>re-read these books to build up their fluency and confidence in word reading.</p>	<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 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 <p>re-read these books to build up their fluency and confidence in word reading.</p>

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		<ul style="list-style-type: none"> • 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. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 		
Comprehension	<ul style="list-style-type: none"> • Ask questions about the book. Make comments and shares their own ideas • Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. • Enjoy listening to longer stories and can remember much of what happens. • Understand ‘why’ questions, like: “Why do you think the caterpillar got sofat?” • Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions. • Engage in extended conversations about stories, learning new vocabulary. • Use a wider range of vocabulary. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 	<ul style="list-style-type: none"> • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. • Listen carefully to rhymes and songs, paying attention to how they sound. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary • Compare and contrast characters from stories, including figures from the past. • Learn new vocabulary. • Use new vocabulary throughout the day. • Use new vocabulary in different contexts. 	<p>develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <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 • 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 <p>understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> • drawing on what they already know or on background information and vocabulary provided by the teacher 	<p>develop pleasure in reading, motivation to read, vocabulary and understanding 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 • 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

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		<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. • 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. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 	<ul style="list-style-type: none"> • 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. 	<p>appropriate intonation to make the meaning clear</p> <p>understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <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 • 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 <p>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>
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