READING CURRICULUM MAP
SKILLS, KNOWLEDGE AND UNDERSTANDING
PROGRESSION- September 2023

Word Reading				
Nursery- Two to Three Year Olds	**Nursery- Three to Four Year Olds**	**Reception**	**Year 1**	**Year 2**
I enjoy songs and rhymes, tuning in and paying attention. I can say some of the words in songs and rhymes I can copy finger movements and other gestures. I enjoy sharing books with an adult.	I can understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and	I can read individual letters by saying the sounds for them. I can read some letter groups that each represent a sound and say sounds for them. ELG- I can say a sound for each letter in the alphabet and at least 10 diagraphs.	I can match all 40+ graphemes to their phonemes.	I can recognise and read alternative sounds for graphemes. I can read and comment on unusual correspondence between grapheme and phoneme.
I pay attention and respond to the pictures or the words in books. I have favourite books and seek them out, to share with an adult, with another child, or to look at alone.	I can develop my phonological awareness, so that I can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother	I can blend sounds into words. ELG- I can read words consistent with my phonic knowledge by sound-blending.	I can blend sounds in unfamiliar words.	I can blend sounds in words that contain the graphemes we have learnt.

I repeat words and phrases from familiar stories.				
I can develop play around favourite stories using props. I can sing songs and say rhymes independently, for example, singing whilst playing.			I can divide words into syllables.	I can read accurately words of two or more syllables that contain the same GPCs.
			I can read words of more than one syllable that contain taught GPCs.	
			I can read words with contractions and understand that the apostrophe represents the missing letters.	
			I can read phonetically decodable words.	I read most words quickly and accurately when I have read them before without sounding out and blending. I can decode automatically and fluently.
			I can read words which start with un-.	

			I can read words that end with 's, -ing, -ed, -est I can add –ing, -ed and – er to verbs. (*Where no change is needed to the root word*)	I can read words with common suffixes.
		I can read a few common exception words. ELG- I can read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words.	I can read compound words.	I can read common exception words.
		I can read simple phrases and sentences made up of words with known letter-sounds. ELG- I can read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words.		I can read most suitable books accurately, showing fluency and confidence.
<u>Comprehension</u>				
I can ask questions about the book.	I can engage in extended conversations about stories, learning new vocabulary.	I can read and understand simple sentences.	I can say what I like and do not like about a text.	I can talk about and give an opinion on a range of texts.

I can make comments and shares their own ideas.				
		ELG- I can demonstrate understanding of what has been read to me by retelling stories and narratives.	I can link what I have heard or read to my own experiences.	
		I can re-read books to build up my confidence in word reading, my fluency and my understanding and enjoyment.	I can retell key stories orally using narrative language.	I can retell stories, including fairy stories and traditional tales.
			I can talk about the main characters within a well known story.	I can discuss the sequence of events in books and how they relate to each other.
			I can learn some poems and rhymes by heart.	I can recite some poems by heart, with appropriate intonation. I can find recurring language in stories and poems.
			I can use what I already know to understand texts.	I use prior knowledge, including context and vocabulary, to understand texts

			I can check that my reading makes sense and go back to correct myself when it doesn't.	I can read for meaning and check that the text makes sense. I go back and re-read when it does not make sense.
			I can draw inferences from the text and/or the illustrations. (Beginning)	I can draw (*simple*) inferences from illustrations, events, characters' actions and speech.
		ELG- I can anticipate (where appropriate) key events in stories.	I can make predictions about the events in the text.	I can make predictions based on what I have read.
			I can explain what I think a text is about.	I can answer and ask questions about the text.
		ELG- I can use and understand recently introduced vocabulary during discussions about stories, non- fiction, poetry, rhymes and during role play.		I can talk about my favourite words and phrases in stories and poems.