READING CURRICULUM MAP
SKILLS, KNOWLEDGE AND UNDERSTANDING
PROGRESSION

Nursery	Reception	Year 1	Year 2
	Range 6 Begins to develop phonological and phonemic awareness - Continues a rhyming string and identifies alliteration - Hears and says the initial sound in words - Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them - Starts to link sounds to letters, naming and sounding the letters of the alphabet - Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee **Range 6** Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text	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.
	Range 6 Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences	I can blend sounds in unfamiliar words.	I can blend sounds in words that contain the graphemes we have learnt.

		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.	
Range 4 Begins to recognise familiar logos from children's popular culture, commercial print or icons for apps **Range 5** Recognises familiar words and signs such as own name, advertising logos and screen icons			
		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.
Range 5 Knows that print carries meaning and, in English, is read from left to right and top to bottom		I can read words which start with un-.	
		I can read words that end with 's, -ing, -ed, -est	I can read words with common suffixes.

		I can add –ing, -ed and –er to verbs. (*Where no change is needed to the root word*)	
		I can read compound words.	I can read common exception words.
Range 5 Looks at and enjoys print and digital books independently	**Range 6** Includes everyday literacy artefacts in play, such as labels instructions, signs, envelopes etc.		I can read most suitable books accurately, showing fluency and confidence.
Range 5 Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps **Range 5** Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print)			
Range 5 Shows interest in illustrations and words in print and digital books and words in the environment **Range 5** Handles books and touch screen technology carefully and the correct way up with growing competence	**Range 6** Knows that information can be retrieved from books, computers and mobile digital devices	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 link what I have heard or read to my own experiences.	
	Range 6	I can retell key stories orally using narrative language.	I can retell stories, including fairy stories and traditional tales.

	Describes main story settings, events and principal characters in increasing detail		
	Range 6 Re-enacts and reinvents stories they have heard in their play **Range 6** Is able to recall and discuss stories or information that has been read to them, or they have read themselves	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.
Range 5 Recognises rhythm in spoken words, songs, poems and rhymes - Claps or taps the syllables in words during sound play - Hears and says the initial sound in words **Range 5** Begins to develop phonological and phonemic awareness - Shows awareness of rhyme and alliteration		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.
Range 4 Fills in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a … **Range 4** Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes **Range 5**	**Range 6** Enjoys an increasing range of print and digital books, both fiction and non-fiction	I can use what I already know to understand texts.	I use prior knowledge, including context and vocabulary, to understand texts

Begins to be aware of the way stories are structured, and to tell own stories			
		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.
Range 5 Talks about events and principal characters in stories and suggests how the story might end		I can make predictions about the events in the text.	I can make predictions based on what I have read.
Range 4 Has some favourite stories, rhymes, songs, poems or jingles **Range 5** Listens to and joins in with stories and poems, when reading one-to-one and in small groups **Range 4** Repeats and uses actions, words or phrases from familiar stories. **Range 5** Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories	**Range 6** Begins to recognise some written names of peers, siblings or "Mummy"/"Daddy" for example	I can explain what I think a text is about.	I can answer and ask questions about the text.

	<u>Range 6</u> Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading		I can talk about my favourite words and phrases in stories and poems.