

Reading progression map EYFS – Year 1

Strategy	Nursery	Reception	Year 1
<p style="text-align: center;">1 Discuss</p>	<p>I can develop my phonological awareness, so that I can:</p> <p><i>Spot and suggest rhymes L5</i></p> <p><i>Count or clap syllables in a word L6</i></p> <p><i>Recognise words with the same initial sound, such as money and mother L7</i></p>	<p>I can say a sound for each letter in the alphabet and at least 10 digraphs. WR1</p>	
<p style="text-align: center;">2 Print concepts</p> <p style="text-align: center;"><i>"I can turn pages from left to right"</i></p> <p style="text-align: center;"><i>"I know the difference between a word and a picture"</i></p> <p style="text-align: center;"><i>"I can use features of a non-fiction text to find out the meaning of words or find out how to locate information in the text"</i></p>	<p>I can understand the five concepts of print:</p> <p><i>Print has meaning L1</i></p> <p><i>Print can have different purposes L2</i></p> <p><i>We read English text from left to right and from top to bottom L3</i></p> <p><i>The names of different parts of the book</i></p> <p><i>Page sequencing L4</i></p>		<p>I can use non-fiction texts to extract information 1d4</p>
<p style="text-align: center;">3 High Frequency words</p> <p style="text-align: center;"><i>"see the word, say the word"</i></p>		<p>I can read a few common exception words matched to the school's phonic programme. L4 Yr N/R HFW</p>	<p>I can read many common exception words 1a5</p> <p>I can read common exception words correctly and all 40+ phonemes, whilst applying phonic knowledge to decode unfamiliar words including contractions and suffixes 1a1</p> <p>I can read many words quickly and accurately without needing to sound and blends words I have seen before 1a6</p>
<p style="text-align: center;">4 Decoding (Word Reading)</p> <p style="text-align: center;"><i>"I can look at the letters, make the sounds and blend the sounds together"</i></p> <p style="text-align: center;"><i>"I can use syllable chunks"</i></p>		<p>I can read individual letters by saying the sounds for them. L1</p> <p><i>Phase 2&3 CVC/CVCC</i></p> <p>I can blend sounds into words, so that I can read short words made up of known letter-sound correspondences. L2</p> <p><i>Phase 2&3 CVC/CVCC</i></p> <p>I can read some letter groups that each represent one sound and say the sounds for them L3</p> <p><i>Phase 2&3 CVC/CVCC</i></p> <p>I can read words consistent with my phonic knowledge by sound-blending. WR2 Phase 2&3 CVC/CVCC – HFW</p>	<p>I can use letter sounds to work out and read new words 1a2</p> <p>I can read new words of more than one syllable using sounds that I have been taught 1a3</p> <p>I can read aloud books that use letters and letter groups I have been taught 1a4</p> <p>I can read words made up of the letter sounds I know and which have endings –s, -es, -in, -ed, and -est 1a8</p> <p>I can read unfamiliar words by applying my knowledge of alternative grapheme for phonemes 1a10</p> <p>I can use a range of reading strategies to read unfamiliar words 1a11</p>
<p style="text-align: center;">5 Fluency</p> <p style="text-align: center;"><i>"Where does your reading finger/stick go? Under the word"</i></p> <p style="text-align: center;"><i>"if it doesn't make sense, then reread the sentence"</i></p> <p style="text-align: center;"><i>"If it does not make sense, go back and re-read the sentence" "Or read the next sentence and read the two together"</i></p>		<p>I can re-read books to build up my confidence in word reading, my fluency and my understanding and enjoyment L6</p> <p>I can read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. L5</p> <p><i>Phase 2&3 CVC/CVCC Yr N/R HFW</i></p>	<p>I can check the text makes sense and self-correct when reading 1b1</p> <p>I can usually spot if a word has been read wrongly by following the sense of text 1c6</p> <p>I can read with fluency 1b2</p>

		<i>I can read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words. WR3 Phase 2&3/Sight words</i>	
6 Retelling & Sequencing		<i>I can demonstrate an understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary. C1</i>	I can talk about the title and main events in the story 1c9 I can retell familiar stories in detail and consider the similarities and differences 1c8
7 Inference and Predicting		<i>I can anticipate, where appropriate, key events in stories. C2</i>	I can join in with words when I can guess what is coming next 1c10 I can say what might happen next in a story 1c7 I can make inference based on what is said and done and simple predictions 1d1 I can make predictions and use evidence to support them 1d2
8 Answering 'find it' Questions <i>"find the answer and put your finger under the word/sentence"</i>			I can explain clearly my understanding of texts which have been read 1c1
9 Identify, compare and contrasting			I can say how the characters might feel in a story I have read or heard on the basis of what is said and done 1d3 I can enjoy reading key stories, fairy stories and traditional tales because I know them well and can retell them and comment on their special features 1c3
10 Vocabulary and punctuation <i>"I can use punctuation to read for meaning"</i>	I engage in extended conversations about stories, learning new vocabulary. L8	<i>I can use and understand recently introduced vocabulary during discussion about stories, non-fiction, rhymes, and poems, and during role-play. C3</i>	I can read words like I'm, I'll and we'll and understand that apostrophe represents the missing letter or letters 1a7 I can explain the meaning of words that I know and I can talk about the meaning of new words, linking the meaning of new words to those I already know 1c4 I can use punctuation to read with expression and meaning 1b3
11 Making links <i>"If it does not make sense, go back and re-read the sentence" "Or read the next sentence and read the two together"</i>			I can explain my understanding of the book and I may link it to my own experience 1c2 I can use what I have already read or heard, or information a teacher has given me , to help me understand what I am reading 1c5