



# 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"> <li>• Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</li> <li>• Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Repeat words and phrases from familiar stories.</li> <li>•</li> <li>• Play with and recognise alliterative words</li> <li>• Understand the five key concepts about print:               <ul style="list-style-type: none"> <li>• print has meaning</li> <li>• the names of different parts of a book</li> <li>• print can have different purposes</li> <li>• page sequencing</li> <li>• we read English text from left to right and from top to bottom</li> </ul> </li> </ul> <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> <li>• spot and suggest rhymes</li> <li>• count or clap syllables in words</li> </ul>	<ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them.</li> <li>• Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</li> <li>• Read some letter groups that each represent one sound and say sounds for them.</li> <li>• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>• Read a few common exception words matched to the school’s phonic programme.</li> <li>• Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</li> <li>• Read simple phrases and sentences made up of words with known letter-sounds</li> <li>• Correspondences and, where necessary, a few exception words.</li> <li>• Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>• <b>Say a sound for each letter in the alphabet and at least 10 digraphs.</b></li> <li>• <b>Read words consistent with their phonic knowledge by sound-blending.</b></li> <li>• <b>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</b></li> <li>• <b>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</b></li> </ul>	<ul style="list-style-type: none"> <li>• apply phonic knowledge and skills as the route to decode words</li> <li>• 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)</li> <li>• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>• read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li> <li>• read other words of more than one syllable that contain taught GPCs</li> <li>• read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s)</li> <li>• 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</li> <li>• re-read these books to build up their fluency and confidence in word reading.</li> </ul>	<ul style="list-style-type: none"> <li>• continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>• read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>• read accurately words of two or more syllables that contain the same graphemes as above</li> <li>• read words containing common suffixes</li> <li>• read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>• read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>• re-read these books to build up their fluency and confidence in word reading.</li> </ul>



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	<ul style="list-style-type: none"><li>• Read own name (with picture/ no picture)</li></ul>			
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<b>Comprehension</b>	<ul style="list-style-type: none"><li>• Ask questions about the book. Make comments and shares their own ideas</li><li>• Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</li><li>• Repeat words and phrases from familiar stories.</li><li>• Enjoy listening to longer stories and can remember much of what happens.</li><li>• Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</li><li>• 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.</li><li>• Engage in extended conversations about stories, learning new vocabulary.</li><li>• Use a wider range of vocabulary.</li><li>• Engage in non-fiction books.</li><li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li><li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</li><li>• Begins to be aware of the way stories are structured, and to tell own stories</li><li>• Talks about events and principal characters in stories and suggests how the story might end</li><li>• Shows interest in illustrations and words in print and digital books and words in the environment</li><li>• Make simple predictions</li></ul>	<ul style="list-style-type: none"><li>• Listen to and talk about stories to build familiarity and understanding.</li><li>• Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li><li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li><li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</li><li>• Compare and contrast characters from stories, including figures from the past.</li><li>• Learn new vocabulary.</li><li>• Use new vocabulary throughout the day.</li><li>• Use new vocabulary in different contexts.</li></ul>	<b>develop pleasure in reading, motivation to read, vocabulary and understanding by:</b> <ul style="list-style-type: none"><li>• listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li><li>• being encouraged to link what they read or hear read to their own experiences</li><li>• becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li><li>• recognising and joining in with predictable phrases</li><li>• learning to appreciate rhymes and poems, and to recite some by heart</li><li>• discussing word meanings, linking new meanings to those already known</li></ul>	<b>develop pleasure in reading, motivation to read, vocabulary and understanding by:</b> <ul style="list-style-type: none"><li>• 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</li><li>• discussing the sequence of events in books and how items of information are related</li><li>• becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li><li>• being introduced to non-fiction books that are structured in different ways</li><li>• recognising simple recurring literary language in stories and poetry</li><li>• discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li><li>• discussing their favourite words and phrases</li><li>• continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li></ul>
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<b>Comprehension</b>		<ul style="list-style-type: none"><li>• <b>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</b></li><li>• <b>Anticipate (where appropriate) key events in stories.</b></li><li>• <b>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</b></li><li>• <b>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.</b></li><li>• <b>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</b></li></ul>	<b>understand both the books they can already read accurately and fluently and those they listen to by:</b> <ul style="list-style-type: none"><li>• drawing on what they already know or on background information and vocabulary provided by the teacher</li><li>• checking that the text makes sense to them as they read and correcting inaccurate reading</li><li>• discussing the significance of the title and events</li><li>• making inferences on the basis of what is being said and done</li><li>• predicting what might happen on the basis of what has been read so far</li><li>• participate in discussion about what is read to them, taking turns and listening to what others say</li><li>• explain clearly their understanding of what is read to them.</li></ul>	<b>understand both the books that they can already read accurately and fluently and those that they listen to by:</b> <ul style="list-style-type: none"><li>• drawing on what they already know or on background information and vocabulary provided by the teacher</li><li>• checking that the text makes sense to them as they read and correcting inaccurate reading</li><li>• making inferences on the basis of what is being said and done</li><li>• answering and asking questions</li><li>• predicting what might happen on the basis of what has been read so far</li><li>• 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</li><li>• explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li></ul>
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