



The Mead Infant & Nursery School – Reading Subject Progression Tracker

Reading Subject Progression Tracker

Vocabulary

	Nursery	Reception	Year 1	Year 2
Curriculum Learning Objective	<ul style="list-style-type: none"> Read own name (with picture/ no picture) 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. Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> spot and suggest rhymes count or clap syllables in a word recognise words with the same initial sound, such as money and mother 	<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 known letter– sound correspondences. Read some letter groups that each represent one sound and say sounds for them Read a few common exception words matched to the school’s phonic programme. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Word Reading ELG Children at the expected level of development will: <ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs; 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. Comprehension ELG Children at the expected level of development will: <ul style="list-style-type: none"> Use and understand recently introduced vocabulary during 	<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 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 re-read these books to build up their fluency and confidence in word 	<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 re-read these books to build up their fluency and confidence in word reading. checking that the text makes sense to



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		discussions about stories, non-fiction, rhymes and poems and during role-play.	<p>reading.</p> <ul style="list-style-type: none"> • Comprehension • recognising and joining in with predictable phrases • discussing word meanings, linking new meanings to those already known • checking that the text makes sense to them as they read, and correcting inaccurate reading 	<p>them as they read, and correcting inaccurate reading</p> <ul style="list-style-type: none"> • Comprehension: • 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
Links to VIPERS	<ul style="list-style-type: none"> • Children are developing their phase 1 phonics and are beginning to orally blend simple cvc words, can hear initial sounds and can count syllables. 	<ul style="list-style-type: none"> • Children will decode words that link with their phonic knowledge. They will start to read words in sentences and understand sentences read. 	<ul style="list-style-type: none"> • discussing word meanings, linking new meanings to those already known • draw upon knowledge of vocabulary in order to understand the text • join in with predictable phrases • use vocabulary given by the teacher • discuss his/her favourite words and phrases 	<ul style="list-style-type: none"> • discussing and clarifying the meanings of words; link new meanings to known vocabulary • discussing their favourite words and phrases • recognise some recurring language in stories and poems
Suggested questions for whole class reading	<ul style="list-style-type: none"> • What sound can you hear at the beginning of ...? • What rhymes with ...? • How many syllables are in ...? 	<ul style="list-style-type: none"> • Sound out and blend the sounds. What did the words say? • What words can you use to describe...? • What does this word mean? • Can you think of another word that means the same thing? Can you think of another word that means the same thing? 	<ul style="list-style-type: none"> • What does the word mean in this sentence? • Find and copy a word which means • Which word in do you think is the most important? Why? • Which of the words best describes the character or setting? • Which word in this part do you think is the most important? • Why do you think they repeat this word in the story? 	<ul style="list-style-type: none"> • Can you find a noun/adjective/verb that tells/shows you that...? • Why do you think that the author used the word... to describe...? • Which other word on this page means the same as...? • Find an adjective in the text which describes... Which word do you think is most important in this section? Why? • Which word best describes...?



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Inference				
	Nursery	Reception	Year 1	Year 2
Curriculum Learning Objective	<ul style="list-style-type: none"> Engage in extended conversations about stories, learning new vocabulary. 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 	<ul style="list-style-type: none"> Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. <p>Comprehension ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> Anticipate – where appropriate – key events in stories; 	<ul style="list-style-type: none"> being encouraged to link what they read or hear to their own experiences drawing on what they already know or on background information and vocabulary provided by the teacher making inferences on the basis of what is being said and done 	<ul style="list-style-type: none"> making inferences on the basis of what is being said and done drawing on what they already know or on background information and vocabulary provided by the teacher Reading for pleasure Year 2: develop pleasure in reading, motivation to read, vocabulary and understanding by: <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
Links to VIPERS	<ul style="list-style-type: none"> Adults modelling their own thinking on how a character is feeling and children begin to use happy and sad to describe character's feelings 	<ul style="list-style-type: none"> They demonstrate an understanding when talking with others about what they have read. 	<ul style="list-style-type: none"> Children make basic inferences about characters' feelings by using what they say as evidence. Infer basic points with direct reference to the pictures and words in the text discuss the significance of the title and events demonstrate simple inference from the text based on what is said and done 	<ul style="list-style-type: none"> make inferences about characters' feelings using what they say and do. infer basic points and begin, with support, to pick up on subtler references. answering and asking questions and modifying answers as the story progresses use pictures or words to make inferences
Suggested questions for whole class reading	<ul style="list-style-type: none"> Look at the pictures How are they feeling? 	<ul style="list-style-type: none"> Look at the pictures and beginning to use the text How are they feeling? Why are they feeling that way? Can you think of another words to describe how they are feeling? How do you know? 	<ul style="list-style-type: none"> What do you think.....means? Why do you think that? How do you think. ...? When do you think. ...? Where do you think. ? How does make you feel? Why did happen? 	<ul style="list-style-type: none"> What do you think.... means? Why do you think that? Why do you think...? How do you think....? When do you think...? Where do you think...? How has the author made us think that...?



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Prediction				
	Nursery	Reception	Year 1	Year 2
Curriculum Learning Objective	<ul style="list-style-type: none"> Engage in extended conversations about stories, learning new vocabulary. 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 	<ul style="list-style-type: none"> Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. 	<ul style="list-style-type: none"> discussing the significance of the title and events predicting what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> predicting what might happen on the basis of what has been read so far
Links to VIPERS	<ul style="list-style-type: none"> Children to begin to make predictions with repetitive stories 	<ul style="list-style-type: none"> Children are starting to sequence simple stories that they have read and then make simple predictions about events in the story. Uses front cover, book title, illustrations and blurb to make predictions about the content of the text. 	<ul style="list-style-type: none"> predicting what might happen on the basis of what has been read so far in terms of story, character and plot make simple predictions based on the story and on their own life experience. begin to explain these ideas verbally or through pictures. 	<ul style="list-style-type: none"> predicting what might happen on the basis of what has been read in terms of plot, character and language so far make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them
Suggested questions for whole class reading	<p>What will happen next?</p>	<ul style="list-style-type: none"> What do you think will happen in this story? Who might we meet in this story? What might happen at the end of the story? What might happen in the story? 	<ul style="list-style-type: none"> Looking at the cover and the title, what do you think this book is about? Where do you think.....will go next? What do you think... will say / do next? What do you think this book will be about? Why How do you think that this will end? Who do you think has done it? What might.....say about that? Can you draw what might happen next? 	<ul style="list-style-type: none"> Where do you think.... will go next? What do you think... will say/do next? What do you think this book will be about? Why? How do you think that this will end? What makes you say that? Who do you think has done it? What might.... say about that? How does the choice of character affect what will happen next?



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Explain				
	Nursery	Reception	Year 1	Year 2
Curriculum Learning Objective	<ul style="list-style-type: none"> Engage in extended conversations about stories, learning new vocabulary. <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> print has meaning Enjoy listening to longer stories and can remember much of what happens.(C&L) Know many rhymes, be able to talk about familiar books, and be able to tell a long story. (C&L) 	<ul style="list-style-type: none"> Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Describe events in some detail (C&L). Listen to and talk about stories to build familiarity and understanding. (C&L) Engage in non-fiction books. (C&L) Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. (C&L) <p>Comprehension ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. 	<ul style="list-style-type: none"> explain clearly their understanding of what is read to them 	<ul style="list-style-type: none"> answering and asking questions 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 explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves
Links to VIPERS	<ul style="list-style-type: none"> Children will begin to engage in conversations with adults about familiar texts 	<ul style="list-style-type: none"> Is beginning to distinguish between fiction and non-fiction. Can retell a known story (main ideas in sequence). 	<ul style="list-style-type: none"> give my opinion including likes and dislikes (not nc objective). link what they read or hear to their own experiences explain clearly my understanding of what has been read to them express views about events or characters 	<ul style="list-style-type: none"> explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves express my own views about a book or poem discuss some similarities between books listen to the opinion of others
Suggested questions for whole class	<ul style="list-style-type: none"> Did you like this story? Why/ why not? 	<p>(Based on the front cover)</p> <ul style="list-style-type: none"> Do you think it's going to be an exciting story? 	<ul style="list-style-type: none"> Is there anything you would change about this story? What do you like about this 	<ul style="list-style-type: none"> What is similar/different about two characters? Explain why... did that..



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reading		<ul style="list-style-type: none">• Is this fiction or non-fiction, how do you know?• Did you like this story? Why/ why not?• Who was your favourite character?• Did you like this ending? Why/ Why not?	text? <ul style="list-style-type: none">• Who is your favourite character? Why?	<ul style="list-style-type: none">• Is this as good as...?• Which is better and why?• Does the picture help us? How?• What would you do if you were...?• Would you like to live in this setting? Why?• Is there anything you would change about this story?• Do you agree with the author's...? Why?
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Retrieval				
	Nursery	Reception	Year 1	Year 2
Curriculum Learning Objective	<ul style="list-style-type: none"> Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> print has meaning Engage in extended conversations about stories, learning new vocabulary. (C&L) 	<ul style="list-style-type: none"> Engage in non-fiction books. (C&L) Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. (C&L) <p>Comprehension ELG Children at the expected level of development will:</p> <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; 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves
Links to VIPERS	<ul style="list-style-type: none"> With adult support and with a familiar text, children will answer some simple questions 	<ul style="list-style-type: none"> They can describe the main events in simple stories they have read. Children will start to retell known stories. They will answer simple questions about what has been read. 	<ul style="list-style-type: none"> answer a question about what has just happened in a story. develop their knowledge of retrieval through images. recognize characters, events, titles and information. recognize differences between fiction and non-fiction texts. retrieve information by finding a few key words. Contribute ideas and thoughts in discussion 	<ul style="list-style-type: none"> independently read and answer simple questions about what they have just read. asking and answering retrieval questions draw on previously taught knowledge remember significant event and key information about the text that they have read Monitor their reading, checking words that they have decoded, to ensure that they fit within the text they have already read
Suggested questions for whole class reading	<ul style="list-style-type: none"> Who can you see and what are they doing? <p>What can you see on the front cover?</p>	<ul style="list-style-type: none"> Who can you see and what are they doing? What can you see on the front cover? What Where When.....? Who...? 	<ul style="list-style-type: none"> Who is your favourite character? Why do you think all the main characters are ... in this book? Would you like to live in this setting? Why/why not? Who is/are the main character(s)? 	<ul style="list-style-type: none"> Who is/are the main character(s)? When/where is this story set? How do you know? Which is your favourite/worst/funniest/ scariest part of the story? Why? Tell me three facts you have learned from the text. Find the part where...



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			<ul style="list-style-type: none">• When/where is this story set?• Which is your favourite/worst/funniest/scariest part of the story?• Is this a fiction or a non-fiction book? How do you know?	<ul style="list-style-type: none">• What type of text is this?• What happened to ... in the end of the story?•
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Summarise and Sequence				
	Nursery	Reception	Year 1	Year 2
Curriculum Learning Objective	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing <ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens.(C&L) <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story. (C&L)</p>	<ul style="list-style-type: none"> • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. (C&L) <p>Comprehension ELG Children at the expected level of development will:</p> <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; 	<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 • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • 	<ul style="list-style-type: none"> • 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 • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves •
Links to VIPERS	<ul style="list-style-type: none"> • With adult modelling and with a familiar story, children will order three pictures/ retell a story with props 	They can describe the main events in simple stories they have read. Children are starting to retell familiar books, especially story books.	<ul style="list-style-type: none"> • retell familiar stories orally e.g fairy stories and traditional tales • sequence the events of a story they are familiar with <p>begin to discuss how events are linked</p>	<ul style="list-style-type: none"> • discuss the sequence of events in books and how items of information are related. • retell using a wider variety of story language. • order events from the text. • begin to discuss how events are linked focusing on the main content of the story.
Suggested questions for whole class reading	<ul style="list-style-type: none"> • (With adult support) Can you order these parts of the story? What happened first, next....? 	<ul style="list-style-type: none"> • Can you order these parts of the story? What happened first, next....? • Who were the characters? • Where was the story set? • What was the oh no? • How did they fix the problem? • What happened at the end? 	<ul style="list-style-type: none"> • What happens in the beginning of the story? • Can you number these events in the story? • How/where does the story start? • What happened at the end of 	<ul style="list-style-type: none"> • What happens in the story's opening? • How/where does the story start? • What happened at the end of the...? • What is the dilemma in this story? • How is it resolved? • Can you retell the story to me in 20 words or less? Can you summarise in 3



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			<p>the....?</p> <ul style="list-style-type: none">• Can you retell the story to me in 20 words or less? What happened before that?• Can you sequence the key moments in this story?	<p>sentences the beginning, middle and end of this story?</p>
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