

		Tea Pot, Hickory Hickory, Wind the Bobbin up, Humpty Dumpty, Mary, Mary Quite Contrary, Dingle Dangle Scarecrow	Tea Pot, Hickory Hickory, Wind the Bobbin up, Humpty Dumpty, Mary, Mary Quite Contrary, Dingle Dangle Scarecrow	Tea Pot, Hickory Hickory, Wind the Bobbin up, Humpty Dumpty, Mary, Mary Quite Contrary, Dingle Dangle Scarecrow	Tea Pot, Hickory Hickory, Wind the Bobbin up, Humpty Dumpty, Mary, Mary Quite Contrary, Dingle Dangle Scarecrow	Tea Pot, Hickory Hickory, Wind the Bobbin up, Humpty Dumpty, Mary, Mary Quite Contrary, Dingle Dangle Scarecrow	Tea Pot, Hickory Hickory, Wind the Bobbin up, Humpty Dumpty, Mary, Mary Quite Contrary, Dingle Dangle Scarecrow
FS2	Traditional Tales	Hansel and Gretel Little Red Riding Hood	Peter Pan	Jack and the Beanstalk	Chicken Licken The Runaway Pancake	Little Red Hen The Enormous Turnip	Rapunzel; Snow White and the Seven Dwarfs;
	Core story	Owl Babies The Gruffalo	Goodnight Moon Whatever Next	Shh! On the Way Home	Handa's Surprise Six Dinner Sid	Farmer Duck Rosie's walk	Mr Gumpy's Outing Mrs Armitage on Wheels
	Supplementary stories	Night Animals by Bobbie Kalman What colour is night by Grant snider Wow! It's night time by Tim Hopgood The mouse who wasn't scared by Petr Horacek The lion inside	Astro Girl How to catch a star Roaring Rockets The night the Moon went Missing Arlo the lion who couldn't sleep Time to go to bed	The smartest giant in town Julia Donaldson The quiet book – Deborah Underwood In the castle – non fiction – Anna Milbourne Peep inside the castle – non fiction – Anna Milbourne My Bean Plant – National Geographic	A is for Africa – non fiction – Ifeoma onyefulu I love my hair – Natasha Anastasia African animals – non fiction – little explorer African Animal Tales Handa's noisy night Oliver's Fruit Salad	What the ladybird heard Farmyard Hullabaloo Oliver's Vegetables Rosie's Chick Children's Atlas Local Area.	Mr Gumpys Motor car The journey by Neil Griffiths Brilliant Boats Captain Duck Who sank the boat Mrs Armitage queen of the road

				<p>The truth according to Arthur – telling the truth Stanley's stick – imagination – John Hegley In my room – imagination – Joe Witek Use your imagination – Nicola O'Byrne</p>	<p>All About Cats: Fantastically Funny Rhymes Six dinner sid – a highland adventure The squirrels who squabbled – Rachel Bright Cats: Non-fiction book compares pet cats and wild cats</p>		
	Non-fiction books	<p>What Colour is Night? Night Animals</p>	<p>Nighttime around the world Look Up! On the Moon</p>	<p>In the castle Peep inside the castle My bean plant</p>	<p>A is for Africa African Animals Cats</p>	Map My Area	<p>Brilliant Boats Transportation, then and now</p>

	Poems and Rhymes	I'm a little Teapot Three blind Mice Hickory Dickory, Miss Polly, One, Two, Three, Four, Five The wheels on the bus. Jack and Jill Two Little Owls sitting in a tree The Gruffalo Song	Hey Diddle Diddle Five currant buns One, Two, Buckle My shoe Five Little speckled frogs One little elephant Pat-a-cake Little Jack Horner I'm a little Pumpkin Fireworks Zoom, Zoom, Zoom we're going to the moon Red Poppy If you blast off into space today Rock a by Baby When Santa got stuck up the chimney We wish you a merry Christmas I'm a little pine tree	Old King Cole Sing a song of sixpence There was a princess long ago. Humpty Dumpty The Grand old Duke of York Ring-a-ring o' roses Doctor Foster Goosey, goosey, goosey See Saw Roses are red	Brown Girl in the ring Ten fat sausages Ten Green bottles Ten in the bed There was an old lady Old Mother Hubbard Each, Peach, Pear, Plum The cave Chick, Chick, Chick, Chick, Chicken, lay a little egg for me Pussy Cat, Pussy Cat, Where have you been? One little girl went walking one day – links to Handa's surprise.	The Farmers in his den Oats and Beans and barley grow Old Noah's Ark Peter Hammers The mouse, the frog and the little red hen Happy Poem Down in the valley Five little ducks Old McDonald The Farmer's In his den	Here we go round the mulberry bush Do you know the muffin man Pop goes the weasel Little boy blue There was a crooked man Pease pudding Row, Row, Row your boat A sailor went to sea, sea, sea Daisy, Daisy give me your answer do.
Year 1	Traditional Tales	Cinderella Picnoicho	The Elves and the shoemaker The Nutcracker	Princess and the Pea	Frog Prince	Sleeping Beauty	Pied Piper
	Core story	Peace at Last Can't You Sleep Little Bear	Lost and Found Cops and Robbers	Elmer The Elephant and The Bad baby	Knuffle Bunny Dogger	Avocado Baby Where the Wild Things Are	The Tiger Who Came to Tea Beegu

	Supplementary stories	The Everywhere Bear A book of Bears Just one of those days Paddington Bear	Penguin Flies Home – Flight School Be Brave Little Penguin Burglar Bill What the Ladybird Heard at Christmas.	Elephant Me Noa and the little Elephant Elephant in my Kitchen	Lost at the Toy museum Toys in Space	Eat your Greens Goldilocks The Great Kapok Tree	There's a Tiger in the Garden The Worry Tiger The Invisible String
	Non-fiction books	Hibernation Station All about bears			Too many toys	The Truth about Babies	
	Poems and Rhymes	Teddy Bear Teddy Bear Alphabet poem – show and tell Hug a Bear Bear hugs	The Hokey Cokey If You're Happy and you know it. Christmas songs and rhymes	Seasons of Trees I went to the Animal Fair What a Nose! Elephants The Elephant repairman The African Elephant Elephant Eltelephony	Poetry – Tongue Twisters Peter Piper Busy Buzzy Bee Pancakes! 5 Crispy pancakes Miss Polly had a Dolly Night time at the toy shop Lots of different toys The big toy shop	The Owl and the Pussy-cat Five Little Senses All in a Row by Andrew Fusek Peters Thanksgiving by Ivy O Eastwick, I Asked the Little Boy Who Cannot See. What Shall I Draw? by Helen Dunmore. Smelly People by Roger Stevens	London Bridge is falling down Children of the sun I'm a little Alien
Year 2	Traditional Tales	The Frog Prince The Enormous Turnip	Goldilocks a cautionary tale Who's bad, who's good? Little Red Riding Hood the alternative tale.	Jack and the Baked Beanstalk You choose fairy tales	Prince Cinders The Gingerbread man 2 what happened next?	The True Story of the Three Little Pigs Three little wolves and the big bad pig.	Beauty and the Beast How the library (not the prince) saved Rapunzel

	Core story	Frog and Toad Together Pumpkin Soup	The Owl Who Was Afraid of the Dark The Hodgeheg	The Flower Who's Afraid of the Big, Bad Book?	Not Now Bernard Flat Stanley	Dr Xargles Book of Earthlets Amazing Grace	Gorilla Meercat Mail
	Supplementary stories	Something Else Pip and Egg Meesha Makes Friends Walk Tall The Leaf Thief	Books from Jill Tomlinson Collection Owl Babies The Very Helpful Hedgehog Herbie's Big Adventure	The tiny seed Bloom The little gardener Mixed up fairy tales. The Tin Forest	The Squirrels Who Squabbled Fair Shares It's Mine Noris, The Bear Who Shared The Sharing Circle	Once upon an ordinary school day. The dot Kindness is my superpower Peter pan	Class 2 at the Zoo One night in the Zoo The Jolly Postman Herman's letter
	Non-fiction books	Pond life Habitats How to grow a pumpkin. Eat Your Greens, Reds, Yellows and Purples	All things owl Can we really help the polar bears? All things hedgehog Habitats and food chains.	From seed to sunflower A seed is sleepy Roots, stems, leaves and flowers. What a waste: protecting our planet.	Where's my home? A street through time Fire of London Samuel Pepys	Everyday materials What is it made from? Terrific toys and what are they made of?	Amazing animals Endangered animals Lost animals. Save the planet Micro habitats
	Poems and Rhymes	Autumn poems	Bonfire night poems Christmas poems	A selection of Roald Dahl Revolting rhymes	Spring poems Easter poems	Poems from a green and blue planet	Summer poems

Reading progression- de-coding

	Skills	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FS1	<p>Aspect 1: General sound discrimination – environmental sounds Notice sounds around them. Recognise that different objects make different sounds. Start to identify and name sounds. Talk about environmental sounds, describing and comparing them.</p> <p>Aspect 2: – instrumental sounds Explore instrumental sounds. Build awareness of how to use instruments to make sounds. Start to identify the sounds of familiar instruments, naming them. Build awareness of how you act upon an instrument affects the sound it makes. Talk about instrumental sounds, describing and comparing them. Use instruments to recreate a sound from a given instruction, e.g. Tap the drum loudly, and shake the tambourine quietly.</p> <p>Aspect 4: Rhythm and rhyme Join in with songs and rhymes. Recognise familiar rhythms and rhymes</p>	<p>Aspect 1: environmental sounds Talk about environmental sounds, describing and comparing them.</p> <p>Aspect 3: General sound discrimination – body percussion Join in and copy body percussion patterns and sequences. Build awareness of how they can change body percussion sounds. Create their own sequences of body percussions. Join in with longer sequences of body percussion.</p> <p>Aspect 4: Rhythm and rhyme</p>	<p>Aspect 2: – instrumental sounds Revisit instrumental sounds. Build awareness of how to use instruments to make sounds. Identify the sounds of familiar instruments, naming them. Build awareness of how you act upon an instrument affects the sound it makes. Talk about instrumental sounds, describing and comparing them. Use instruments to recreate a sound from a given instruction, e.g. Tap the drum loudly, and shake the tambourine quietly.</p> <p>Aspect 5: Alliteration Explore initial sounds of words.</p>	<p>Listening and remembering sounds; Aspect 7: Oral blending and segmenting</p> <p>Fred Talk-verbally segmenting and blending.</p> <p>Learning to acknowledge the pictures that represent RWI Set 1 & Aspect 5: Alliteration</p>	<p>Fred Talk-verbally segmenting and blending.</p> <p>Then introduce 2 sounds per week from Set 1 RWI-Speed sound lessons</p>	<p>Fred Talk-verbally segmenting and blending.</p> <p>Then introduce 2 sounds per week from Set 1 RWI-Speed sound lessons</p>	<p>Aspect 1: General sound discrimination – environmental sounds Notice sounds around them. Recognise that different objects make different sounds. Start to identify and name sounds. Talk about environmental sounds, describing and comparing them.</p> <p>Aspect 2: – instrumental sounds Explore instrumental sounds. Build awareness of how to use instruments to make sounds. Start to identify the sounds of familiar instruments, naming them. Build awareness of how you act upon an instrument</p>

		<p>Join in with songs and rhymes. Recognise familiar rhythms and rhymes. Start to recognise that words rhyme.</p>	<p>Select objects with a given initial sound from a choice of two. Identify initial sounds of words. Match to objects with the same initial sound. Play with alliteration</p> <p>Aspect 6: Voice sounds Listening and remembering sounds;</p> <p>Aspect 7: Oral blending and segmenting Fred Talk-verbally segmenting and blending.</p>				<p>affects the sound it makes. Talk about instrumental sounds, describing and comparing them. Use instruments to recreate a sound from a given instruction, e.g. Tap the drum loudly, and shake the tambourine quietly.</p> <p>Aspect 4: Rhythm and rhyme Join in with songs and rhymes. Recognise familiar rhythms and rhymes</p>
FS2	<p>Identify the taught GPCs (the sounds that letters make) including some diagraphs.</p> <p>Blend the taught sounds to read CVC, CVCC and CCVC words.</p> <p>Read some taught common exception/high frequency and familiar words.</p>	<p>Read single-letter Set 1 sounds (first 16) (first 16 Set 1 single-letter sounds) Read first 16 Set 1 sounds Learn to blend: Word Time 1.1 to</p>	<p>Read all Set 1 single letter sounds Blend sounds into words orally (all Set 1 single-letter sounds) Read 25 Set 1 single letter sounds Learn to blend: Word Time 1.1 to 1.4</p>	<p>Blend sounds to read words Read short Ditty stories Read Set 1 Special Friends 31 sounds (Set 1 Special Friends) Read Set 1 Special Friends Read words</p>	<p>Read Red Storybooks Read 4 double consonants 35 sounds (4 double consonants) Review Set 1 sounds speedily Read 4 and 5 sound words: Word Time 1.7</p>	<p>Read Green Storybooks 35 sounds Read Set 2 sounds and matching Phonics Green Words including longer words Review Set 1 Phonics Green Words Read</p>	<p>Read Green or Purple Storybooks Read first 6 Set 2 sounds 41 sounds (first 6 Set 2 sounds) Read Set 2 sounds and matching Phonics Green Words including</p>

	Read sentences made up of words with taught sounds and common exception words.	1.3 Spell using Fred Fingers	Spell using Fred Fingers Read 25 Set 1 single letter sounds speedily Blend independently using Phonics Green Word cards: Word Time 1.1 to 1.5 Spell using Fred Fingers	with Special Friends: Word Time 1.6 Review Word Time 1.1 to 1.5 Read 3-sound nonsense words Spell using Fred Fingers	Review Word Time 1.1 to 1.6 Read 3 and 4 sound nonsense words Spell using Fred Fingers	nonsense words Spell using Fred Fingers	longer words Review Set 1 Phonics Green Words Read nonsense words Spell using Fred Fingers Once secure, read Set 3 sounds and matching Phonics Green Words
Year 1	Apply phonic knowledge to decode words. Read aloud phonically-decodable texts. Re-read books to build fluency and confidence. Read simple sentences and understand the meaning including what a pronoun is. Speedily read all the 40+ letters/groups for the 40+ phonemes, including alternative sounds for graphemes. Read year 1 common exception words noting unusual correspondence	Read Purple Storybooks Read Set 2 sounds 47 sounds (all Set 1 and Set 2 sounds) Read Set 2 sounds and matching Phonics Green Words including longer words Review Set 1 Phonics Green Words Read nonsense words Spell using Fred Fingers Once secure, read	Read Pink Storybooks Read first 9 Set 3 sounds 56 sounds (first 9 Set 3 sounds) Read Set 2 sounds and matching Phonics Green Words including longer words. Review Set 1 and 2 Phonics Green Words Read nonsense words Spell using Fred Fingers: focus on Set 2 words Once secure, read Set 3	Read Orange Storybooks Read 17 Set 3 sounds 64 sounds (17 Set 3 sounds) Read Set 3 sounds and matching Phonics Green Words including longer words Review Set 1 and 2 Phonics Green Words Read nonsense words Spell using Fred Fingers: focus on Set 2 words Read Set 1 and Set 2 sounds in	Read Yellow Storybooks Read all Set 3 sounds and additional graphemes (e-e, ie, ue, au, kn, wh, ph) 74 sounds (20 Set 3 sounds plus e-e, ie, ue, au, kn, wh, ph) Read Set 3 sounds and matching Phonics Green Words including longer words Review Set 1, 2 and 3 Phonics Green Words Read nonsense words Spell using Fred Fingers: Set 2 and 3 words Read the first six Set 3 sounds (ea, oi, a-e, i-e, o-e, u-e) speedily Read these	Read Yellow Storybooks 74 sounds Read Set 3 sounds and matching Phonics Green Words including longer words Review Set 1, 2 and 3 Phonics Green Words Read nonsense words Spell using Fred Fingers: Set 2 and 3 words Read the first six Set 3 sounds (ea, oi, a-e, i-e, o-e, u-e) speedily Read these	Read Blue Storybooks 74 sounds Read Set 3 sounds and matching Phonics Green Words including longer words Review Set 1, 2 and 3 Phonics Green Words Read nonsense words Spell using Fred Fingers: Set 2 and 3 words Read all Set 3 sounds speedily Read Set 3 Sounds in real words and

	<p>between spelling and sound (identifying where they appear.)</p> <p>Read polysyllabic words containing taught GPCs.</p> <p>Read common suffixes (-s, -es, -ing, -ed, -er and -est.)</p> <p>Read contractions and understand that the apostrophe represents the missing letter(s.)</p> <p>Read accurately by blending the taught GPCs.</p> <p>Develop some fluency and expression, pausing at full stops.</p>	<p>Set 3 sounds and matching Phonics Green Words Read the first six Set 2 sounds (ay, ee, igh, ow, oo, oo) speedily Read these sounds in real words and nonsense words with Fred Talk Read previously taught words with Set 1 sounds speedily</p>	<p>sounds and matching Phonics Green Words Read all Set 2 sounds speedily Read these sounds in real words and nonsense words with Fred Talk Read previously taught words with Set 1 and 2 sounds speedily</p>	<p>longer words Read Set 1 and Set 2 sounds in 4 and 5 sound nonsense words Read previously taught words with Set 1 and Set 2 sounds speedily</p>	<p>words Spell using Fred Fingers: Set 2 and 3 words Read the first six Set 3 sounds (ea, oi, a-e, i-e, o-e, u-e) speedily Read these sounds in real words and nonsense words Read a passage at 60-70 words per minute, attempting intonation to show comprehension</p>	<p>sounds in real words and nonsense words Read a passage at 60-70 words per minute, attempting intonation to show comprehension</p>	<p>nonsense words Read a passage at 70-80 words per minute, attempting intonation to show comprehension</p>
Year 2	<p>Apply phonic decoding until automatic and reading is fluent.</p> <p>Read common suffixes (-ed, -ing, -er, -est, -y, -ment, -ful, -ness, -less, -ly.)</p> <p>Re-read books to build fluency and confidence in word reading.</p> <p>Note punctuation to read with appropriate expression.</p>	<p>Read Blue Storybooks with increasing fluency and comprehension Read Set 3 sounds and matching Phonics Green Words including longer words Review Set 1,</p>	<p>Read Blue Storybooks with increasing fluency and comprehension Read Set 3 sounds and matching Phonics Green Words including longer words Review Set 1, 2 and 3 Phonics Green Words</p>	<p>Read Grey Storybooks Read unfamiliar multi-syllabic words Review Set 1, 2 and 3 sounds and matching Phonics Green Words including longer words speedily Read nonsense words Spell using Fred</p>	<p>Read Grey Storybooks with fluency and comprehension Read unfamiliar multi-syllabic words Review Set 1, 2 and 3 sounds and matching Phonics Green Words including longer words speedily Read</p>	<p>Read extended reading books from a choice of additional texts linked to the grey level and beyond to embed fluency and comprehension.</p>	<p>Read extended reading books from a choice of additional texts linked to the grey level and beyond to embed fluency and comprehension.</p>

	<p>Read accurately by blending, including alternative sounds for graphemes.</p> <p>Read year 2 common exception words, noting unusual correspondences.</p> <p>Read aloud books matched to phonic knowledge by sounding out unfamiliar words automatically.</p> <p>Read polysyllabic words containing taught graphemes.</p> <p>Read most words quickly and accurately without overt sounding and blending.</p>	<p>2 and 3 Phonics Green Words Read nonsense words Spell using Fred Fingers: Set 2 and 3 words Read all Set 3 sounds speedily Read Set 3 Sounds in real words and nonsense words Read a passage at 70-80 words per minute, attempting intonation to show comprehension</p>	<p>Read nonsense words Spell using Fred Fingers: Set 2 and 3 words Read all Set 3 sounds speedily Read Set 3 Sounds in real words and nonsense words Read a passage at 70-80 words per minute, attempting intonation to show comprehension</p>	<p>Fingers: multi-syllabic, Set 2 and 3 words Read all Set 3 sounds in nonsense words Read multi-syllabic words containing Set 1, 2 and 3 sounds Read a passage at 80-90+ words per minute with intonation that shows some comprehension</p>	<p>nonsense words Spell using Fred Fingers: multi-syllabic, Set 2 and 3 words Read all Set 3 sounds in nonsense words Read multi-syllabic words containing Set 1, 2 and 3 sounds Read a passage at 80-90+ words per minute with intonation that shows some comprehension</p>		
--	---	--	--	--	--	--	--

Reading Progression- Vocabulary

	Early Years Foundation Stage		Key Stage 1	
Skills for vocabulary	FS1	FS2	Year 1	Year 2
Key reading skills	<p>I can talk about new words I learn.</p> <p>I can join in with repeated refrains in rhymes and stories I hear often.</p> <p>I can talk about what my favourite words are when I have listened to a story or a rhyme.</p> <p>I can use words the teacher introduces me to from non-fiction books.</p>	<p>I can discuss word meanings, linking new means to those I already know.</p> <p>I can join in with repeated refrains in stories/rhymes.</p> <p>I can use vocabulary introduced by the teacher.</p> <p>I can discuss my favourite words/phrases.</p> <p>I can talk about technical vocabulary that the teacher reads to me when we look at non-fiction texts.</p>	<p>I can discuss word meanings, linking new meanings to those already known</p> <p>I can draw upon knowledge of vocabulary in order to understand the text</p> <p>I can join in with predictable phrases</p> <p>I can use vocabulary given by the teacher</p> <p>I can discuss my favourite words and phrases</p>	<p>I can discuss the meanings of words: link new meanings to known vocabulary</p> <p>I can discuss my favourite words and phrases</p> <p>I can recognise some repeating language in stories and poems</p>
Sample questions to support development	<p>What does the word... mean?—Draw attention to different types of word, but especially nouns and adjectives to extend vocabulary.</p> <p>What words tell us about what the character is like in this story?</p>	<p>What does the word... mean in this sentence?</p> <p>Which word means the same as...?</p> <p>Which of the words best describes the character?</p> <p>Why do you think they repeat this word in the story?</p>	<p>What does the word... mean in this sentence?</p> <p>Find and copy a word which means...</p> <p>Which of the words best describes the character/setting?</p> <p>Which word in this part do you think is the most important?</p> <p>Why do you think they repeat this word in the story?</p>	<p>Can you find a noun/adjective/verb that tells/shows you that...?</p> <p>Why do you think that author used the word... to describe...?</p> <p>Which other word on the page means the same as...?</p> <p>Find an adjective in the text which describes...</p> <p>Which word do you think is the most important in this section? Why?</p> <p>Which word best describes...?</p>

Identify vocabulary	<p>Begins to use vocabulary they hear in stories and rhymes. Extend their vocabulary, especially naming and exploring meanings of new words.</p> <p>Builds vocabulary reflecting the breadth of their experiences.</p> <p>Uses language they hear around them in their culture and community.</p>	<p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Extends vocabulary by grouping, naming and exploring the meaning and sounds of new words.</p>	<p>Recognises vocabulary associated with different genres provided by the teacher.</p>	<p>Recognise simple recurring literary language in stories and poems, e.g. repetition.</p>
Explain the meaning of words	<p>Frequently uses pronouns. Retells a simple past event. Talks with others about key events.</p> <p>Uses some descriptive words.</p>	<p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p>Discuss word meanings, linking new meanings to those already known.</p>	<p>Discuss and clarify the meanings of new words, linking new meanings to known vocabulary.</p> <p>Begin to use a range of skills to identify the meaning of unknown words to help place them into context.</p>
Explain the intended impact of words	<p>Join in with predictable phrases.</p> <p>Claps or taps the syllables in words.</p>	<p>Join in with predictable phrases.</p>	<p>Recognise and join in with predictable phrases.</p>	<p>Discuss their favourite words and phrases from the text.</p>
Recognise and explain how language is linked to intended audience and purpose	<p>Begins to use intonation in role play/use of puppets.</p> <p>Recognises rhyme in spoken words, songs and rhymes.</p>	<p>Shows awareness of audience in the way they speak, for example, change intonation.</p>	<p>Capture and apply new vocabulary in a variety of contexts.</p>	<p>Collect and apply new vocabulary in a variety of contexts.</p>

Reading Progression- Inference

	Early Years Foundation Stage		Key Stage 1	
Skills for inference	FS1	FS2	Year 1	Year 2
Key reading skills	<p>I can use the pictures to infer some basic points about the characters in the story.</p> <p>I can say what I think the character is thinking or feeling after I have listened to the story.</p>	<p>I can make simple inferences about characters feelings by using what they say or do.</p> <p>I can infer basic points with direct reference to the pictures and words in a text.</p> <p>I can show simple inference from the text based on what is said and done.</p>	<p>I can make simple inferences about characters' feelings by using what they say as evidence.</p> <p>I can infer simple points with reference to the pictures and words in the text.</p> <p>I can discuss the title and events.</p> <p>I can demonstrate simple inference from the text based on what is said and done.</p>	<p>I can make inferences about characters feelings using what they say and do.</p> <p>I can infer simple points and begin, with support, to pick up on evidence.</p> <p>I can answer and ask questions and modify answers as the story progresses.</p> <p>I can use pictures or words to make inferences.</p>
Sample questions to support development	<p>How does... feel?</p> <p>How do you know?</p> <p>What do you think... is thinking?</p> <p>How do you know?</p>	<p>How does... feel?</p> <p>Why do you think that?</p> <p>What do you think... is thinking?</p> <p>Why do you think that?</p> <p>How does... make you feel?</p> <p>Why did...happen?</p>	<p>What do you think... means?</p> <p>Why do you think that?</p> <p>Why do you think...?</p> <p>How do you think...?</p> <p>When do you think...?</p> <p>Where do you think...?</p> <p>How does ... make you feel?</p> <p>Why did ... happen?</p>	<p>What do you think... means?</p> <p>Why do you think that?</p> <p>Why do you think...?</p> <p>How do you think...?</p> <p>When do you think...?</p> <p>Where do you think...?</p> <p>How has the author made us think that...?</p>
Cause and effect	<p>Can talk about what happens.</p> <p>Can talk about what might happen if...</p>	<p>Talk about what happens and why they occur.</p>	<p>Can say how events and actions impact on the development of the story.</p>	<p>Begin to describe cause and effect, for example, the effect of a character's actions have on others.</p>
Identifying evidence	<p>With support, they can develop connections with events in narratives.</p>	<p>Can develop their explanations by connecting ideas and events.</p>	<p>Make links to personal experiences.</p>	<p>Draw on personal experience when commenting on a text.</p>

			<p>Make inferences about character type based on actions. Can talk about how they think a character is feeling.</p>	<p>Draw on knowledge of the topic outside of the book, including other similar books. Make simple inferences of character feelings.</p>
<p>Ask and answer inference questions.</p>	<p>They can listen with increasing attention to a range of stories and talk about what they hear. Suggests how a story might end.</p>	<p>They can listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions and reactions.</p>	<p>With support, ask and answer simple relevant inference/detective questions about a story or simple non-fiction text</p>	<p>Ask and answer simple relevant inference/detective questions about a story or simple non-fiction text.</p>

Reading Progression- Prediction

	Early Years Foundation Stage		Key Stage 1	
Skills for prediction	FS1	FS2	Year 1	Year 2
Key reading skills	<p>I can say what might happen based on what I have had read to me so far.</p> <p>I can explain my prediction verbally.</p>	<p>I can predict what might happen on the basis of what has been read so far in terms of character and plot.</p> <p>I can make simple predictions based on my own life experiences.</p> <p>I can explain my prediction verbally.</p>	<p>I can predict what might happen on the basis of what has been read so far- story, character and plot.</p> <p>I can make simple predictions based on the story and my own life experiences.</p> <p>I can begin to explain these ideas verbally or through pictures.</p>	<p>I can predict what might happen on the basis of what has been read in terms of plot, character and language so far.</p> <p>I can make predictions using my own knowledge as well as what has happened so far.</p>
Sample questions to support development	<p>What do you think this book is about?</p> <p>What do think might happen next?</p>	<p>What do you think the book is about?</p> <p>What might happen in this story?</p> <p>What do you think will happen next?</p> <p>How do you think that this will end?</p> <p>Can you tell me what might happen next?</p>	<p>Looking at the cover and the title, what do you think this book is about?</p> <p>Where do you think... will go next?</p> <p>What do think... will say/do next?</p> <p>What do you think this book will be about? Why?</p> <p>How do you think this will end?</p> <p>Who do you think has done it?</p> <p>What might... say about that?</p> <p>Can you draw what you think might happen next?</p>	<p>Where do you think... will go next?</p> <p>What do you think... will say/do next?</p> <p>What do you think this book will be about? Why?</p> <p>How do you think this will end? What makes you say that?</p> <p>Who do you think has done it?</p> <p>What might... say about that?</p> <p>How does the choice of character affect what will happen next?</p>

<p>Use clues from what has been read to say what might happen.</p>	<p>Can respond to what they hear with relevant reactions and comments. Can anticipate what might happen next in familiar stories with adult support. Can talk about story events and characters and suggest what might happen next.</p>	<p>Respond to what they hear with relevant comments, questions and reactions.</p>	<p>Say what might happen based on what has been read.</p>	<p>Make predictions based on events in the text so far.</p>
<p>Connect existing knowledge to new information.</p>	<p>Can say what has happened. Can talk about how others might be feeling.</p>	<p>Can say what has happened and relate it to something that has happened in their own lives.</p>	<p>Can relate what has been read to then with what they already know, from either life experiences or other books.</p>	<p>Make predictions using experiences of reading books based on other familiar texts.</p>
<p>Gain meaning from the text.</p>	<p>Listen to stories with increasing attention, anticipating repeated rhymes and phrases. Joins in with key words and repeated refrains and anticipates key events/phrases in rhymes and stories.</p>	<p>Listen to stories, accurately anticipating key events. Predicts what might happen next after listening to part of an unfamiliar story. Listens attentively to stories in a class group.</p>	<p>Say if the book will be fiction or non-fiction.</p>	<p>Make predictions prior to reading based on the title, cover and skim reading of illustrations.</p>

Reading Progression- Explaining

	Early Years Foundation Stage		Key Stage 1	
Skills for explaining	FS1	FS2	Year 1	Year 2
Key reading skills	<p>I like listening to familiar stories.</p> <p>I can say what I like and don't like in a story.</p>	<p>I can share my opinions, including what I like and don't like.</p> <p>I can link what I have had read to me to my own experiences.</p> <p>I can explain what has been read to me.</p> <p>I can talk about the characters and events in the story.</p>	<p>I can give my opinion including likes and dislikes.</p> <p>I can link what I have read or heard to my own experiences.</p> <p>I can clearly explain my understanding of what has been read to me.</p> <p>I can express my views about characters or events.</p>	<p>I can explain and discuss my understanding of narrative, information books and poems.</p> <p>I can express my own views about a book or a poem.</p> <p>I can discuss some similarities between books.</p> <p>I can listen to the opinion of others.</p>
Sample questions to support development	<p>Do you like this story?</p> <p>What do you like about this story?</p> <p>Do you not like this story?</p> <p>What don't you like about this story?</p>	<p>What do you like about this text?</p> <p>Who is your favourite character? Why?</p> <p>Was there anything about this book you didn't like?</p> <p>Do you like this author? Why?</p>	<p>Is there anything you would change about this story?</p> <p>What do you like about this text?</p> <p>Who is your favourite character? Why?</p>	<p>What is similar/different about two characters? Explain why... did that.</p> <p>Is this as good as...?</p> <p>Which is better and why?</p> <p>Does the picture help us? How?</p> <p>What would you do if you were...?</p> <p>Would you like to live in this setting? Why?</p> <p>Is there anything you would change about this story?</p> <p>Do you agree with the author's choice/view/description? Why?</p>

Identify and discuss similarities and differences	With adult support, can say what is the same and what is different.	Looks closely at similarities, differences and patterns.	Understands the difference between fiction and non-fiction.	Read non-fiction books which are structured in different ways.
Making links	With adult support, can make connections between events they have experienced and what happens in stories.	Develop their own narratives and explanations by connecting ideas or events.	Link reading to personal experience.	Discuss the sequence of events in a story. Discuss how items of information are related in a book. Make links between current and prior reading.
Discussion	Listens to others in one to one or small groups when conversation interests them. Uses talk to explain what is happening.	To look at someone who is speaking to them. To take turns when talking in a group. Engages in extended conversations about stories.	Participates in discussions about what s read to them.. Takes turns and listens to what others say.	Listen to, discuss and express views about a wide range of poetry, stories and non-fiction at a level and beyond what they can read independently. Take turns and listen to what others have to say.. Explain their understanding of books they have read or have had read to them.

Reading Progression- Retrieval

	Early Years Foundation Stage		Key Stage 1	
Skills for retrieval	FS1	FS2	Year 1	Year 2
Key reading skills	<p>I can say something about what has happened in a story read to me.</p> <p>I can use pictures to talk about events in the story.</p> <p>I can use the pictures to point out characters in the story.</p>	<p>I can answer questions about what has just happened.</p> <p>I can develop retrieval skills through pictures.</p> <p>I can recognise characters, titles, events, titles and key information.</p> <p>I can recognise fiction and non-fiction texts.</p> <p>I can retrieve information by looking for key words.</p>	<p>I can ask a question about what has just happened.</p> <p>I can develop my knowledge of retrieval.</p> <p>I can recognise characters, events, titles and information.</p> <p>I can recognise differences between fiction and non-fiction texts.</p> <p>I can retrieve information by finding a few key words.</p> <p>I can contribute ideas and thoughts in discussions.</p>	<p>I can independently read and answer simple questions about what I have just read.</p> <p>I can ask and answer retrieval questions.</p> <p>I can draw on previously taught knowledge to find the cue in the question.</p> <p>I can remember significant events and key information about the text that I have read.</p> <p>I can monitor my reading, checking words I have decoded, to ensure that they fit within the text I have already read.</p>
Sample questions to support development	<p>Who are the characters in the story?</p> <p>Where does the story take place/happen?</p> <p>What happens to... in the story?</p>	<p>Who is your favourite character?</p> <p>Who is/are the main character/s?</p> <p>Where is the story set?</p> <p>Which is your favourite/worst part of the story?</p> <p>What happens to... in the story? How do you know?</p> <p>Is this a fiction or non-fiction book? How do you know?</p>	<p>Who is your favourite character?</p> <p>Why do you think all the main characters are... in this book?</p> <p>Would you like to live in this setting? Why/Why not?</p> <p>Who is/are the main character/s?</p> <p>When/where is the story set?</p> <p>Which is your favourite/worst/funniest/scariest part of the story?</p>	<p>Who is/are the main character/s?</p> <p>When/where is this story set? How do you know?</p> <p>Which is your worst/best/funniest/scariest part of the story? Why?</p> <p>Tell me three facts you have learned from the text?</p> <p>Find the part where...?</p> <p>What type of text is this?</p> <p>What happened to... in the story?</p>

			Is this a fiction or a non-fiction book? How do you know?	
Retelling	With adult support, can work in a group to retell a story using props. Tells a long story.	Retell a story with actions/pictures/props. Use story language when acting out the narrative.	Retell a story they have heard or know using puppets/props/pictures.	Retell a wider range of stories using actions and visual cues from the story.
Answering "find it" questions	Answer how and what questions about a familiar story.	Answer how and why questions about their experiences and in response to stories. Use fastest finger techniques to answer questions from a story.	Answer simple questions about character/setting and key events in a story.	Answer simple questions about character/setting and key events in a story. Answer find it questions in non-fiction texts.
Summarising	With adult support, can talk about the main events in a story.	Can explain the main events of a story. Can draw pictures of characters/events/settings.	Identify and discuss the setting names of the characters in a story.	Explain and discuss the key information from what is seen or read.
Asking "find it" questions	They can listen with increasing attention to a range of stories and talk about what they hear.	Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions and reactions.	Ask relevant questions about familiar texts.	Ask relevant questions about a familiar text.

Reading Progression- Sequencing

	Early Years Foundation Stage		Key Stage 1	
Skills for sequencing	FS1	FS2	Year 1	Year 2
Key reading skills	<p>I can say that stories have a beginning, middle and end.</p> <p>I can retell a story using puppets/props/small world/role play.</p> <p>I can anticipate and join in with key phrases and events in rhymes and stories.</p>	<p>I can retell a story using a story map.</p> <p>I can put the events in the story in sequence.</p>	<p>I can retell familiar stories orally.</p> <p>I can sequence the events of a story I am familiar with.</p> <p>I can begin to discuss how events are linked.</p>	<p>I can discuss the sequencing of vents in books and how items of information are related.</p> <p>I can retell using a wider variety of story language.</p> <p>I can order events from the text.</p> <p>I can begin to discuss how events are linked focusing on the main contents of the story.</p>
Sample questions to support development	<p>What happened at the beginning of the story?</p> <p>What happened at the end of the story?</p> <p>What was the bit in the middle about?</p>	<p>What happens in the beginning of the story?</p> <p>What happens at the end of the story?</p> <p>Can you retell the story to me?</p> <p>What happens in the middle of the story?</p>	<p>What happens at the beginning of this story?</p> <p>Can you number these events in the story?</p> <p>How/where does the story start?</p> <p>What happened at the end of...?</p> <p>Can you retell the story for me in just a few words?</p> <p>What happened before that?</p> <p>Can you sequence the key moments in this story?</p>	<p>What happens in the story's opening?</p> <p>How/where does the story start?</p> <p>What happened at the end of...?</p> <p>What is the dilemma in this story?</p> <p>How is it resolved?</p> <p>Can you summarise the story in three sentences with the beginning, middle and end?</p>
Identify key components of a narrative- beginning, middle and end.	<p>Can say what the beginning of a story is.</p> <p>Can say what happens at the end of a story.</p>	<p>Can identify the beginning, middle and end of a story, explaining their choices.</p>	<p>Can use a story map to extend their story telling, identifying key events in order.</p>	<p>Can accurately retell a story, using the key structures of beginning, middle and end of the story.</p>

	With adult help, can say what happens in the middle of a story.			Can say what the dilemma is in a story and how it is resolved. Understands that resolution is the ending of a story.
Retell the story in order of events.	With adult support, can sequence pictures or story props from a familiar story. Listens to familiar stories with increasing attention and recall, verbally and/or selecting a sequencing picture.	Can sequence pictures from a story or with familiar events. Gives a connected account of an event or experience, using connective language, for example, first, next and then.	Can sequence pictures for the beginning, middle and end of a story.	Sequence events from a story. Can explain their reasons for their choices.

Reading Progression- Text Structure

	Early Years Foundation Stage		Key Stage 1	
Skills for text structure	FS1	FS2	Year 1	Year 2
Key reading skills	I can say what a story book is.	I can say what a story book is. I can say what a fairy tale is.	I can recognise a range of stories/traditional tales/fairy stories. I can describe the characteristics of the different types of stories I read or listen to.	I can talk about non-fiction books. I can say how non-fiction books are organised and how they are different to fiction books.
Sample questions to support development	Can you point to the illustration? Can you point to the words? Can you tell me what sort of book this is?	Can you tell me what sort of book this is? What is the difference between them?	Can you tell me what type of book this is? How do you know? Describe what a... book is?	How do these books differ? What are the differences between these non-fiction books? Describe how fiction books are organised differently to non-fiction books?
Range of text/genres	Listen to, talk about stories, rhymes and songs, with actions and relevant comments.	Listen to, talk about and respond to stories, rhymes and songs, with actions, relevant comments, questions, recalling key events and innovating.	Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.	Reading for themselves a wider range of stories/fairy stories and traditional tales. Listen to, discuss and express 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.
Use and function of text organisers	Can point to: Front cover Back cover Illustration Print goes from left to right	Can point to : Front cover Back cover Spine Blurb	Understand and accurately use the conventions of print: book, cover, beginning, end, page, word, letter, line.	Be introduced to non-fiction books that are structured in different ways.

	Shows awareness of rhyme and alliteration.	Illustration Illustrator Author Title Continues a rhyming string and identifies alliteration.	Identify title, blurb and author of fiction and non-fiction books. Discuss the significance of the title.	Name common organisers in non-fiction: contents, headings, index, glossary.
Features of different types of texts	Can say what a story book is. Can say what an information book is. Talks about familiar books. Knows print carries meaning	Begin to understand that a non-fiction book is not a story, it gives information instead.	Recognise some typical characters and settings of fairy stories/traditional tales. Understand the difference between fiction and non-fiction. Begin to describe the overall structure of a story, for example, being able to answer the question "What is the problem in the story?"	Describe and recognise some typical features, similarities and differences between fiction and non-fiction texts. Describe the overall structure of a story, for example, how the beginning introduces story and the ending concludes the actions.
Performance and poetry	Listen to and sing nursery rhymes and songs, recalling whole songs and rhymes, singing some independently and, with adult support, performing for others. Knows many rhymes.	Listen to and sing nursery rhymes and songs, recalling whole songs and rhymes, singing some independently and performing in groups/independently for others.	Learn to appreciate rhymes and poetry, and to recite some by heart.	Continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear. Retell a wider range of fairy stories and traditional tales verbally.