Reading Progression Map
(Reception and Years 1 and 2)

EYFS	Year 1	Year 2
Decoding Is able to decode: • vcc and cvcc 2 consonants in initial position • ccvc 2 consonants in initial position • ccvcc, cvccc, and cccvc 3 adjacent consonants 5 sound words **Word Meaning** Asks about words which they are not familiar with. **Sight Vocabulary** Reads some common exception words.	**Decoding** Speedily reads all 40+ graphemes for 40+ phonemes. Reads accurately by blending taught GPCs. Reads multisyllabic words containing taught GPCs (chunking).	**Decoding** Uses skills of decoding to read fluently. Reads accurately by blending, including alternative sounds for graphemes. Reads multi-syllable words containing known graphemes.
	Word Meaning Stops when encountering a new word, discusses and makes links.	**Word Meaning** Discusses and clarifies meaning of words linking new meanings to known vocabulary. Discusses favourite words and phrases. Checks the text makes sense whilst reading and corrects inaccuracies.
	Sight Vocabulary Reads CVC (cat) and CVVC (look) words. Reads common exception words.	**Sight Vocabulary** Reads exception words noting unusual correspondences.
	Fluency Reads 55-80 words per minute. Self-corrects to ensure the text makes sense.	**Fluency** Reads most words quickly and accurately without overt sounding and blending. Reads 75-100 words per minute.
	Root Words, Contractions, Prefixes and Suffixes Reads words containing –s, -es, -ing, --ed, -er and –est endings. Reads words with contractions (I'll, I'm, We'll) and recognises apostrophes.	**Root Words / Prefixes and Suffixes** Reads words containing common suffixes and uses morphology such as prefixes to work out the meaning of new words.
Range of Reading Enjoys reading a range of books e.g. fiction and non-fiction.	**Range of Reading** Desires to re-read familiar texts. Retells familiar stories and traditional tales.	**Range of Reading** Develops familiarity with a wide range of stories, fairy stories and traditional tales. Listens to, discusses views about a wide range of contemporary and classic poetry, stories and nonfiction at a level beyond that at which they can read.

Discussing Reading Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. **Prediction** Anticipate – where appropriate – key events in stories; Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;	**Discussing Reading** Explains clearly their understanding of what is read to them.	**Discussing Reading** Explains and discusses books, poems and other works they have read themselves and have had read to them - listening to others too.
	Purpose / Evaluation Discusses the significance of the title and events.	**Purpose/Evaluation** Understands how and why nonfiction books are structured in different ways.
	Prediction Refers to what has happened so far in the text to make predictions. Recognises and joins in with predictable phrases.	**Prediction** Refers to what has happened so far in the text to make predictions. Recognises simple recurring literary language in stories and poetry.
	Deduction Makes a judgement about a character/ plot based on the information they have.	**Deduction** Discusses the sequence of events in books and how items of information are related.
	Inference Draws on their own experience and information and vocabulary shared by the teacher. Makes inferences based on what characters say and do in the text.	**Inference** Draws on own experience and information and vocabulary shared by teacher. Makes inferences based on what characters say and do in the text.
Poetry and Performance Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;	**Poetry and Performance** Recites a rhyme or poem by heart.	**Poetry and Performance** Builds a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation.