

Pickering Infant and Nursery School Progress Document Reading

Nursery

| | <u>Autumn</u> | <u>Spring</u> | <u>Summer</u> |
|------------------------------------|--|---|---|
| Nursery Key word Reading Skills | <p>I can identify some environmental sounds</p> <p>I can identify some animal sounds</p> <p>I can identify familiar print (logo's)</p> | <p>I can clap syllables in a word</p> <p>I can begin to recognise rhyme</p> <p>I can recognise my name</p> <p>I can identify a word</p> <p>I can identify a picture</p> | <p>I can say the sound at the beginning of words</p> <p>I can recognise words/objects that begin with the same sound.</p> <p>I can begin to orally blend/segment words into sounds.</p> <p>I know that English texts are read from left to right and top to bottom.</p> |
| Comprehension | <p>I can independently choose to look at a book/books</p> <p>I can talk about the illustrations in books.</p> <p>I can talk about an event in a story.</p> <p>I can name a character</p> <p>I can hold a book the right way up and turn pages one at a time.</p> <p>I can talk about what happened in the story – picking out the main event or ending.</p> <p>I can use pictures to order events in a familiar story.</p> <p>I can repeat key phrases from familiar stories</p> | | |
| Vocabulary | <p>Sounds, print, logo, syllables, rhyme. name. word, picture, blend, segment, left, right, top, bottom</p> | | |

| Understand the five key concepts about print | Book parts | Familiar stories/fiction | Non Fiction |
|---|--|---|---|
| <p>I know print carries meaning</p> <p>I know print can have different purposes</p> <p>I know we read English text from left to right and from top to bottom</p> <p>I know the names of the different parts of a book</p> <p>page sequencing</p> <ul style="list-style-type: none"> • I can turn one page at a time • I can start at the beginning of a book • I look at the left page before the right. | <p>I can say that the title is the name of the book.</p> <p>I can hold the book the right way up</p> <p>I can identify words within a book.</p> <p>I can identify a picture within a book.</p> | <p>I can say what I can see in a book.</p> <p>I can add sounds to stories.</p> <p>I can name a character.</p> <p>I can talk about an event in a story.</p> <p>I can talk about the setting in a story.</p> <p>I can talk about places in a story.</p> <p>I can repeat key phrases from familiar stories.</p> <p>I can use pictures to order events in a familiar story.</p> <p>I can talk about what happened in a story.</p> | <p>I can say that some books tell us real information.</p> <p>I can say that some books are from our imagination and are not real.</p> <p>I can use new vocabulary shared in a non fiction book.</p> <p>I can talk about photographs</p> <p>I can identify photographs and illustrations.</p> |
| <p>Core Texts</p> <p>These texts are to be shared regularly with the class across the year so that they know the structure, language and any features well. Nursery rhymes the children are supported to learn by heart.</p> <p>Story: Gingerbread man, Three little pigs, The Gruffalo, Rumble in the jungle</p> <p>Nursery Rhymes: Little Peter Rabbit; Jack and Jill; Baa Baa Black Sheep; Old MacDonald; Five currant buns</p> | | | |
| <p>Vocabulary</p> <p>Rhyme, Nursery rhyme</p> | | | |

Reception

| | <u>Autumn term</u> | <u>Spring term</u> | <u>Summer term</u> |
|--|---|--|---|
| Reception Key Word Reading Skills | <p>I can orally blend three sounds together</p> <p>I can orally segment words with three sounds</p> <p>I can say the correct sound for the letters learnt so far (phase 2 phonics)</p> <p>I can continue a rhyming string.</p> <p>I can identify a letter</p> | <p>I can say a sound for each letter of the alphabet (phase 2 and beginning phase 3 (See Phonics implementation document))</p> <p>I can read some common exception words by sight</p> <p>I can read CVC words, saying the correct sound and blending together. (consistent with my phonic knowledge)</p> <p>I can say a word that rhymes with another (with objects/pictures)</p> <p>I can identify how many letters are in a word.</p> <p>I can identify a word</p> <p>I can identify how many words are in a sentence/phrase/caption</p> | <p>I can say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>I can read words consistent with my phonic knowledge by sounding out and blending.</p> <p>I can read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words which match the phonics programme within school.</p> <p>I can re-read books to build up my confidence in word reading and fluency.</p> <p>I can re-read books for enjoyment and to further my understanding.</p> <p>I can identify a sentence</p> |
| Comprehension | <p>I can talk about that happened in the story – picking out a main event or ending.</p> <p>I can retell a familiar story using key events</p> <p>I can use pictures to order events in a story and to retell a familiar story.</p> <p>I can talk about what could happen next</p> <p>I can remember and use some new vocabulary</p> <p>I can demonstrate an understanding of what is read to me by retelling stories and narratives using my own words and recently introduced vocabulary.</p> <p>I can anticipate (where appropriate) key events in stories</p> <p>I can use and understand recently introduced vocabulary during discussions about the stories, non fiction texts, rhymes and poems I have read.</p> <p>I can use and understand recently introduced vocabulary during roleplay.</p> | | |
| Vocabulary | <p>Letter, alphabet, common exception word, consonant, vowel, sentences, phrase, caption, fiction, nonfiction, rhyme, poem</p> | | |

Key stage 1

| | Year One | Year Two |
|--|--|--|
| Key Word Reading Skills | <p>I can apply my phonic knowledge and skills as the route to decode words.</p> | <p>I can continue to apply my phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and my reading is fluent</p> |
| | <p>I can respond speedily with the correct sound to grapheme for all 40+ phonemes, including where applicable, alternative sounds for graphemes (see phonics implementation document for further detail)</p> | <p>I can recognise a grapheme from phase 5 (same for phase 6) within a word</p> |
| | <p>I can read accurately by blending sounds in unfamiliar words containing GPC's that have been taught.</p> | <p>I can apply my phonic knowledge to decode words until automatic decoding has become embedded and my reading is fluent</p> |
| | <p>I can read common exception words, noting unusual correspondences between spelling and sound out where these occur in the word.</p> | <p>I can recognise alternative GPC's from phase 5 and phase 6</p> <p>I can read accurately by blending the sounds in words that contain the graphemes taught so far, (see phonics implementation document) especially recognising alternative sounds for graphemes</p> |
| | <p>I can read words containing taught GPC's and -s, -es, -ing, -ed, er and -est endings</p> | <p>I can read accurately words of two or more syllables that contain the same graphemes as above</p> |
| | <p>I can read words containing common suffixes</p> | <p>I can read words containing common suffixes</p> |
| | <p>I can read other words of more than one syllable that contain taught GPC's</p> | <p>I can read words containing common prefixes</p> |
| | <p>I can read words with contractions (e.g. I'm, I'll and we'll)</p> | <p>I can read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> |
| | <p>I understand that the apostrophe in contractions represents the omitted letter(s)</p> | <p>I can read most words quickly and accurately, without overt sounding and blending.</p> |
| | <p>I can read books aloud accurately, that are consistent with my developing phonic knowledge.</p> | <p>I can read aloud books closely matched to my improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> |
| <p>I can re-read books to build up fluency and confidence in word reading.</p> | <p>I can re-read books to build up my fluency and confidence in word reading.</p> | |
| <p>I can generate a rhyming string</p> | | |

Comprehension

I can listen to and discuss a wide range of texts these would include: poems, stories and non-fiction at a level beyond that at which I can read independently

With encouragement I can link what I read or hear read to me to my own experiences

I am becoming increasingly familiar with key stories including fairy stories and traditional tales.

I can use my knowledge of familiar stories to retell and consider their particular characteristics e.g. moral, good/bad

I can talk about some characteristics of the story genre.

I can role play and discuss key stories, fairy stories and traditional tales.

I can recognise and join in with predictable phrases

I am beginning to appreciate rhymes and poems,

I can recite some rhymes and poems by heart

I can discuss word meanings, linking new meanings to those I already know

I can draw on what I already know or on background information and vocabulary provided by the teacher

I can check that the text makes sense to me as I read, and correct any inaccurate reading

I can discuss the significance of the title.

I can discuss the significance of events.

I can make inferences on the basis of what is being said and done

I can listen to, discuss and express views about a wide range of texts these could include: contemporary and classic poetry, stories and non-fiction at a level beyond that at which I can read independently

I can discuss the sequence of events in books and how items of information are related

I can become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales by re-reading and returning to previous texts again.

I can identify similarities and differences in non-fiction texts that are structured in different ways.

I can recognise simple recurring literary language in stories and simple poetry

I can discuss and clarifying the meanings of words, linking new meanings to already known vocabulary

I can discuss my favourite words and phrases from texts and give verbal reasoning for this.

I can continue to build up a repertoire of poems learnt by heart.

I can begin to appreciate these poems.

I can recite some poems, with appropriate intonation to make the meaning clear

When discussing the meaning of new words I can use morphology as an additional reading strategy.

I can draw on what I already know or on background information and vocabulary provided by my teacher to develop my understanding of what I have read.

| | | |
|-------------------|---|---|
| | <p>I can predict what might happen on the basis of what has been read so far</p> <p>I can participate in discussion about what is read to me, taking turns and listening to what others say</p> <p>I can explain clearly my understanding of what is read to me</p> | <p>I can re-read a sentence or phrase to check that it makes sense and correct any inaccurate reading</p> <p>I can make inferences on the basis of what is being said and/or done</p> <p>I can answer and ask questions based on what I have read or had read to me</p> <p>I can predict what might happen on the basis of what has been read so far</p> <p>I can take turns and listen to what others say</p> <p>I can participate in discussion about books, poems and other texts that are read to me and those that I can read myself,</p> <p>I can discuss what has prompted a characters behaviour in a story, using a think aloud approach as one strategy, to develop talk around reading</p> <p>I can explain and discuss my understanding of books, poems and other material, both those that I listen to and those that I can read myself.</p> |
| Vocabulary | Phonics, sound, grapheme, phoneme, alternative, blending, Grapheme phoneme correspondence, suffix, prefix, contraction, apostrophe, fluency, pace, prediction, inferences, characteristics, | |

Narrative Progression

Year One

I can re-enact stories in a variety of ways e.g. through using puppets, toys, costumes and props

I can imagine and recreate roles

I can re-tell narratives using patterns from listening and reading

I can tell a story about a central character

I can experiment with story language by using familiar words and phrases from stories

I can innovate on patterns from a familiar story orally including some story language

I can retell familiar stories and recount events; include main events in sequence, where events take place and what happens in each events

I can use story language, sequence patterns and sequence words to reorganise events, (e.g) then, next etc.

I can recite stories supported by story boxes, pictures and prompts

I can act out stories and portray characters and their motives

I can notice the difference between spoken and written forms through retelling known stories; compare oral versions with the written text

I can read familiar simple stories

I can recite stories with predictable and repeating patterns

I can choose and read familiar books with concentration and attention, discussing preferences and giving reasons

I can identify and record some key features of story language from a range of stories and can practise reading and using them e.g. oral retell

I can identify and discuss a range of story themes

I can discuss reasons for, or causes of, incidents in stories

I can identify and discuss characters, e.g. appearance, behaviour, qualities to speculate about how they might behave, discuss how they are described in texts.

I can compare characters from different stories

I am aware of character and dialogue e.g. reading and role playing parts when reading aloud stories or plays

I can identify, compare and discuss basic story elements e.g. beginning and endings in different stories

Through talk and role play explore how others might think, feel and react differently from themselves and from each other

In reading explore how different characters might think, feel and react differently from themselves and from each other

Year Two

I can retell familiar stories using narrative structure and dialogue from the text.

I can include relevant details and sustain the listener's interest

I can tell own real and imagined stories

I can dramatise parts of my own story

I can read aloud with appropriate intonation to make the meaning clear

I can plan and tell stories, varying voice and intonation to create effects and sustain interest

I am aware of the difference between spoken and written language through comparing oral recounts with text

I can make use of formal story elements through retelling

I can understand time and sequential relationships in stories, i.e. what happened when

I can identify and discuss reasons for events in stories, linked to plot

I can discuss familiar story themes and link to own experiences

I can discuss and compare story themes

I can predict story endings/incidents whilst reading with others

I can discuss story settings and compare differences

I can locate key words and phrases in texts

I can consider how different settings influence events and behaviour

I can identify and describe characters, expressing my own views and using words and phrases from the text

I can compare books by the same author: settings, characters, themes to evaluate and give reasons of preference

I can read and recommend texts for others

Through reading, roleplay, drama and in life situations, recognise that different people and characters from texts, have different thought/feelings about, views on and responses to particular scenarios e.g. that the wolf would see the story of Red Riding Hood differently to the girl herself

Poetry Progression

Year One

I can recall some well known nursery rhymes

I can talk about likes and dislikes of poems I have read or being read to me

I can discuss own response and what the poem is about

I can talk about favourite words or parts of the poem

I can notice the poems pattern

I can perform in unisons, following the rhythm and keeping time

I can imitate and invent actions

I can recite simple poems by heart

I can read familiar poems independently

I can recite rhymes with predictable and repeating patterns

I can substitute words and phrases extending patterns, inventing patterns and playing with rhyme

I can learn and recite simple poems and rhymes with actions, and re-read them from the text

I can read a variety of poems based on similar themes

I can discuss my favourite poems

Year Two

I can continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear

I can talk about my own views, the subject matter and possible meanings

I can comment on which words have most effect, noticing alliteration

I can discuss simple poetry patterns

I can perform individually or together; speaking clearly and audibly

I can learn, re-read and recite poems, taking account of punctuation when reading

I can comment on word combinations, sound patterns and forms of presentation

I can read my own poem aloud

I can identify and discuss patterns of rhythm, rhyme and other features of sound in different poems

I can comment on and recognise when the reading of a poem makes sense and is effective

I can identify and discuss favourite poems and/or poets using appropriate language: poet, poem, verse, rhyme, alliteration etc.

I can recommend poems and give reasons for my recommendations

I can discuss meanings of words and phrases that create humour, sound effects in poetry e.g. nonsense poems, tongue twisters, riddles

I can classify poems into different types

Non Chronological Progression

Year One

I can find out about a subject by listening, following texts as they are read to me, reading texts or watching information on a video

I can contribute to a discussion on the subject as information is brought together

I can assemble Information on a subject based on my own experiences and what I have read or had read to me

I can read simple non chronological reports

I can pose questions before reading non fiction to find answers

I have secure alphabetic letter knowledge and in order and can use simplified dictionaries

I can initially with adult help and then independently choose a suitable book to find the answers by orally predicting what a book might be about from a brief look at both the front and back cover, including blurb, title and illustrations

I can read and use captions, labels and lists

I can read and follow simple instructions

I can use the term non fiction, noting some of the features e.g. layout, titles, contents page, labels etc

I can read non fiction books and understand that the reader does not need to go from start to finish but can select according to what is needed

I can begin to locate parts of text that give particular information e.g. titles, contents page, index, pictures, labelled diagrams, charts and locate information using page numbers and words by initial letter

I can use the information I have read or had read to me

I can predict what a given book might be about from a brief look at the front and back cover, including blurb, title, illustration.

I can begin to discuss what it might tell in advance of reading and check to see if it does

I can use simple dictionaries and understand their alphabetical organisation

I understand the purpose of contents pages and indexes

I can begin to locate information in contents pages and indexes by page numbers and words by initial letter

Read captions, pictures posters and adverts that are trying to persuade

Through games and roleplay begin to explore what it means to persuade or be persuaded and what different methods might be effective

Year Two

I can undertake some research in books, secondary sources and in the internet and take part in a discussion generalising on the information I have obtained

Through reading I recognise that description is generally used for precision rather than to create an emotional response so imaginary is not heavily used

I can distinguish between a description of a single member of a group and the group in general e.g. a particular dog and dogs in general

I can read texts containing information in a simple report format.

I understand why information is put into sections and can use this knowledge in my own reading

I can use/share facts I have learnt from my own reading

I can pose and orally rehearse questions

I recognise that non fiction books on similar themes can give different information and present similar information in different ways

I can use contents pages and alphabetically ordered texts and locate definitions in dictionaries and glossaries

I can scan texts to find specific sections (e.g. key words or phrases, subheadings) and skim read title, contents page, illustrations chapter headings and sub headings to speculate what a book might be about and evaluate its usefulness for the research in hand

I can scan a website to find specific sections e.g. key words/phrases, subheadings

I can read text to gain information, finding the meaning of unknown words by deducing from text, asking someone or referring to a dictionary or encyclopaedia

I can identify simple questions and use texts to find answers

I know that dictionaries and glossaries give definitions and explanations and can discuss what definitions are and explore definitions in dictionaries

I can use other alphabetically ordered texts e.g. indexes, directories, listings, registers to discuss how they are used

I can read flow charts and cyclical diagrams that explain a process

As part of a wide range of reading, explore persuasive texts (posters, adverts etc) and begin to understand what they are doing and the devices that they are using

Evaluate simple persuasive devices e.g. say which posters in a shops or TV advert would make them want to buy something and why

Continue to explore persuading and being persuaded in a variety of real life situations through discussion, role play, drama and reading

Chronological Progression

Year One

I can listen to and follow a single more detailed instruction and a longer series of instructions

I can think out and give clear single oral instructions

I can routinely read and follow written classroom labels carrying instructions

I can read and follow short series of instructions in shared contexts

I can describe incidents from my own experiences in an audible voice and in chronological order using basic sequencing words and phrases such as 'then', 'after that'

I can listen to others recounts and ask relevant questions to find out more about the event being recounted

I can read personal recounts and begin to recognise generic structure e.g. chronologically ordered sequence of events, use of time words like first, next, after, when

I can read captions, pictures and diagrams on displays and in books that explain a process

I can ask questions that extends my understanding and knowledge

Year Two

I can listen to and follow a series of more complex instructions

I can give clear oral instructions to members of a group

I can read and follow a simple set of instructions such as recipes, plans, constructions which include diagrams

I can note and discuss key instructional features

I can analyse some instructional texts and note their function, form and typical language features: statement of purpose, list of materials or ingredients, sequential steps, direct/imperative language, use of adjectives and adverbs limited to giving essential information, emotive/value laden language not generally used

I can orally compose a set of instructions

I can discuss the sequence of events recounted in texts at a level beyond which they can read independently

I can collect a wider range of words and phrases to support chronology e.g. next, when, after, before, finally, at the end of the day

I can read recounted information and discuss how information is related e.g. what happened first? What happened after? What was the final event?

I can listen to and discuss a wide range of explanatory texts

I can draw on and use new vocabulary from reading explanatory texts