

English – Reading Skills Progression Map

School Readiness Intent: At St Peters Primary School we will endeavour to provide high quality English skills that will provide children with a voice to share their ideas with the world. The English curriculum is intrinsic to education as it entails the teaching of how to speak, read and write fluently and confidently, to ensure a child's development into a participating and productive member of society. We believe that all pupils should have the opportunity to be fluent, confident readers who are able to successfully comprehend and understand a wide range of texts. We want pupils to develop a love of reading, a good knowledge of a range of authors, and be able to understand more about the world in which they live through the knowledge they gain from texts. We do not put ceilings on what pupils can achieve in reading and we do not hold pre-conceptions about any pupils' ability to make progress. We understand the importance of parents and carers in supporting their children to develop both word reading and comprehension skills, and so we want to encourage a home-school partnership which enables parents and carers to understand how to enhance the skills being taught in school through good quality texts.

Intent: Before children become readers, they need to be confident communicators with a wide vocabulary and a secure understanding of language. Their listening skills need to have developed so that they can hear the sounds and syllables in words (phonological awareness). Children's past experiences will help them to understand that print carries meaning and they will have watched others modelling, enjoying and retrieving information from reading. Reading features into the Specific Area Of Learning - Literacy – under the strand 'Reading.'

EYFS Stage	Development Matters	Implementation/ Context
	Birth to three - Literacy – Reading • Enjoy songs and rhymes, tuning in and paying attention. • Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. • Say some of the words in songs and rhymes. • Copy finger movements and other gestures. • Sing songs and say rhymes independently, for example, singing whilst playing. • Enjoy sharing books with an adult. Pay attention and respond to the pictures or the words. • Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.	Children will be read and told stories written by different authors. When reading stories children will be given opportunities to join in by repeating key words or repetitive phrases. Traditional tales are shared and children will be able to use small world toys and role play areas to rein act key parts. We have a Core Story book each week (See long term plan), copies of the story are shown weekly on the class page on the school website. Strong links are also made with EAD as children act out stories through role-play activities, taking on roles and using the repetitive language of the story during their play. Rhymes are used throughout the day as part of a daily routine e.g. washing hands, register time, tidy time, lining up and sitting in a circle. Poetry and songs are shared and repeated by the children.

	• Repeat words and phrases from familiar stories. • Ask questions about the book. Make comments and shares their own ideas. • Develop play around favourite stories using props. • Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.	Each week, the children learn new key rhymes – pictures of the rhymes are shown on the rhyme board. Each rhyme has hands-on resources to reinforce learning and understanding. Rhyme of the week sent home each week, with You Tube link so parents can help their child learn the rhyme at home and sing it in their home language. Children are given simple instructions to follow in games, such as ‘Simon says’ or ‘Copy me do’ to encourage listening skills
	3-4 year olds Literacy – Reading • Understand the five key concepts about print: 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 • Develop their phonological awareness, so that they can: spot and suggest rhymes count or clap syllables in a word recognise words with the same initial sound, so as money and mother • Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy.	Children can recognise and find their name and put it in the ‘how are feeling today’ registration box. Children’s name are reinforced with photograph on the wall. Practitioner use ‘Story Talk Time’ to support children's understanding of books, tailored to suit each Key Group. Children will be read and told stories written by different authors, the children will be given opportunities to join in by repeating key phrases and key words. Children take part in 1:1 and small group reading activities to encourage reading from left to right. We have a Core Story book each week (See long term plan), copies of the story are shown weekly on the class page on the school website. Strong links are also made with EAD as children act out stories through role-play activities, taking on roles and using the repetitive language of the story during their play. Rhymes are used throughout the day as part of a daily routine e.g. washing hands, tidy up time, sitting on the carpet and Key Group song. Overtime children join in with the familiar rhymes. Nursery rhyme of the week are sang to the children everyday at carept time.

		Poetry and songs are shared and repeated by the children building up a bank they can recall from memory. Children can select and change their library book each week (starting after October half term) Children can point out and read logos and signs in the setting, reinforcing the concept that 'I can read!' Key vocabulary and speech bubbles noting the child's voice/comments is shared with parents in adult led Tapestry observations (where possible and appropriate) Daily phonics – We lay the best possible foundations in F1 for Phase 2 phonics in F2 with nursery rhyme activities, phonological awareness and oral blending games.
	Reception : Literacy - Reading • 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 simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. • Read a few common exception words matched to the school's phonic programme. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Children visit the school library every week and have their own classroom reading area where they can explore books, hold them correctly and begin to read sounds and words that they recognise. Children take part in Phonic sessions. Sounds are taught systematically through Little Wandle scheme, then in smaller groups interventions are provided daily for those children who are identified need extra practise and support. Parents/carers attend Phonics Workshops. Teachers/TAs share new vocabulary and ask questions to support children's understanding of what has been read. Vocabulary is then displayed based on our weekly core book. Author visits are arranged to encourage a 'love for reading' and exposure to a variety of texts. Classroom book are changed and displayed based on the Foundation Stage half termly topic.

	• Re-read what they have written to check that it makes sense. ELG – reading • 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.	Guided reading lessons are introduced in the Spring term to encourage independent reading of words and simple sentences. The children are asked carefully planned questions about what they have read and their understanding of texts. 1: 1 reading of phonetically decodable texts takes place at least once a week to encourage independent reading and comprehension skills. 1:1 reading with the lowest 20% of children takes place weekly to diminish differences. Carefully chosen phonetically decodable texts are sent home for children to read each week based on our half termly Little Wandle assessments. Children will be read and told stories written by different authors, the children will be given opportunities to join in by repeating key phrases and key words. Children take part in 1:1 and small group reading activities to encourage reading from left to right. We have a Core Story book each week (See long term plan), copies of the story are shown weekly on the class page on the school website. Strong links are also made with EAD as children act out stories through role-play activities, taking on roles and using the repetitive language of the story during their play. Rhymes are used throughout the day as part of a daily routine e.g. washing hands, tidy up time, sitting on the carpet and Key Group song. Overtime children join in with the familiar rhymes. Poetry and songs are shared and repeated by the children building up a bank they can recall from memory. Children can select and change their library book each week
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Impact: • Pupils will be familiar with and can retell the core texts • Pupils will read for pleasure and enjoyment in Foundation Stage, both indoors and outdoors • Pupils will have access to high quality texts within the reading scheme in F2 as well as core texts which are topic-related • Pupils will enjoy reading across a range of genres • Pupils of all abilities will be able to succeed in all reading sessions (adult-led) and independently (child-led) • Pupils will use a range of strategies for decoding words. • Pupils will have a good knowledge of a range of authors • Parents and carers will have a good understanding of how they can support reading and home, and contribute regularly to home-school records • The % of pupils working at ARE within each year group will be at least in line with national averages. • Pupils working at Greater Depth within each year group will be identified and supported accordingly		