

Content Domains Progression

Content domain	Year N For age appropriate texts:	Year R For age appropriate texts:	Year 1 For age appropriate texts:	Year 2 For age appropriate texts:	Year 3 For age appropriate texts:
Enjoy	<ul style="list-style-type: none"> • Has some favourite stories, rhymes, poems or jingles. • Repeats and uses actions, words or phrases from familiar stories. • Listens and joins in with stories and poems. • Looks at and enjoys print and digital books independently. 	<ul style="list-style-type: none"> • Engages with books and other reading materials at an increasingly deeper level. 	<ul style="list-style-type: none"> • Listen to and discuss a wide range of poems, stories and non-fiction texts. • Link what they read or hear to their own experiences. • Learning to appreciate rhymes and poems and to recite some by heart. 	<ul style="list-style-type: none"> • Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. • 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. 	<ul style="list-style-type: none"> • Know and be able to retell some myths and legends. • Recognise different forms of poetry. Prepare poems and play scripts to read aloud and to perform. • Participate in discussion about books that are read to them and those that they read for themselves. • Discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

Decode		<ul style="list-style-type: none"> • Reads simple phonetically decodable words and simple sentences consistent with their phonic knowledge by sound blending. • Hears and says initial sounds in words. • Begins to segment the sounds in simple words and blend them together and know which letters represent them. • Starts to link sounds to letters, naming and sounding the letters of the alphabet. • Begins to read some CEW. 	<ul style="list-style-type: none"> • Applies phonic knowledge and skills to decode words. • Respond speedily with the correct sound for all 40+ graphemes. • Read accurately by blending known sounds in unfamiliar words. • Sight read most Year 1 CEW • Read words containing – s, -es, -ing, -ed, -er and – est endings. • Read words of more than 1 syllable. • Read words with contractions. • Read aloud books that are consistent with their developing phonic knowledge without getting words from the pictures. • Checking the text makes sense to them as they read and correcting inaccurate reading. 	<ul style="list-style-type: none"> • Continue to apply phonic knowledge to decode words. • Read accurately by blending known sounds in words, especially recognising alternative sounds for graphemes. • Read accurately most words of two or more syllables. • Read most words containing common suffixes. • Read most CEW. • Read most words accurately without over sounding and blending and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words. • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. • Check the text makes sense to them as they read and correct inaccurate reading. 	<ul style="list-style-type: none"> • Use their phonic knowledge to decode quickly and accurately (may still need support to read longer, unknown words). • Apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto • Apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, • Apply their knowledge to read aloud and understand the meaning of new words. • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. • Check the text makes sense to them.
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Define		<ul style="list-style-type: none"> • Use and define recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. 	<ul style="list-style-type: none"> • Discussing word meanings, linking new meanings to those already known. 	<ul style="list-style-type: none"> • Discussing and clarifying the meanings of words, linked to new meanings to known vocabulary • Discussing their favourite words and phrases 	<ul style="list-style-type: none"> • Discuss words and phrases that capture the reader's interest and imagination. • Discuss understanding and identifying the meaning of words in context. • Use dictionaries to check the meaning of words they have read.
Retrieve	<ul style="list-style-type: none"> • Fills in the missing word or phrase from a known rhyme, story or game. 	<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"> • Become familiar with key stories, traditional tales and fairy stories, retelling them and considering their particular characteristics. • Explains clearly their understanding of what is being read to them. • Identify the main character in a story. • Recall key events. 	<ul style="list-style-type: none"> • Recognise simple recurring language in stories and poetry. • Answer simple retrieval questions about a text. • Ask simple questions to find the answer in a simple text. 	<ul style="list-style-type: none"> • Answer literal retrieval questions and locate the information in the text. • Begin to ask questions to improve their understanding of a text. • Retrieve and record information from non-fiction texts, using the contents and index to support.
Sequence	<ul style="list-style-type: none"> • Begins to be aware of the way stories are structured. 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Begin to look at the features of non-fiction books. • Sequence a simple story or event and use this to re-enact and retell. • Explore the basic structure of stories (beginning, middle, end). 	<ul style="list-style-type: none"> • Discuss the sequencing of events in books and how items of information are related. • Being introduced to non-fiction books that are structured in different ways. • Sequence a range of stories or events and recall main points. 	<ul style="list-style-type: none"> • Read a range of books that are structured in different ways (including non-fiction) and for different purposes). • Identify main ideas from within a text, chapter or passage and summarise these.

Infer		<ul style="list-style-type: none"> • Sometimes draws on their knowledge of language structure, subject knowledge and illustrations to interpret the text. 	<ul style="list-style-type: none"> • Make inferences on the basis on what is being said and done. • Make direct reference to the picture and words in the text. 	<ul style="list-style-type: none"> • 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. • Begin, with support, to pick up on more subtle references. 	<ul style="list-style-type: none"> • Make inferences about characters' feelings, thought and motives from their stated actions. • Begin to justify them by referencing a specific point in the text.
Prediction	<ul style="list-style-type: none"> • Anticipates key events and phrases in rhymes and stories. • Talks about events and principal characters in stories and suggests how the story might end 	<ul style="list-style-type: none"> • Anticipate (where appropriate) key events in stories. 	<ul style="list-style-type: none"> • Recognise and join in with predictable phrases. • 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. 	<ul style="list-style-type: none"> • Predict what might happen from details stated and implied. • Make predictions about characters' actions and look for evidence.
Links	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Begin to link what they hear or read to their own experiences and share the ideas through discussion. 	<ul style="list-style-type: none"> • Begin to make links to their own experiences more readily when they are reading and discuss these with others. 	<ul style="list-style-type: none"> • Identify themes and conventions in a range of books. • Make links to their own experiences when reading in order to connect with the text.