

Uplands Infant School Reading Progression Map

Intent

At Uplands Infant School, we value reading as a key skill and it is our priority to deliver a quality reading curriculum that engages, inspires and motivates children to develop a love of reading. Our aim is for children to become enthusiastic, successful, fluent readers who know a wealth of stories so they are able to join in with repeated refrains, retell stories and enthuse about stories. We want children to know that reading allows them to discover new knowledge, revisit prior knowledge and understand more about what they want to learn about, as well as fuelling their own imagination. We want them to have favourite books and authors, as well as developing a passion and curiosity for books.

Here at Uplands Infant School, the structure of the reading curriculum across the school shows clear progression. There is a strong, whole school approach to the teaching of synthetic phonics. Phonics is taught daily and allows key phonic skills to be visited regularly, allowing repetition to embed learning. We also focus on teaching both word recognition and language comprehension through shared and guided reading. We understand that it is the careful weaving of all these skills, which makes a successful, fluent reader. We aim to equip our children with the reading skills needed to successfully access a wide variety of texts and genres.

We aim to ensure that reading is at the heart of our curriculum, inspiring and motivating children to read for pleasure. We are fully aware of the opportunities that reading offers to pupils and we want them to have every chance of being successful in later life. Reading opens doors to knowledge and opportunity, enabling children to explore, understand and engage with the world around them while igniting their imagination.

Implementation

Early reading is prioritised at our school and is underpinned by a coherent and systematic, synthetic phonics programme called ALS Phonics. Phonics is taught daily in Nursery, Reception and Key Stage One and this approach works on segmenting and blending spoken words into phonemes and representing these by graphemes. Teachers follow the structure of Review (previously learnt phonemes), Teach (new phoneme), Practise (new learning) and Apply (new learning), across the week focusing on reading and writing. This systematic and synthetic approach to early reading ensures children learn first to orally blend and then progress to developing GPC (grapheme phoneme correspondence), by blending the sounds they encounter within a word. This new knowledge is applied to reading phrases and sentences. Phonics is taught daily and is followed with rigor and fidelity by all teachers following a shared format and language script.

It is our aim to secure phase three and four in the Foundation Stage and phase five in Year one. The teachers draw upon observations and continuous assessment to ensure children are supported and challenged. Any children who are not keeping up with the pace of the phonics programme may need additional support and they are identified and given additional phonics teaching as an intervention, filling any gaps in knowledge and understanding. Any children in year 2, who do not pass the phonics screening check, continue to receive phonic sessions as well as a phonic intervention.

As part of the Literacy curriculum, the children take part in weekly guided reading sessions. These sessions allow children to develop their reading and fluency. In the early stages, the children read phonetically decodable books, which allows them to apply and contextualise their phonic knowledge using books closely linked to their phonic phase. Regular phonics assessments plus tracking information ensures children are reading at the right level, which support them in moving forwards. As the children's reading develops further and they become more fluent and less reliant on blending and segmenting to read, the guided reading sessions focus more on developing the children's comprehension and understanding of fiction and nonfiction texts. To ensure that learning is embedded, the children have many other reading opportunities each week, such as whole class reading using big books, shared reading and one to one reading, where the children read individually to an adult in school.

We encourage parents and carers engagement in their children's learning and the creation of a positive learning environment at home. Parents and carers are given reading guidance and clear expectations about reading at home during parent's evenings. The children are encouraged to read at home and those children at the early stages of reading take home phonetically decodable reading books that closely match their phonic knowledge. This allows our children to keep practising at home the learning that has taken place at school. In addition to this, the children choose another book to take home from the school or classroom library. This book may often be at a reading level above that of the child. Its purpose is to be a 'read aloud' text, in which parents are encouraged to read it to their child, in order to promote a deeper enjoyment of reading, as well as introducing them to new vocabulary and genres of writing.

Our staff are positive role models for the children, reading aloud and sharing books with enthusiasm with the children daily, as well as giving them opportunities to read for themselves and set in place positive reading habits to last a lifetime. We are also involved in a number of reading initiatives such as Local Library visits, storyteller visits and taking part in World Book Day, all of which are designed to encourage a love of books and reading. We continually strive to build upon the excellent understanding of the expectations of the curriculum that our staff have. All staff are encouraged to raise questions, seek support and request further training if needed in order to ensure everyone is confident in what they teach. Good practice is always shared between staff and all CPD is used to inform teaching and learning across school.

Impact

By the end of Key Stage 1, most children are fluent, confident readers who have a good level of comprehension. Children have embedded the strategies of decoding for reading and can use their reading skills across the curriculum, as well as using them to aid their learning in other subjects. Our children have a genuine enthusiasm and enjoyment for reading. They enjoy sharing books with their peers and are excited when new books are read to them and then put in their reading areas for them to read for themselves. The children are passionate about reading and have developed lifelong skills that will help them through the next stage of their education and beyond into their adult life.

Regular formative assessments in reading and phonics are used to check progress for each pupil and identify gaps in learning. Teachers use these assessments to make termly judgements for each pupil against year group expectations and this information is discussed at pupil progress meetings, alongside updates on intervention groups. At the end of each year, we expect the majority of children to have achieved Age Related Expectations (ARE) for their year group. Some children will have progressed further and achieved greater depth (GD). Ongoing assessment ensures that children who have

gaps in their knowledge receive appropriate support and intervention. We draw on a number of intervention strategies that best fit the needs of the individual. These range from small, focused 'catch up' phonic groups to extra 1:1 individual reading to specific language based intervention programs to support early language development, such as BRP (Better Reading Partnership) and TRUGS (Teaching Children to read Using Games). We have a process of monitoring the teaching and learning, to ensure high standards are being met, good progress is being made, and this includes, observations, learning walks, listening to readers across the school, pupil voice, performance management and pupil progress meetings.

Experience for all children

- Celebrating World Book Day, where children take part in a range of activities and competitions.
- Outside storytellers come into school to read and share some exciting stories with the children.
- The children visit the local library (Highfields Library) to read books and they get the opportunity to become a member and borrow books from the library to read at school.
- Borrowing books from the school library to share with their parents/carers at home.
- Story-based class assemblies that bring children's favourite stories to life through drama, acting, and dance

Progression of Skills						
	EYFS				KS1	
	Pre Nursery	Nursery	Reception	Early Learning Goal	Year 1	Year 2
Phonics and decoding	• I can respond to and make different sounds, moving to them in different ways. • I can repeat familiar rhymes and jingles, joining in with actions. • I can begin	I develop my phonological awareness, so that I can: • spot and suggest rhymes • count or clap syllables in words recognise words with the same initial sound, such as money and mother	• I can read individual letters by saying the sounds for them. • I can blend sounds into words, so that I can read short words made up of letter-sound correspondences. • I can read some letter groups that each represent one sound and say sounds for them. • I can read simple phrases and sentences	• I can say a sound for each letter in the alphabet and at least 10 digraphs. • I can read words consistent with my phonic knowledge by sound blending. • I can read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words.	• I can apply phonic knowledge and skills as the route to decode words. • I can respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. • I can read accurately by blending sounds in unfamiliar words	• I can continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. • I can read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.

	to distinguish between different sounds in my environment.		made up of words with known letter sound correspondences and where necessary, a few exception words.		containing GPCs that have been taught. • I can read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. • I can read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings. • I can read other words of more than one syllable that contain taught GPCs. • I can read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).	• I can read accurately words of two or more syllables that contain the same graphemes as above. • I can read words containing common suffixes. • I can read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.
Common exception words	• I enjoy listening to stories and looking at books, pointing to	• I can read the first 10 high frequency words.	• I can read a few common exception words matched to the school's phonic programme. • I can read the first 45 high frequency words.	• I can read some common irregular words.	• I can read year 1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.	• I can read year 1 and year 2 common exception words, noting unusual correspondences between spelling and

	pictures, and turning pages.				•I can read the first 100 high frequency words	sound and where these occur in words. •I can read the next 200 high frequency words
Fluency	•I observe and imitate actions and sounds. •I focus my attention on activities and stories.	•I can understand the five key concepts about print: -print has meaning - the names of different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom	•I can blend sounds into words, so that I can read short words made up of letter-sound correspondences. • I can read simple phrases and sentences made up of words with known letter sound correspondences and, where necessary, a few exception words. •I can reread books to build up my confidence in word reading, my fluency and my understanding and enjoyment.	•I can read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words.	•I can read aloud accurately books that are consistent with my developing phonic knowledge and that do not require me to use other strategies to work out words. • I can reread these books to build up my fluency and confidence in word reading.	• I can read aloud books closely matched to my improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • I can reread these books to build up my fluency and confidence in word reading. • I can read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.
Understanding and correcting inaccuracies	•I am developing listening and attention skills. •I show interest in	•I enjoy listening to longer stories and can remember much of what happens. •I understand 'why' questions, like:	•I can listen to and talk about stories to build familiarity and understanding. •I can listen to and talk about selected non-fiction to develop a	•I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and	• I can check that a text makes sense to me as I read and self-correct.	•I can show understanding by drawing on what I already know or on background information and

	books and the sounds in language.	“Why do you think the caterpillar got so fat?”	deep familiarity with new knowledge and vocabulary.	recently introduced vocabulary.		vocabulary provided by the teacher. ●I can check that the text makes sense to me as I read and correct inaccurate reading.
Comparing, contrasting and commenting	●I look at books independently and with others, pointing and turning pages. ●I engage in simple turn-taking during shared reading.	●I can express a point of view and debate when I agree with an adult or a friend, using words as well as actions.	●I can compare and contrast characters from stories, including figures from the past. ●I can retell the story, once I have developed a deep familiarity with the text; some as exact repetition and some in my own words.	●I can listen attentively and respond to what I hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. ●I can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. ●I can anticipate (where appropriate) key events in stories.	●I can listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which I can read independently. ●I can link what I have read or have read to me to my own experiences. ●I can retell familiar stories in increasing detail. ●I can join in with discussions about a text, taking turns and listening to what others say. ●I can discuss the significance of titles and events.	●I can participate in discussion about books, poems and other works that are read to me (at a level beyond at which I can read independently) and those that I can read for myself, explaining my understanding and expressing my views. ●I become increasingly familiar with and can retell a wide range of stories, fairy stories and traditional tales. ●I can discuss the sequence of events in books and how items of information are related. ●I can ask and answer questions about a text. ●I can make links between the text I am

				• I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary.		reading and other texts that I have read independently.
Words in context and authorial choice	• I use a range of gestures and sounds to communicate. • I begin to use single words and then combine them.	• I can use a wider range of vocabulary. • I can engage in extended conversations about stories, learning new vocabulary.	• I can learn new vocabulary. • I can use new vocabulary throughout the day. • I can retell the story, once I have developed a deep familiarity with the text; some as exact repetition and some in my own words. • I can use new vocabulary in different contexts. • I can listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. • I can offer explanations for why things might happen, making use of recently	• I can express myself effectively, showing awareness of listeners' needs. • I can demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	• I can discuss word meaning and link new meanings to those already known. • I can discuss my favourite words and phrases.	• I can discuss and clarify the meanings of words, linking new meanings to known vocabulary. • I can check that the text makes sense to me, discussing my understanding and explaining the meaning of words in context. • I can discuss authors' choice of words and phrases for effect.

			introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.			
Inference and prediction	•I anticipate familiar actions and events in stories or rhymes.	•I can understand 'why' questions, like "Why do you think the caterpillar got so fat?"		•I can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. •I can anticipate (where appropriate) key events in stories.	•I can begin to make simple inferences. •I can predict what might happen on the basis of what has been read so far.	•I can make inferences on the basis of what is being said and done answering and asking questions. •I can predict what might happen on the basis of what has been read so far.
Poetry and performance	•I respond to songs and rhymes through vocalisation, babbling, and gestures. •I engage in simple imaginative play, often imitating familiar actions.	•I can sing a large repertoire of songs. •I know many rhymes, be able to talk about familiar books, and be able to tell a long story. •I can take part in simple pretend play, using an object to represent something else even though they are not similar.	•I engage in story times. •I can retell the story, once I have developed a deep familiarity with the text; some as exact repetition and some in my own words. •I learn rhymes, poems and songs. •I can sing in a group or on my own, increasingly matching	•I demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary. •I can make use of props and materials when role playing characters in	•I can recite simple poems by heart.	•I am continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.

		•I begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. •I remember and sing entire songs. •I can sing the melodic shape (moving melody, such as up and down, down, and up) of familiar songs. •I can create my own songs, or improvise a song around one I know.	the pitch and following the melody. •I can develop storylines in my pretend play.	narratives and stories. •I can invent, adapt and recount narratives and stories with my peers and my teacher. •I can perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time to music.		
Non-fiction	•I observe and explore objects with curiosity.	•I can engage in non-fiction books. •I can listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	•I can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. •I can use and understand recently introduced vocabulary during discussions	•I am beginning to explore non-fiction books	• I can recognise that non-fiction books are structured in different ways.	• I can retrieve and record information from non-fiction texts.

			about stories, non-fiction, rhymes and poems and during role play.			
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ALS Phonics Progression				
	Nursery	Reception	Year 1	Year 2
Autumn	Phase 1 pre-phonics Step 1 – Environmental Sounds /Instrumental Sounds/ Voice sounds - Listen and join in with stories, songs and games - Make sounds as I join in with stories and songs - Match the sounds that I’ve heard with a picture - Copy the sounds I’ve heard - Name some animals/objects and make their sounds Step 2 –Musical Instruments/Body Percussion (making sounds with bodies) - Listen and join in with stories, songs and games - Use words to describe actions to make sounds e.g. clapping, creeping, flapping, rolling. - Play instruments to make different sorts of sounds e.g, fast/slow/loud/quiet - Name some instruments - Use instruments to make sounds matched to pictures.	Phase 2 <u>Block 1</u> Set 1 - s a t p Set 2 - i n m d Set 3 - g o c k Revision <u>Block 2</u> Set 4 - ck e u r Set 5 - h b f ff Set 6 - l ll ss Revision Phase 3 <u>Block 3</u> Set 6 – j v w x Set 7 – y z zz qu Set 8 - ch sh th ng Revision	Revision of Phase 3 with adjacent consonants integrated Phase 5 <u>Block 1</u> Set 19 – wh ph Long a: ay a_e igh ey (they) ei a Revision <u>Block 2</u> Set 20 – Long e: ea e_e ie ey (key) y (very) e Revision <u>Block 3</u> Set 21 – Long i: ie i_e y (by) i Long o: ow (row) o_e o (no)oe Revision	Phase 5 Revision and consolidation Phase 5 <u>Block 6</u> Set 24 – ere eer are ear ch ch (picture) c (cent) ce/ci/cy se sc st Revision <u>Block 7</u> Set 25 – g ge/gi/gy dge le mb kn gn wr Revision <u>Block 8</u> Set 26 – tch sh ch ea zh (w) a oaugh Revision

Spring	Step 3 –Body Percussion (Sound patterns) / Rhythm (Keeping a simple beat + Syllables) - Join with clapping, stamping or tapping a steady beat when joining in with songs and rhymes - Copy a rhythm by clapping or using an instrument - Repeat a rhythm by clapping or using an instrument - Clap the syllables in their name - Clap the syllables in everyday words Phase 1 pre-phonics Step 4 - Rhyme - Join in with rhyming stories and songs - Fill in the rhyming gaps in stories - Match rhyming objects from small sets of 6 objects - Continue a rhyming string using props / picture - Identify objects in a set which don't rhyme	Phase 3 with adjacent consonants integrated <u>Block 1</u> Set 9 - ai ee igh oa oo (moon) oo(book) <u>Block 2</u> Set 10 - ar or ur ow (cow) oi Revision <u>Block 3</u> Set 11 - ear air ure er Revision	Phase 5 <u>Block 4</u> Set 22 – Long u: ew ue u_e u ou Short oo: u (put) oul aw au al Revision <u>Block 5</u> Set 23 – ir ear ou oy Revision and consolidation	Phase 6 Spelling, including tenses,prefixes, suffixes, doubling and dropping letters.
Summer	Phase 1 pre-phonics Step 5 – Alliteration - Hear and say the similarities in the first sound in spoken words - Say the first spoken sounds in words - Find two objects beginning with the same sound - Sort objects that do not begin with the same spoken sound	Revision of Phase 3 with the following adjacent consonants integrated Set 13 – sp dr fl br bl Set 14 – st (stop) st (lost) tr gr ft Set 15 – cr pr sc fr sl Set 16 – tw sw xt nt lt Set 17 – mp nk nd cl nch Set 18 – sm lk sk lf sn	Phase 5 <u>Block 6</u> Set 24 – ere eer are ear ch ch (picture) c (cent) ce/ci/cy se sc st Revision Block 7 Set 25 – g ge/gi/gy dge le mb kn gn wr Revision	Phase 6 Spelling.

	• Say a 4 word tongue twister Phase 1 pre-phonics Step 6 – Oral Blending & Segmenting • Hear all the separate sounds in a spoken cvc word • Say all the spoken sounds in a cvc word • Orally blend spoken sounds to say the full cvc word • Match orally blended words to corresponding objects / actions • Orally segment words to say each spoken sound separately Retell a simple familiar story from memory		<u>Block 8</u> Set 26 – tch sh ch ea zh (w) a o augh Revision	
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