



Vertical progression – Literacy – Reading – Communication & Language – Expressive Arts & Designs - English overview								
Playing & Exploring - Engagement				Active Learning - Motivation		Creating & Thinking Critically - Thinking		
<ul style="list-style-type: none">Finding out & exploringPlaying with what they knowBeing willing to 'have a go'				<ul style="list-style-type: none">Being involved & concentratingKeep on tryingEnjoying achieving what they set out to do		<ul style="list-style-type: none">Having their own ideas (creative thinking)Making links (building theories)Working with ideas (critical thinking)		
ELG Comprehension -Demonstrate understanding of what has been read to them by retelling stories & narratives using their own words & recently introduced vocabulary -Anticipate, where appropriate, key events in stories -Use & understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes & poems & during role-play Word Reading -Say a sound of each letter in the alphabet & at least 10 digraphs -Read words consistent with their phonic knowledge by sound-blending -Read aloud simple sentences & books that are consistent with their phonic knowledge including some common exception words								
Focus	Decoding	Range of reading	Familiarity with texts	Poetry & performance	Word meaning	Understanding & Inference	Prediction	Discussing reading
Reception	<ul style="list-style-type: none">• 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 & say sounds for them• Read simple phrases & sentences made up of words with known letter-sound correspondences & a few exception words	<ul style="list-style-type: none">• Enjoys an increasing range of print & digital books, both fiction and non-fiction• Knows that information can be retrieved from books, computers & mobile digital devices	<ul style="list-style-type: none">• Describes main story settings, events & principal characters in increasing detail	<ul style="list-style-type: none">• Re-enacts and reinvents stories / poems they have heard in their play• Beginning to understand humour, e.g. nonsense rhymes• Uses combinations of art forms, e.g. moving and singing, making and dramatic play	<ul style="list-style-type: none">• Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words	<ul style="list-style-type: none">• Engages with books & other reading materials at an increasingly deeper level, & their knowledge of language structure, subject knowledge & illustrations to interpret the text• Uses talk to organise, sequence & clarify thinking, ideas, feelings and events•Give explanation of why events happened in a story	<ul style="list-style-type: none">• Understands a range of complex sentence structures including negatives, plurals and tense markers	<ul style="list-style-type: none">• Is able to recall & discuss stories or information that has been read to them, or they have read themselves• Listens & responds to ideas expressed by others in conversation or discussion• Understands questions such as who; why; when; where and how• Links statements & sticks to a main theme or intention
Year 1	<ul style="list-style-type: none">• Apply phonic knowledge to decode words• Speedily read all 40+ letters /groups for 40+ phonemes• Read accurately by	<ul style="list-style-type: none">•Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond	<ul style="list-style-type: none">•Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering	<ul style="list-style-type: none">•Learning to appreciate rhymes and poems, and to recite some by heart	<ul style="list-style-type: none">•Discussing word meanings, linking new meanings to those already known	<ul style="list-style-type: none">•Drawing on what they already know or on background information and vocabulary provided by the teacher •Checking that the text makes sense to them as they read and	<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">•Participate in discussion about what is read to them, taking turns and listening to what others say•Explain clearly their



	blending taught GPC • Read common exception words • Read common suffixes (-s, -es, -ing, -ed, etc.) • Read multi-syllable words containing taught GPCs • Read contractions and understanding use of apostrophe • Read aloud phonically-decodable texts	that at which they can read independently • Being encouraged to link what they read or hear to their own experiences	their particular characteristics • Recognising and joining in with predictable phrases			correcting inaccurate reading • Discussing the significance of the title and events • Making inferences on the basis of what is being said and done		understanding of what is read to them
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