

End Points which show Progression of knowledge, understanding and skills in Reading

Year Group ____R__

	T1	T2	T3	T4	T5	T6
Key TEXTS: Stories Poetry and rhyme Information Other texts	Topic: Into the Woods Elmer by David McKee Goldilocks and the Three Bears We're going on a Bear Hunt by Micheal Rosen Owl Babies by Martin Waddell One Fluffy Baa Lamb, Ten Hairy Caterpillars by Nick Sharratt Mother Goose's Playtime Rhymes – Axel Scheffler	Topic: Celebrations The Toys Party by Roderick Hunt and Alex Brychta A Christmas Story by Brian Wildsmith The First Chistmas by Rod Campbell Stickman by Julia Donaldson Wibbly Pig has 10 Balloons by Mick Inkpen The Booktime Fantastic First Poems - Edited by June Crebbin	Topic: Travel and Transport A wide range of non-fiction texts Mrs Armitage on Wheels by Quentin Blake The Usborne Children's Picture Atlas Whatever Next! By Jill Murphy The Paper Dolls by Julia Donaldson Wriggle and Roar! Julia Donaldson and Nick Sharratt	Topic: Fairy Tales The Gingerbread Man The Three Billy Goats Gruff Cinderella The Three Little Pigs Once Upon a Time by John Prater Prince Cinders by Babette Cole Mixed Up Nursery Rhymes by Hilary Robinson	Topic: People who help us in our village The Jolly postman by Allan and Janet Ahlberg A wide range of non-fiction texts Jasper's Beanstalk by Nick Butterworth Window by Jeannie Baker Rhymes For Annie Rose by Shirley Hughes	Topic: Animals Dear Zoo by Rod Campbell Handa's Surprise By Eileen Browne DK The Animal Book – A visual encyclopedia of life on Earth – David Burnie Sharing a Shell by Julia Donaldson The Very Hungry Caterpillar by Eric Carle How to Hide a Lion by Helen Stephens ABC Animal Rhymes for you and me by Giles Andreae
Decode / word-reading: phonics tricky words alphabet use of dictionary	Will be able to – hear and say the initial sound in words; read their name	Will be able to – segment sounds in simple words and blend them together;	Will be able to – segment sounds in simple words and blend them together;	Will be able to – know which letters represent some of the sounds;	Will be able to – read labels in the environment	Will be able to – link sounds to letters, naming and sounding the letters of the alphabet;

		know which letters represent some of the sounds;	know which letters represent some of the sounds; begin to read words and simple sentences	recognise and read some common exception words begin to read words and simple sentences	recognise and read some common exception words begin to read words and simple sentences	recognise and read some common exception words begin to read words and simple sentences
Comprehend, locate and retrieve: vocabulary characters settings events information justify using text	They can: recognise and read their name; They use visual literacy to: find information from a picture;	They can: recognise and read their name; They use visual literacy to: find information from a picture;	Children recall key facts from a story which has been read to them. They use visual literacy to: find information from a picture; point to information on the page in order to locate the answer which can be found easily in the text e.g. what was Red Riding Hood taking to her grandmother? What was Humpty Dumpty sitting on? Can you find out what Winnie the Pooh likes to eat best? Show me how you know. recognise, point to, or find and read aloud words and	Children recall key facts from a story which has been read to them. They use visual literacy to: find information from a picture; point to information on the page in order to locate the answer which can be found easily in the text e.g. what was Red Riding Hood taking to her grandmother? What was Humpty Dumpty sitting on? Can you find out what Winnie the Pooh likes to eat best? Show me how you know. recognise, point to, or find and read aloud words and	Children recall key facts from a story which has been read to them. They use visual literacy to: find information from a picture; point to information on the page in order to locate the answer which can be found easily in the text e.g. what was Red Riding Hood taking to her grandmother? What was Humpty Dumpty sitting on? Can you find out what Winnie the Pooh likes to eat best? Show me how you know. recognise, point to, or find and read aloud words and	Children recall key facts from a story which has been read to them. They use visual literacy to: find information from a picture; point to information on the page in order to locate the answer which can be found easily in the text e.g. what was Red Riding Hood taking to her grandmother? What was Humpty Dumpty sitting on? Can you find out what Winnie the Pooh likes to eat best? Show me how you know. recognise, point to, or find and read aloud words and

			phrases they have learned.	phrases they have learned.	phrases they have learned.	phrases they have learned.
Inferential understanding: prediction sequencing events summary nuanced vocabulary	Children begin to - understand the feelings of characters in texts they listen to e.g. why Little Bear might want his mummy at bedtime, or that the Gingerbread man might be brave – when the text does not explicitly say so;	Children begin to - understand the feelings of characters in texts they listen to e.g. why Little Bear might want his mummy at bedtime, or that the Gingerbread man might be brave – when the text does not explicitly say so;	Children begin to - understand the feelings of characters in texts they listen to e.g. why Little Bear might want his mummy at bedtime, or that the Gingerbread man might be brave – when the text does not explicitly say so; use pictures in texts which give clues; feel the mood of a setting, such as a scary forest or a funny event e.g. The Enormous Turnip;	Children begin to - understand the feelings of characters in texts they listen to e.g. why Little Bear might want his mummy at bedtime, or that the Gingerbread man might be brave – when the text does not explicitly say so; use pictures in texts which give clues; feel the mood of a setting, such as a scary forest or a funny event e.g. The Enormous Turnip; guess what could happen next.	Children begin to - understand the feelings of characters in texts they listen to e.g. why Little Bear might want his mummy at bedtime, or that the Gingerbread man might be brave – when the text does not explicitly say so; use pictures in texts which give clues; feel the mood of a setting, such as a scary forest or a funny event e.g. The Enormous Turnip; guess what could happen next.	Children begin to - understand the feelings of characters in texts they listen to e.g. why Little Bear might want his mummy at bedtime, or that the Gingerbread man might be brave – when the text does not explicitly say so; use pictures in texts which give clues; feel the mood of a setting, such as a scary forest or a funny event e.g. The Enormous Turnip; guess what could happen next.
Respond to text: evaluation response to author authorial effect and intent effect of vocabulary	Children show pleasure in stories being read to them; enjoy sharing poems and rhymes together; sometimes look at a book out of choice, rather than something else;	Children show pleasure in stories being read to them; enjoy sharing poems and rhymes together; sometimes look at a book out of choice, rather than something else; begin to have favourite texts which they ask for repeatedly;	Children show pleasure in stories being read to them; enjoy sharing poems and rhymes together; sometimes look at a book out of choice, rather than something else; begin to have favourite texts which they ask for repeatedly;	Children show pleasure in stories being read to them; enjoy sharing poems and rhymes together; sometimes look at a book out of choice, rather than something else; begin to have favourite texts which they ask for repeatedly;	Children show pleasure in stories being read to them; enjoy sharing poems and rhymes together; sometimes look at a book out of choice, rather than something else; begin to have favourite texts which they ask for repeatedly;	Children show pleasure in stories being read to them; enjoy sharing poems and rhymes together; sometimes look at a book out of choice, rather than something else; begin to have favourite texts which they ask for repeatedly;

		may pick a favourite character or a favourite story;	may pick a favourite character or a favourite story; may be able to say why; know how the pictures relate to the story;	may pick a favourite character or a favourite story; may be able to say why; sometimes read a familiar text aloud to themselves, remembering the words they have heard; know how the pictures relate to the story;	may pick a favourite character or a favourite story; may be able to say why; sometimes read a familiar text aloud to themselves, remembering the words they have heard; know how the pictures relate to the story; point to parts of the text in answer to questions.	may pick a favourite character or a favourite story; may be able to say why; sometimes read a familiar text aloud to themselves, remembering the words they have heard; know how the pictures relate to the story; point to parts of the text in answer to questions.
Fluency and phrasing: reading at 90% accuracy without overt segmenting and blending automatically phrasing appropriate to meaning	recognise and read their name automatically; join in with a refrain during group recitation; recite some familiar rhymes and songs by heart; recite rhymes to a given rhythm, perhaps marching or clapping to the beat;	recognise and read their name automatically; join in with a refrain during group recitation; recite some familiar rhymes and songs by heart; recite rhymes to a given rhythm, perhaps marching or clapping to the beat; sing the alphabet with support;	join in with a refrain during group recitation; recite some familiar rhymes and songs by heart; recite rhymes to a given rhythm, perhaps marching or clapping to the beat; sing the alphabet with support; begin to read words and simple sentences, showing understanding by the way they say it;	join in with a refrain during group recitation; recite some familiar rhymes and songs by heart; recite rhymes to a given rhythm, perhaps marching or clapping to the beat; sing the alphabet with support; begin to read words and simple sentences, showing understanding by the way they say it;	join in with a refrain during group recitation; recite some familiar rhymes and songs by heart; recite rhymes to a given rhythm, perhaps marching or clapping to the beat; sing the alphabet with support; begin to read words and simple sentences, showing understanding by the way they say it;	join in with a refrain during group recitation; recite some familiar rhymes and songs by heart; recite rhymes to a given rhythm, perhaps marching or clapping to the beat; sing the alphabet with support; begin to read words and simple sentences, showing understanding by the way they say it;

			sight-read familiar labels and words in the environment e.g. Class 1, crayons, Toilets; recognise and independently read some common exception words with automaticity.	sight-read familiar labels and words in the environment e.g. Class 1, crayons, Toilets; recognise and independently read some common exception words with automaticity.	sight-read familiar labels and words in the environment e.g. Class 1, crayons, Toilets; recognise and independently read some common exception words with automaticity.	sight-read familiar labels and words in the environment e.g. Class 1, crayons, Toilets; recognise and independently read some common exception words with automaticity.
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