

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

Year Group N

	T1	T2	T3	T4	T5	T6
Key TEXTS: (Nursery books are undergoing changes this year so this document may not always reflect current practice) Stories Information	The Blue Balloon Dear Zoo The Owl Babies Handa's Hen Baby Goes to Market	Dear Santa Diwali Non-Fiction Book Chicken Licken Rosie's Walk Stick Man	Goldilocks & the Three Bears 3 Little Pigs (simple) The Magic Porridge Pot The Little Red Hen The Great Race	Walking Through the Jungle The Train Ride Duck in the Truck Mr Gumpy's Outing My Mum	That's not my Puppy Jack & the Beanstalk Jasper's Beanstalk Hairy Maclary from Donaldson's Dairy	We're Going on a Bear Hunt This is the Bear We're Going on a Lion Hunt The Doorbell Rang
Rhymes	Baa Baa Black Sheep, Row, row, row your boat, Little Miss Muffet, Heads, Shoulders, Knees and Toes, If you're happy and you know it, I'm a Little Teapot, Insy Wincy Spider, It's raining, it's pouring, Little Bo Peep, Mary had a Little Lamb, Old MacDonald, Wind the bobbin up, The wheels on the bus					
Comprehend, locate and retrieve: vocabulary characters settings events information justify using text	Introduce Share books paying attention and respond to the pictures/words with support.	Introduce Understand the five key concepts about print, with adult modelling: • 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 Practise Share books paying attention and respond to the pictures/words with	Introduce With adult modelling, engage in extended conversations about stories, learning new vocabulary. Practise Understand the five key concepts about print, with support: • 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	Practise With support engage in extended conversations about stories, learning new vocabulary. Practise and Develop Understand the five key concepts about print, with increasing independence: • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom	Practise and Develop With increasing independence, engage in extended conversations about stories, learning new vocabulary. Develop and Assess Understand the five key concepts about print, independently: • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom	Develop, Embed and Assess Independently, engage in extended conversations about stories, learning new vocabulary. Embed Understand the five key concepts about print, independently: • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom

		increasing independence.	Practise and Develop Share books paying attention and respond to the pictures/words independently.	- the names of the different parts of a book - page sequencing Develop and Assess Share books paying attention and respond to the pictures/words independently.	- the names of the different parts of a book - page sequencing Embed Share books paying attention and respond to the pictures/words independently.	- the names of the different parts of a book - page sequencing
Inferential understanding: prediction sequencing events summary nuanced vocabulary	Introduce With adult modelling, repeat words and phrases from familiar stories.	Practise With support, repeat words and phrases from familiar stories.	Practise and Develop With increasing independence, repeat words and phrases from familiar stories.	Develop and Assess Independently, repeat words and phrases from familiar stories.	Embed Independently, repeat words and phrases from familiar stories.	
Respond to text: evaluation response to author authorial effect and intent effect of vocabulary	Introduce With adult modelling, make comments/asks questions about the book. Introduce Have favourite books.	Practise With support, make comments/asks questions about the book. Practise Have favourite books. Introduce Enjoy sharing poems and rhymes together.	Practise and Develop With increasing independence, make comments/asks questions about the book. Practise and Develop Have favourite books. Practise Enjoy sharing poems and rhymes together.	Develop and Assess Independently, make comments/asks questions about the book. Develop and Assess Have favourite books. Practise and Develop Enjoy sharing poems and rhymes together.	Embed Independently, make comments/asks questions about the book. Embed Have favourite books. Develop and Assess Enjoy sharing poems and rhymes together.	Embed Enjoy sharing poems and rhymes together.
Fluency and phrasing:	Introduce With adult modelling,	Practise With support, notice	Practise and Develop With	Develop and Assess Independently,	Embed Independently,	Embed Independently,

reading at 90% accuracy without overt segmenting and blending automaticity phrasing appropriate to meaning	notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.	some print, such as the first letter of their name, a bus or door number, or a familiar logo. Introduce Recite some familiar rhymes and songs by heart.	increasing independence, notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. Practise Recite some familiar rhymes and songs by heart.	notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. Practise and Develop Recite some familiar rhymes and songs by heart.	notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. Develop and Assess Recite some familiar rhymes and songs by heart.	recite some familiar rhymes and songs by heart.
Decode / word-reading: phonics tricky words alphabet use of dictionary	Introduce With adult modelling, enjoy songs and rhymes, tuning in and paying attention. Introduce With adult modelling join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Introduce With adult modelling say some of the words in songs and rhymes. Introduce With adult modelling copy finger	Introduce Develop their phonological awareness, so that, with adult modelling, they can: • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother Practise With support, enjoy songs and rhymes, tuning in and paying attention.	Introduce With adult modelling, read some individual letters by saying the sounds for them. Practise Develop their phonological awareness, so that, with support, they can: • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother	Practise With support, read some individual letters by saying the sounds for them. Practise and Develop Develop their phonological awareness, so that they can independently: • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother	Develop and Assess With increasing independence, read some individual letters by saying the sounds for them. Develop and Assess Develop their phonological awareness, so that they can independently: • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such	Embed Independently, read some individual letters by saying the sounds for them. Embed Develop their phonological awareness, so that they can independently: • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother

	movements and other gestures. Introduce With support, sing songs and say rhymes, for example, singing whilst playing.	Practise With support join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Practise With support say some of the words in songs and rhymes. Practise With support copy finger movements and other gestures. Practise With increasing independence, sing songs and say rhymes, for example, singing whilst playing.	Practise and Develop With increasing independence, enjoy songs and rhymes, tuning in and paying attention. Practise and Develop With increasing independence join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Practise and Develop With increasing independence say some of the words in songs and rhymes. Practise and Develop With increasing independence copy finger movements and other gestures. Practise and Develop Independently, sing songs and say	Develop and Assess Independently, enjoy songs and rhymes, tuning in and paying attention. Develop and Assess Independently join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Develop and Assess Independently say some of the words in songs and rhymes. Develop and Assess Independently copy finger movements and other gestures. Develop and Assess Independently, sing songs and say rhymes, for example, singing whilst playing.	as money and mother Embed Independently, enjoy songs and rhymes, tuning in and paying attention. Embed Independently join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Embed Independently say some of the words in songs and rhymes. Embed Independently copy finger movements and other gestures. Embed Independently, sing songs and say rhymes, for example, singing whilst playing.	
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