



# Nursery Progression Map Reading

## Literacy: Programme of Study

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

## Literacy- Comprehension

ELG: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary, anticipate where appropriate key events in stories, use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.

Baseline	End of Term 1	Interim	End of NURSERY
I am interested in books and rhymes.  I can handle books and printed material with interest.	I enjoy sharing books with an adult.  I can hold a book and turn the pages.	I can show a preference for a book or a song or a rhyme.  I can hold a book, turn the pages and indicate an understanding of pictures and print.	I can talk about the stories that are read to me.
I enjoy listening to stories.	I can develop play around favourite stories using props with an adult.	I can develop play around favourite stories using props with my friends.	I can tell a story to friends.
I enjoy songs and rhymes and may begin to join in with some.	I can repeat songs, rhymes, stories.	I can fill in missing words from well-known rhymes.	I can listen to stories to begin to build up my understanding and enjoyment.
I can repeat new vocabulary from stories I have listened to.	I can use new vocabulary from stories I have listened to in my play.	I can ask questions about a book and make comments and share my own ideas.	I can engage in extended conversations about stories, learning new vocabulary.
I enjoy taking part in whole class story times.	I can repeat familiar phrases when listening to stories.	I can predict the ending of a sentence in a familiar story.	I can make suggestions about what might happen next in a familiar story.

## Literacy- Word Reading

ELG: Say a sound for each letter in the alphabet and at least 10 diagraphs, read words consistent with their phonic knowledge by sound blending, read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words.

Baseline	End of Term 1	Interim	End of NURSERY
I recognise familiar logos.	I know that print has meaning.	I can discriminate between text and pictures in a book.	I know that we read English texts from left to right, top to bottom.
	I recognise the first letter of my name.	Finds letters from their name that have been written in a book.	I am developing my phonetical awareness so that I can: <ul style="list-style-type: none"> <li>Spot and suggest rhymes</li> <li>Count or clap syllables</li> <li>Recognise words with the same initial sound.</li> </ul>