



Reception Progression Map Reading

Communication and Language: Educational Programme

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Communication and Language: Listening, Attention and Understanding

ELG: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interaction, make comments about what they have heard and ask questions to clarify their understanding, hold conversation when engaged in back and forth exchanges with their teacher and peers.

Reception Baseline	End of Autumn	End of Spring	End of Reception (ELG's)	Year 1 National Curriculum
<p>I am beginning to pay attention to more than one thing at a time.</p> <p>I can respond to a string of requests one after another (not quickly)</p>	<p>I can understand how to listen carefully and why listening is important.</p>	<p>I can play and listen to my friends at the same time and begin to respond appropriately with relevant questions, comments and actions.</p>	<p>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.</p>	<p>I can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments (ENGLISH).</p> <p>I can listen and respond appropriately to adults and my peers (ENGLISH).</p>
<p>I can ask and respond to 'why' questions.</p>	<p>I can ask, understand and respond to why and how questions.</p>	<p>I can understand who; why; when; where and how.</p>	<p>I can make comments about what I have heard and ask questions to clarify my understanding.</p>	<p>I can ask relevant questions to extend their understanding and knowledge (ENGLISH).</p>
<p>I can start a conversation with an adult or a friend and continue it for many turns.</p>	<p>I am developing social phrases in my conversations.</p>	<p>I can have a conversation with my teacher and peers, using some back and forth exchanges.</p>	<p>I can hold conversations when engaged in back-and-forth exchanges with my teacher and peers.</p>	<p>I can gain, maintain and monitor the interest of the listener (ENGLISH).</p> <p>I consider and evaluate different viewpoints, attending to and building on the contributions of others (ENGLISH)</p>

Communication and Language: Speaking

ELG: Participates in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary, offering explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate, express their ideas and feeling about their experiences using full sentences including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

	End of Autumn	End of Spring	End of Reception (ELG's)	Year 1 National Curriculum
I can use longer sentences of four to six words.	I am developing social phrases such as 'good morning, how are you?'	I can use talk to help work out problems and organise thinking and activities.	I can express my ideas and feelings about my experiences using full sentences,	I can speak audibly and fluently with an increasing command of Standard English (ENGLISH).
I am able to express a point of view using words as well as actions.	I am able to express a point of view and to debate when I disagree with an adult or a friend, using words as well as actions.			I can use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas (ENGLISH).
I may sometimes use irregular tenses e.g. runned for ran.	I am beginning to use a range of tenses (e.g. play, playing, will play, played).	I can use a range of tenses correctly most of the time.	including use of past, present and future tenses	
I can link simple sentences.	I can explain in simple sentences what happened and what might happen.	I can connect one idea or action to another using a range of connectives.	and making use of conjunctions, with modelling and support from their teacher	I can speak audibly and fluently with an increasing command of Standard English (ENGLISH).
I am beginning to use a wider range of vocabulary.	I can learn and use new vocabulary.	I can use vocabulary in different contexts throughout the day.	I can participate in small group, class and one-to-one discussions, offering my own ideas, using recently introduced vocabulary.	I can use relevant strategies to build my vocabulary (ENGLISH).
I can explain what happened in simple sentences.	I can explain in sentences, including ordering, stating what happened and what might happen.	I can articulate my ideas and thoughts in well-formed sentences (however, I may still have some difficulties with grammar e.g. saying sheeps instead of sheep and goed instead of went)		I can articulate and justify answers, arguments and opinions (ENGLISH).
I know many rhymes and can talk about many books.	I can listen carefully to stories and non-fiction texts and talk about what I have heard.	I can begin to make predictions about what might happen in a new story.	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 predict what might happen on the basis of what has been read so far (ENGLISH).
I am beginning to engage in imaginary role play sometimes building stories around toys and objects.	I can engage in imaginary role play sometimes building stories around toys and objects.	I can use language and recently introduced vocabulary to create imaginary events, storylines and themes.		I can make inferences on the basis of what has been said and done (ENGLISH).
				I can explain clearly my understanding of what is read to me (ENGLISH).

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- Word Reading

ELG: Word Reading- Say a sound for each letter in the alphabet and at least 10 digraphs, 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.

	End of Autumn	End of Spring	End of Reception (ELG's)	Year 1 National Curriculum
<p>I know that we read English texts from left to right, top to bottom.</p> <p>I am developing my phonological awareness so that I can</p> <ul style="list-style-type: none"> *spot and suggest rhymes *count or clap syllables in a word *recognise words with the same initial sound. 	<p>I can identify sounds in words, in particular, initial sounds.</p>	<p>I can blend sounds into words, so that I can read short words made up of known letter-sound correspondences.</p>	<p>I can read words consistent with my phonic knowledge by sound blending.</p>	<p>I can apply phonics knowledge and skills as the route to decode words (ENGLISH).</p> <p>I can read accurately by blending sounds in unfamiliar words, containing GPC's that have been taught (ENGLISH).</p>
	<p>I can orally blend simple words demonstrating my knowledge of sounds (with support)</p>	<p>I can read simple captions and phrases made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>	<p>I can read aloud simple sentences and books that are consistent with my phonics knowledge, including some common exception words.</p>	<p>I can read aloud accurately books that are consistent with my developing phonics knowledge and that do not require me to use other strategies to work out words (ENGLISH).</p> <p>I can read common exception words (ENGLISH).</p>
.	<p>I can read individual letters by saying a sound for them</p>	<p>I can read some letter groups that each represent one sound and say sounds for them.</p>	<p>I can say a sound for each letter in the alphabet and at least 10 digraphs.</p>	<p>I can respond speedily with the correct sound to graphemes for all 40+ phonemes (ENGLISH).</p>

Literacy- Comprehension

ELG: Comprehension- 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.

Reception Baseline	End of Autumn	End of Spring	End of Reception (ELG's)	Year 1 National Curriculum
I can talk about the stories that are read to me.	I can talk about events and characters in books.	I can talk about events and principal characters in stories and suggests how the story might end.	I can demonstrate an understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary.	I am familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics (ENGLISH).
I can tell a story to friends.	I can join in with repeated refrains and phrases in rhymes and stories.	I can sequence familiar stories. I can retell familiar stories using my own words.		
I can listen to stories to begin to build up my understanding and enjoyment.	I can re-read books	I can re-read books to build up my understanding and enjoyment.	I can use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.	I can re-read books to build up fluency and confidence in word reading (ENGLISH). I can recognise and join in with predictable phrases (ENGLISH). I can discuss word meanings, linking new meanings to those already known (ENGLISH).
I can engage in extended conversations about stories, learning new vocabulary.	I can use recently introduced vocabulary when talking about stories.	I can use recently introduced vocabulary to discuss stories, non-fiction and poems and during role play.		
I can make suggestions about what might happen next in an familiar story.	I can make suggestions about what might happen next in an unfamiliar story.	I can make simple predictions based on what has been read so far.	I can anticipate where appropriate key events in stories.	I can predict what might happen on the basis of what has been read so far (ENGLISH).

Expressive Arts and Design- Being Imaginative and Expressive

ELG: Invent, adapt and recount narratives and stories with peers and their teacher, sing a range of well know nursery rhymes and songs, perform songs, rhymes poems and stories with others and (when appropriate) try to move in time with music.

Reception Baseline	End of Autumn	End of Spring	End of Reception (ELG's)	Year 1 National Curriculum
I can begin to develop complex stories using small world equipment.	I can develop a simple story in my pretend play.	I can act out familiar storylines and extend them in my play.	I can invent, adapt and recount narratives and stories with my peers and teacher.	I can give well-structured descriptions, explanations and narratives (ENGLISH). I can participate in performances, role play and improvisations (ENGLISH).