



Reading Progression Map

Year 1

Resilience

Curiosity

Respectfulness

Creativity

Independence

Confidence

Literal Comprehension (LIT)

Indicative Book Band	Literal Comprehension (LIT)	Literal Comprehension: Sequencing (SEQ)	Information Retrieval (IR)	Accuracy (ACC)
YELLOW A, B	Answer questions about information on a selected page. Example: Child can answer questions giving information from text, e.g. 'On page 7, what does it say the T-rex ate?'	Retell, with prompting, some key points of a simple story in the correct sequence. Example: When prompted by an adult as necessary, child can retell some of the most important points of a story they have read.		
YELLOW B, C	Answer 'how' and 'why' questions or other straightforward questions based on one point in a text they have read, where answer is clear in the book. Example: Child can answer the question: 'Why did Tom let the spider out of the jar?'			

BLUE A, B	Identify and links two significant events in a story they have listened to or read. Example: In <i>The Frog Prince</i>, child can answer the question: 'What did the princess have to do to the frog to get her ball back?'		Point to author's name on a book cover where name is easily identifiable, and explain what an author does. Example: Child can point to the author's name on the front cover and, when prompted, can say that the author wrote the book.	Having mis-read a word in print, with support, can recognise sentence does not make sense and can correct it. Example: Child mis-reads 'The cat saw a bat' as 'The cat was a bat' and, when asked whether it makes sense, recognises it doesn't. When mistake is pointed out, child corrects the word and, with support, can re-read the sentence correctly.
BLUE B, C	Find a specific piece of information in answer to a literal question when looking at a double-page spread. Example: Child can answer the question: 'What does Sam say on page 5?'			
GREEN A, B	Find a specific piece of information in answer to a literal question on a double page spread that includes more text or a mixture of different types of information. Example: Child can answer the question 'Where do parrots live,' when the text also gives lots of other information about parrots or when it mentions the habitats of several different types of birds.	Retell familiar stories which have been read to them and discussed with them. Example: Child can retell several key events from a familiar story in the correct order.		
GREEN B, C	Explain their understanding clearly when referring to a book that has been read to them. Example: Child says: 'It was about a dinosaur called Brian and he didn't have any friends, because he kept nearly stepping on them by mistake. Then his friends all got bells so they could let the dinosaur know if they were near his big feet.'			With prompting as necessary, begin to check text makes sense during reading, and correct inaccurate reading. Example: Child mis-reads a particular word in a sentence, e.g. mistaking 'then' for 'the,' and realises they have got the word wrong (with prompting from teacher if necessary). Child can correct the error after prompting and, with support, can re-read sentence correctly.

Inference (INF)

Indicative Book Band	Making Inferences (INF)	Prediction (PRED)
YELLOW A, B	Interpret a character's motivations in a story or make simple inferences in a non-fiction text they have listened to, based on what is said and done. Example: Child realises that the wolf pretended to be Mother Goat because he wanted to eat the kids.	Use title to make sensible prediction about the content of a book they are going to read. Example: The book is called <i>Bug Boy</i> and child says: 'I think the book is about a boy who likes bugs.'
YELLOW B, C	Interpret a character's motivations or make simple inferences in a text they have read, based on what is said and done. Example: Teacher asks: 'Why did Emma run away?' and child infers that Emma ran away because she doesn't like bugs (inference based on the text saying, "'Yuck, a bug!' said Emma,' and the picture showing her running off.)	
BLUE A, B	Link events in a book, in order to answer questions about why or how events take place. Example: Teacher asks: 'Why did the alien call the sheep a thing?' and child answers: 'Because it didn't know what a sheep was, because it had come from space.'	Explain a prediction about what might happen next in a book based on personal opinions and experience. Example: In a book where children are going to a park, teacher asks: 'What might the children do in the park?' and child replies: 'They might go on the slides, swings and see-saw.'

BLUE B, C	Link events in a book they have read, in order to answer questions about why or how events take place. Example: Child can answer questions such as: 'How did the fox trick the stork?' and 'Why did he want to trick him?'	
GREEN A, B	Participate in discussion about books, drawing simple inferences based on things said and done. Example: In a conversation about why the title 'Silly Jack' suits the book, child might mention some of the silly things Jack does in the story.	Predict what might happen on the basis of what has been read so far. Example: In a story where a dragon eats the first and second knights, child can predict that the third knight is cleverer than the others so he will defeat the dragon.
GREEN B, C	With prompts, answer questions about books they have listened to drawing on what they already know, or on background information and vocabulary provided by teacher. Example: In a story where the character Silly Jack puts a cat in his pocket, child can say this is a silly thing to do in response to the question: 'What silly thing did Jack do with the cat?'	Recognise and joins in with predictable phrases in a book they have listened to or read. Example: When listening to a story with a repeated refrain, child can join in with the refrain once they have heard it several times.

Responding to the Text (RT)

Indicative Book Band	Personal Response and Evaluation of Text (PRS)	Performance (PERF)
YELLOW A, B	Choose and locate favourite part of a book. Example: Child can show teacher a picture they find funny.	
YELLOW B, C		
BLUE A, B	Select a favourite book and talk about why book is their favourite giving clear reasons. Example: Child identifies a book as their favourite and gives a reason, e.g. 'This book is about dogs, and I like dogs,' or 'This book is funny.'	Recite a very familiar rhyme they have learnt by heart. Example: Child can recite 'Humpty Dumpty' or another familiar rhyme.

BLUE B, C		
GREEN A, B	Select favourite part of a book and talk about why that part is their favourite, giving reasons linked to their own experiences where appropriate. Example: Child says: 'I liked the bit when the man slipped on the banana skin. It was funny.'	Recite a simple rhyme or poem they have learnt by heart. Example: Child can recite a short rhyme or simple nursery rhyme from memory, e.g. 'Jack and Jill' or 'Inky Pinky Ponky'.
GREEN B, C	Participate in discussion about what is read to them, taking turns and listening to what others say. Example: In a group context, child participates in talking about a book, listening to others and offering their views in turn.	

Language for Effect (LFE)

Indicative Book Band	Literary Language (LANG)	Vocabulary Development (VOC)
YELLOW A, B		With support, begin to show a more independent understanding of some familiar and less familiar words and phrases in a story that is read aloud to them. Example: When asked the meaning of a word that is fairly common but not in child's spoken vocabulary, e.g. 'tub', the child can sometimes work it out from the context.
YELLOW B, C		With prompting, often show understanding of a range of familiar and less familiar words and phrases in a story that is read aloud to them. Example: When asked the meaning of a word, e.g. 'glad,' child can often work it out from the context of the story.
BLUE A, B		

BLUE B, C	When prompted, sometimes recall interesting and effective word choices in books they have listened to or read. Example: With prompting, child may recall a phrase such as: 'What a soggy moggy!'	Sometimes reuse interesting words and phrases from books they have listened to or read, in their own speech or writing. Example: Child may reuse a phrase, e.g. 'soggy moggy,' in their own stories or conversations.
GREEN A, B		
GREEN B, C		Discuss word meanings, linking new meanings to those already known. Example: When child comes across the word 'gleaming' they can guess at the meaning (supported by a picture) and, when prompted, can suggest an alternative word that could be used, e.g. 'shiny.'

Themes and Conventions (TAC)

	Range of Texts (RGE)	Text Structure (STRC)
YELLOW A, B	Understand that some books are stories and other books contain facts about the world (non-fiction). Example: Child can say whether a book is a story or a non-fiction book of facts.	Demonstrate a structure or pattern when retelling a story to a teacher or peer using familiar phrases. Example: Child can retell a story using a refrain or phrase from the story.
YELLOW W B, C		Answer questions using words relating to book structure, such as title, page, line, word, letter, beginning, end, cover. Example: When prompted, child can point to a line, a word and a letter.
BLUE A, B		
BLUE B, C		

GREEN A, B	Know some key stories, fairy stories and traditional tales, and can identify key characteristics of these stories. Example: Child can link characteristics of fairy stories, e.g. when asked 'How do traditional tales often end?' child answers: 'With them all living happily ever after.'	
GREEN B, C	Contribute to discussions about poems, stories and non-fiction texts they have listened to or read. Example: When talking about a non-fiction text at an appropriate level, child listens to others and contributes their thoughts in turn, e.g. by linking the topic of the book to their own experiences.	Talk about the significance of the title and how it relates to events in a book. Example: When asked why a book is called 'Jack's Journey,' child says: 'Jack is the main character and the book is about what happened to him on his way to the seaside.'



Reading Progression Map

Year 2

Resilience

Curiosity

Respectfulness

Creativity

Independence

Confidence

Literal Comprehension (LIT)

Indicative Book Band	Literal Comprehension (LIT)	Literal Comprehension: Sequencing (SEQ)	Information Retrieval (IR)	Accuracy (ACC)
ORANGE A, B	Demonstrate understanding of simple cause and effect in fiction and non-fiction texts they have read where the link between cause and effect is stated in the text and supported by a picture. Example: Child can explain why polar bears are suited to living in a cold climate, when the text says: 'Polar bears have thick fur which helps to keep them warm.'	Refer to the book to retell main points in the correct sequence. Example: With prompting, child can summarise a simple story including main events, problem and resolution (though not necessarily using this terminology).		With support, check the text makes sense as they read and correct inaccurate reading. Example: Child mis-reads 'The cat licked her paw' as 'The cat liked her paw,' and, when adult reads the sentence back with the wrong word, child recognises there is a mistake and corrects it.
TURQUOISE A	Answer literal or deductive questions about books they have listened to or read, drawing on what they already know, or on background information and vocabulary provided by teacher. Example: In a book about Robin Hood, child can identify that the story is set in the past and can point out some details in the story that are different from the present time.	Retell, without visual prompts, recently read stories in correct sequence, in response to questions and including approximately four events. Example: Child can answer questions such as: 'What happened in the beginning?', 'What did Jack do next?', 'What happened after that?' and 'What happened in the end?'		With occasional support, check text makes sense as they read, and able to correct mistakes. Example: Child mis-reads 'The dog stared at the moon' as 'The dog starred at the moon,' and, when asked to look again at the sentence, recognises it doesn't make sense and then re-reads it correctly.
TURQUOISE B	Participate in discussions about books they have listened to or read, answering literal questions and making reference to significant events and characters. Example: As part of a group discussion, child can			

	name a significant event and explain how one event leads to or affects another, e.g. explaining that the three bears went out, so Goldilocks was able to get into their house.			
PURPLE A, B	Answer literal questions about books they have listened to or read, using new vocabulary they have met in the text. Example: In a non-fiction book about how chocolate is made, child can answer questions using words and phrases such as 'cacao tree' or 'chocolate moulds'.	Retell recently read stories, including main characters and most key events, in correct order with minimal prompting. Example: In <i>Jack and the Beanstalk</i>, child can say that Jack went up a beanstalk, ran back down the beanstalk and then chopped it down. Teacher asks: 'What was at the top of the beanstalk?' and child can answer.		Usually checks for themselves that text makes sense as they read, and correct inaccurate reading. Example: Child mis-reads 'The lion wouldn't stop roaring' as 'The lion would stop roaring,' recognises it doesn't make sense and self-corrects, and usually does this unprompted.
GOLD A	Participate in discussions about books they have listened to or read, recalling the story and making reference to significant events and characters. Example: As part of a group discussion, child can recall significant events and explain why they were important in the story, e.g. the ship was burning, so the pirate jumped into the sea and swam to the island, but there was a dragon there.	Become increasingly familiar with wider range of stories, fairy stories and traditional tales and can retell these. Example: Child can retell a range of familiar stories, including main characters and key events in the correct order, e.g. child can summarise <i>Cinderella</i>, briefly describing Cinderella's life, how she got to the ball, what happened at the ball and what happened after that.	With support, find specific information on a page of non-fiction text, often using features such as key words, headings, captions, etc. appropriately. Example: With support, child can answer question such as: 'Can you explain where swallows go in the winter?'	
GOLD B	Ask and answer questions about books they have listened to or read, often making links between one event or piece of information and another, and where necessary drawing on what they already know or on background information and vocabulary provided by the teacher. Example: When reading a story about two friends having an argument, child can ask and answer questions that help them make the connection between one of the character's behaviour towards the other, and what happens next.	Demonstrate understanding of simple cause and effect in fiction and non-fiction texts, discussing sequence of events and explaining how items of information are related. Example: When discussing <i>Little Red Riding Hood</i>, child can answer questions such as: 'What was the wolf's plan?' (He would put on Grandma's clothes so that Little Red Riding Hood would think he was Grandma and then he could eat Little Red Riding Hood).		Independently check text makes sense as they read, and correct inaccurate reading. Example: Child mis-reads 'The knight ran into the palace' as 'The knight ran into the place,' realises it doesn't make sense, and self-corrects without being prompted.

WHITE A, B	Participate in discussions about books they have listened to or read, recalling the story and making reference to significant events and characters. Example: As part of a group discussion, child can recall significant events and explain why they were important in the story, e.g. the ship was burning, so the pirate jumped into the sea and swam to the island, but there was a dragon there.	Become increasingly familiar with wider range of stories, fairy stories and traditional tales and can retell these. Example: Child can retell a range of familiar stories, including main characters and key events in the correct order, e.g. child can summarise <i>Cinderella</i>, briefly describing Cinderella's life, how she got to the ball, what happened at the ball and what happened after that.	With support, find specific information on a page of non-fiction text, often using features such as key words, headings, captions, etc. appropriately. Example: With support, child can answer question such as: 'Can you explain where swallows go in the winter?'	
	Ask and answer questions about books they have listened to or read, often making links between one event or piece of information and another, and where necessary drawing on what they already know or on background information and vocabulary provided by the teacher. Example: When reading a story about two friends having an argument, child can ask and answer questions that help them make the connection between one of the character's behaviour towards the other, and what happens next.	Demonstrate understanding of simple cause and effect in fiction and non-fiction texts, discussing sequence of events and explaining how items of information are related. Example: When discussing <i>Little Red Riding Hood</i>, child can answer questions such as: 'What was the wolf's plan?' (He would put on Grandma's clothes so that Little Red Riding Hood would think he was Grandma and then he could eat Little Red Riding Hood).		Independently check text makes sense as they read, and correct inaccurate reading. Example: Child mis-reads 'The knight ran into the palace' as 'The knight ran into the place,' realises it doesn't make sense, and self-corrects without being prompted.
LIME A, B	Participate in discussions about books they have listened to or read, recalling the story and making reference to significant events and characters. Example: As part of a group discussion, child can recall significant events and explain why they were important in the story, e.g. the ship was burning, so the pirate jumped into the sea and swam to the island, but there was a dragon there.	Become increasingly familiar with wider range of stories, fairy stories and traditional tales and can retell these. Example: Child can retell a range of familiar stories, including main characters and key events in the correct order, e.g. child can summarise <i>Cinderella</i>, briefly describing Cinderella's life, how she got to the ball, what happened at the ball and what happened after that.	With support, find specific information on a page of non-fiction text, often using features such as key words, headings, captions, etc. appropriately. Example: With support, child can answer question such as: 'Can you explain where swallows go in the winter?'	

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Inference (INF)

Indicative Book Band	Making Inferences (INF)	Prediction (PRED)
ORANGE A, B	Participate in discussions about books they have listened to or read, making inferences about reasons for events. Example: In <i>Little Red Riding Hood</i>, why did the wolf put on Grandma's clothes? Child answers: 'So Little Red Riding Hood would think he was Grandma.'	
TURQUOISE A	Participate in discussions about books they have listened to or read, making inferences about how characters feel. Example: In <i>Hansel and Gretel</i>, how did Hansel and Gretel feel when they first saw the gingerbread house? Child answers: 'They were excited because they were so hungry, and they probably also thought someone kind might live there, who could help them.'	Make a sensible prediction of what might happen in a text they have not encountered before and, with support, can justify the prediction on the basis of what has happened so far in the story. Example: In <i>The Boy Who Cried Wolf</i>, child can respond to a detailed and supportive question, e.g. 'Do you think the villagers will believe him this third time?' Child says: 'No' and, when prompted, justifies response, e.g. 'Because they will think he is making it up again.'
TURQUOISE B	Demonstrate understanding of simple cause and effect in fiction and non-fiction texts where the link between cause and effect is strongly implied. Example: In <i>The Fox and the Crow</i>, what did the fox do that was clever? Child answers: 'It was clever of the fox to ask the crow to sing, because he knew that the crow would have to open her mouth and drop the cheese and he could eat it.'	
PURPLE A, B	Participate in discussions about books they have listened or read, making simple inferences on the basis of what characters do. Example: In <i>Robin Hood</i>, why did Robin Hood steal from rich people and give to poor people? Child answers: 'The poor people were starving and Robin Hood wanted to help them.'	
GOLD A	Discuss why some events in a story are important and make simple links between items of information. Example: When discussing a non-fiction book about how rice is grown, child can answer questions such as: 'Why do you think we don't grow much rice in the UK?' (Because our climate isn't ideal for growing rice, and it would take up a lot of land that we could better use for other things.)	Make a sensible prediction of what might happen and, when prompted, justify the prediction on the basis of what has happened so far in the story. Example: In <i>The Boy Who Cried Wolf</i> (when this is unfamiliar to child), when the boy sees the wolf, child can answer more open and less supportive questions, e.g. 'What will the villagers say?' (They will say he is lying) and 'Why do you think that?' (Because he had lied about it before).

GOLD B	Participate in discussions about books they have listened or read, making inferences on the basis of what is said and done and listening to what others say. Example: In <i>Sinbad the Sailor</i>, how did the sailors feel when they saw the pile of bones? Child answers: 'The sailors were scared that something bad might happen to them'.	
WHITE A, B	Discuss why some events in a story are important and make simple links between items of information. Example: When discussing a non-fiction book about how rice is grown, child can answer questions such as: 'Why do you think we don't grow much rice in the UK?' (Because our climate isn't ideal for growing rice, and it would take up a lot of land that we could better use for other things.)	Make a sensible prediction of what might happen and, when prompted, justify the prediction on the basis of what has happened so far in the story. Example: In <i>The Boy Who Cried Wolf</i> (when this is unfamiliar to child), when the boy sees the wolf, child can answer more open and less supportive questions, e.g. 'What will the villagers say?' (They will say he is lying) and 'Why do you think that?' (Because he had lied about it before).
	Participate in discussions about books they have listened or read, making inferences on the basis of what is said and done and listening to what others say. Example: In <i>Sinbad the Sailor</i>, how did the sailors feel when they saw the pile of bones? Child answers: 'The sailors were scared that something bad might happen to them'.	
LIME A, B	Discuss why some events in a story are important and make simple links between items of information. Example: When discussing a non-fiction book about how rice is grown, child can answer questions such as: 'Why do you think we don't grow much rice in the UK?' (Because our climate isn't ideal for growing rice, and it would take up a lot of land that we could better use for other things.)	Make a sensible prediction of what might happen and, when prompted, justify the prediction on the basis of what has happened so far in the story. Example: In <i>The Boy Who Cried Wolf</i> (when this is unfamiliar to child), when the boy sees the wolf, child can answer more open and less supportive questions, e.g. 'What will the villagers say?' (They will say he is lying) and 'Why do you think that?' (Because he had lied about it before).
	Participate in discussions about books they have listened or read, making inferences on the basis of what is said and done and listening to what others say. Example: In <i>Sinbad the Sailor</i>, how did the sailors feel when they saw the pile of bones? Child answers: 'The sailors were scared that something bad might happen to them'.	

Responding to the Text (RT)

Indicative Book Band	Personal Response and Evaluation of Text (PRS)	Performance (PERF)
ORANGE A, B	Give a personal opinion about an event or character and give a simple justification in a discussion about a story. Example: Child can answer questions such as: 'Do you think Emma is nice?' Child answers: 'Yes' and, when asked why, adds: 'Because she helps the kitten find its mum.'	Recite two or three short poems by heart, with some prompts. Example: Child is able to recite a favourite poem, remembering most of the words and with some prompts from the teacher for forgotten lines.
TURQUOISE A	Explain how a story, poem or non-fiction topic makes them feel. Example: After listening to a poem, child is able to answer the question: 'How did the poem make you feel?' Child answers: 'It made me feel sad.'	Recite with accuracy about three familiar short poems by heart. Example: Child is able to recite a favourite poem from a choice of three that they know, remembering all of the words with very few or no prompts.
TURQUOISE B	With support, form a simple question they would like to ask a character about events from the story. Example: After hearing some modelled questions to ask Little Red Riding Hood, child can ask: 'Why did you think the wolf was your Grandma?'	
PURPLE A, B	With some support, explain and discuss their understanding of books, poems and other material in simple terms. Example: After listening to a poem, child is able to answer the questions: 'How did the poem make you feel?' Child answers: 'It made me feel sad.' With prompting, child can explain why in very simple terms, e.g. 'Because the girl in the poem is sad.'	Recite about four poems by heart, and beginning to use appropriate intonation to make the meaning clear. Example: When reciting a poem, child uses appropriate intonation for some questions or exclamations, but may not do this consistently.
GOLD A	With support, use empathy to help them understand characters and their motivation. Example: Following a spoken example, child can ask a question such as: 'Why did you choose the dragon as a pet?' When in the hot seat, child can give a simple, appropriate answer, e.g. 'Because it was friendly.'	

GOLD B	Explain and discuss their understanding of books, poems and other material they have listened to or read, sometimes giving a more detailed account of their opinions. Example: After listening to a poem, child gives a personal response to the question: 'How did the poem make you feel?' Child answers: 'It made me feel sad.' With prompting, child can explain why in simple terms, e.g. 'Because the girl in the poem is lonely, and I felt sorry for her.'	Recite at least five poems by heart, adding appropriate intonation to make the meaning clear. Example: When reciting a poem, child quickens their pace or uses an excited tone of voice for an exciting part of the poem.
WHITE A, B	With support, use empathy to help them understand characters and their motivation. Example: Following a spoken example, child can ask a question such as: 'Why did you choose the dragon as a pet?' When in the hot seat, child can give a simple, appropriate answer, e.g. 'Because it was friendly.'	
	Explain and discuss their understanding of books, poems and other material they have listened to or read, sometimes giving a more detailed account of their opinions. Example: After listening to a poem, child gives a personal response to the question: 'How did the poem make you feel?' Child answers: 'It made me feel sad.' With prompting, child can explain why in simple terms, e.g. 'Because the girl in the poem is lonely, and I felt sorry for her.'	Recite at least five poems by heart, adding appropriate intonation to make the meaning clear. Example: When reciting a poem, child quickens their pace or uses an excited tone of voice for an exciting part of the poem.
LIME A, B	With support, use empathy to help them understand characters and their motivation. Example: Following a spoken example, child can ask a question such as: 'Why did you choose the dragon as a pet?' When in the hot seat, child can give a simple, appropriate answer, e.g. 'Because it was friendly.' Explain and discuss their understanding of books, poems and other material they have listened to or read, sometimes giving a more detailed account of their opinions. Example: After listening to a poem, child gives a personal response to the question: 'How did the poem make you feel?' Child answers: 'It made me feel sad.' With prompting, child can explain why in simple terms, e.g. 'Because the girl in the poem is lonely, and I felt sorry for her.'	Recite at least five poems by heart, adding appropriate intonation to make the meaning clear. Example: When reciting a poem, child quickens their pace or uses an excited tone of voice for an exciting part of the poem.

Language for Effect (LFE)

Indicative Book Band	Literary Language (LANG)	Vocabulary Development (VOC)
ORANGE A, B	Recognise repetition of words or phrases in a short passage of text, even when that repetition is relatively subtle. Example: Child can recognise the repetition in passages such as: 'Monday was a bad day. Wednesday was a worse day. Saturday was the worst day of all.'	Able to find a word in a sentence that has the same meaning as a given word or phrase. Example: Child can find a word on the page that means that same as 'good,' e.g. 'excellent.'
TURQUOISE A	Recognise clear patterns of language, such as the repetition of words or phrases. Example: When reading <i>Jack and the Beanstalk</i>, child can answer the question: 'What will the giant say when he comes back to the castle the third time.' Child can use their knowledge of what the giant said the first two times to answer: 'Fee fi fo fum....'	Able to find a word in a page of text that has the same meaning as a given word. Example: When asked to find a word that means 'jumped' in a page of text, child can point out the word 'leaped.'
TURQUOISE B	With support, sometimes identify specific examples of literary language in texts they have listened to or read, e.g. alliteration. Example: When asked: 'How has the author made the description sound special?' child can sometimes pick out an example of alliteration or other literary language.	
PURPLE A, B	Recognise rhymes or alliteration in poems they have listened to or read. Example: After listening to a poem, teacher asks: 'Which word has the poet used to rhyme with "rain"?' and then re-reads the relevant lines. Child is able to answer 'drain.'	Identify their favourite words and phrases. Example: When looking at or listening to a short poem, child is able to point out words and phrases that appeal to them.
GOLD A	Recognise interesting vocabulary in a text they have listened to or read. Example: When asked: 'Which word has the author used to help us imagine how loudly the baby was crying?' child can respond with the word 'wailed.'	Discuss their favourite words and phrases. Example: When looking at a page of text, child is able to point out words and phrases that appeal to them and explain in simple terms why they like these words, e.g. for the word 'spooky' child says 'I like it because it sounds scary.'

GOLD B	Recognise simple recurring literary language in stories and poetry. Example: Child can find examples of alliteration or simple figurative language in a text, when the text contains numerous examples of this kind of language.	Discuss and clarify the meanings of words, linking new meanings to known vocabulary. Example: When child comes across a new word such as 'shattered,' they are able to make a sensible guess at the meaning using the context and can suggest an alternative word that could be used, e.g. 'broken.'
WHITE A, B	Recognise interesting vocabulary in a text they have listened to or read. Example: When asked: 'Which word has the author used to help us imagine how loudly the baby was crying?' child can respond with the word 'wailed.'	Discuss their favourite words and phrases. Example: When looking at a page of text, child is able to point out words and phrases that appeal to them and explain in simple terms why they like these words, e.g. for the word 'spooky' child says 'I like it because it sounds scary.'
	Recognise simple recurring literary language in stories and poetry. Example: Child can find examples of alliteration or simple figurative language in a text, when the text contains numerous examples of this kind of language.	Discuss and clarify the meanings of words, linking new meanings to known vocabulary. Example: When child comes across a new word such as 'shattered,' they are able to make a sensible guess at the meaning using the context and can suggest an alternative word that could be used, e.g. 'broken.'
LIME A, B	Recognise interesting vocabulary in a text they have listened to or read. Example: When asked: 'Which word has the author used to help us imagine how loudly the baby was crying?' child can respond with the word 'wailed.'	Discuss their favourite words and phrases. Example: When looking at a page of text, child is able to point out words and phrases that appeal to them and explain in simple terms why they like these words, e.g. for the word 'spooky' child says 'I like it because it sounds scary.'
	Recognise simple recurring literary language in stories and poetry. Example: Child can find examples of alliteration or simple figurative language in a text, when the text contains numerous examples of this kind of language.	Discuss and clarify the meanings of words, linking new meanings to known vocabulary. Example: When child comes across a new word such as 'shattered,' they are able to make a sensible guess at the meaning using the context and can suggest an alternative word that could be used, e.g. 'broken.'

Themes and Conventions (TAC)

Indicative Book Band	Range of Texts (RGE)	Text Structure (STRC)
ORANGE A, B		Beginning to recognise that some non-fiction books have features that are different from the main text. Example: When asked to find the bit of text that tells you what the picture shows, child is able to point to a caption or label.
TURQUOISE A		Know what some common non-fiction features are called and what they do. Example: When asked to point to a caption, child can point to a caption on a page and, when asked, can explain that it tells you about the picture.
TURQUOISE B	Contribute appropriately to discussion about a wide range of different types of texts they have listened to or read, including stories, traditional tales, poems and non-fiction. Example: Child can add an appropriate comment to a discussion about a non-fiction text by picking up on an aspect of the text that relates to their own experience or by relating something interesting they learned from the text.	With support, clearly explain what some common non-fiction features are called and what they do. Example: When asked which part of the text tells you what is in the picture, child says 'a label', and points to a label.
PURPLE A, B		Able to read non-fiction texts that include one or more common non-fiction features and can tell you what some features are called. Example: Child can read aloud a page of an unfamiliar non-fiction text that includes a caption or label and can name these features.
GOLD A		With support, can sometimes comment on the appropriateness of the author's choice of title for a poem or story. Example: When asked why a title might be a good choice for a story or poem, child can make some link between the title and the content of the writing.

GOLD B	Discuss and express views about a wide range of texts they have listened to. Example: Child is able to discuss how they would feel in a character's place in stories; how poems make them feel and what they think of topics discussed in non-fiction texts.	Able to read a range of non-fiction texts structured in different ways. Example: Child can read a range of texts including simple instructions, books with non-fiction features such as captions and labels and simple online texts.
WHITE A, B		With support, can sometimes comment on the appropriateness of the author's choice of title for a poem or story. Example: When asked why a title might be a good choice for a story or poem, child can make some link between the title and the content of the writing.
	Discuss and express views about a wide range of texts they have listened to. Example: Child is able to discuss how they would feel in a character's place in stories; how poems make them feel and what they think of topics discussed in non-fiction texts.	Able to read a range of non-fiction texts structured in different ways. Example: Child can read a range of texts including simple instructions, books with non-fiction features such as captions and labels and simple online texts.
LIME A, B		With support, can sometimes comment on the appropriateness of the author's choice of title for a poem or story. Example: When asked why a title might be a good choice for a story or poem, child can make some link between the title and the content of the writing.
	Discuss and express views about a wide range of texts they have listened to. Example: Child is able to discuss how they would feel in a character's place in stories; how poems make them feel and what they think of topics discussed in non-fiction texts.	Able to read a range of non-fiction texts structured in different ways. Example: Child can read a range of texts including simple instructions, books with non-fiction features such as captions and labels and simple online texts.



Reading Progression Map

Year R

Resilience

Curiosity

Respectfulness

Creativity

Independence

Confidence

Literal Comprehension (LIT)

Indicative Book Band	Literal Comprehension (LIT)	Literal Comprehension: Sequencing (SEQ)	Information Retrieval (IR)	Accuracy (ACC)
LILAC	Explain in simple terms what is happening in a picture in a familiar story. Example: When asked what is happening in a picture in a story they have listened to, child can respond appropriately, e.g. 'Jack is playing with a ball.'	Sequence two events from a familiar story, using puppets, pictures from book or role-play. Example: In response to the story of Goldilocks, child can show a bear frightening a girl, and a girl running away, using puppets, props or role-play.		
				Recognise some familiar words in print, e.g. own name or advertising logos. Example: Child can identify own name from a selection of three names.
PINK A	Say something about who was in the story, what happened and where it took place. Example: When child has heard Goldilocks story and has followed the pictures, they can explain that Goldilocks was the little girl in the	Sequence three events from a familiar story, using puppets, pictures from the book or role-play. Example: In response to the story of Goldilocks, child can show Goldilocks sleeping, a bear frightening her, and Goldilocks	Point to title of book on front cover. Example: Teacher asks: 'Can you point to the name of the book?' and child successfully points to title.	Know that text in English is read top to bottom and left to right. Example: Teacher can observe child eye scanning, or finger pointing, along the text in the right order when reading.

	story and that she ate some porridge in a cottage.	running away using puppets, props or role-play, or by pointing at the pictures.		
PINK B	Say something about a key aspect of a non-fiction book or story. Example: When asked what a book called 'Pets' is about, the child can say that it is about some children and their pets.		Retrieve information from pictures in a book that has been read to them, in response to a simple question. Example: When prompted, child can say what key characters are doing, using the pictures.	
RED A, B	Answer 'how' and 'why' questions on one point of a picture book they have listened to, where answer is clear in the book. Example: When child is read Goldilocks aloud, they can answer the question: 'Why did Baby Bear cry?'	Usually remember main sequence of events in a story when questioned. Example: Teacher asks child: 'Whose porridge did Goldilocks eat first?' and 'Whose porridge did she eat next?'	Understand that information can be found in books, computers and other sources. Example: Child can answer the question: 'Where can I find out more about owls?'	
RED B, C	Answer simple literal questions about one point in the text of a book they have read. Example: Child can answer a simple question, e.g. 'What was in the bag?' where answer is clear in the book.	With support and when prompted, put some of the main events or ideas in a text in correct sequence. Example: When given three events from a story, the child can normally put them in the correct sequence.		

Inference (INF)

Indicative Book Band	Making Inferences (INF)	Prediction (PRED)
LILAC	Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts. Example: Teacher asks: 'Do you think Goldilocks was scared when she saw the bears?'	Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them. Example: Child can predict that when the elephant jumps into the water, everyone will get splashed. Complete a repeated refrain in a familiar rhyme, story or poem being read aloud. Example: Child can anticipate what comes next in the phrase: 'Run, run, as fast as you can...' in the story <i>The Gingerbread Man</i>.
PINK A	Make inferences to answer a question about a character's emotions in a familiar picture book read aloud to them, where answer is heavily cued. Example: Child can answer the question: 'Why did the fox want the Gingerbread Man to jump on his nose?'	Suggest how an unfamiliar story read aloud to them might end. Example: When listening to a new story that is highly predictable or heavily patterned, child can make a plausible (not necessarily correct) prediction about likely ending.
PINK B	Make inferences to answer a simple question related directly to characters' emotions in a familiar picture book read aloud to them, where answer is signposted in book but question is quite open. Example: Child can answer the question: 'How did Cinderella feel when the Fairy Godmother said she could go to the ball after all?'	
RED A, B	Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted.	Make simple, plausible suggestions about what will happen next in a book they are reading. Example: When reading a book in which lots of animals get on a boat, and when asked

	Example: Child can answer the question: 'Why do you think the ladder is dangerous?'	to predict what will happen when the cow gets on the boat, child can predict that it will sink.
RED B, C	Make inferences to answer a question beginning 'Why do you think...?' in a book they have read, where answer is clearly signposted. Example: Child can answer the question: 'Why do you think she was crying?'	