St Mark's CE Primary School
Reading Progression Map – EYFS/KS1
2026-2027

EYFS – Development Matters
KS1/KS2 – National Curriculum
KS1/KS2 – Assessment statements

	Nursery	Reception	Year 1	Year 2
	Development Matters Develop phonological awareness so they can: Spot and suggest rhymes. Count or clap syllables in a word.	**Development Matters (ELG's)** Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending.	**National Curriculum** Apply phonic knowledge to decode words Speedily read all 40+ letters/groups for 40+ phonemes Read accurately by blending taught GPCs Read common exception words Read common suffixes (-s, -es, -ing, -ed, etc.) Read multisyllable words containing taught GPCs	**National Curriculum** Secure phonic decoding until reading is fluent Read accurately by blending, including alternative sounds for graphemes Read multisyllable words containing these graphemes Read common suffixes Read exception words, noting unusual correspondences

Decoding	Recognise words with the same initial sound, such as money and mother. (Literacy – 3 -4 year olds)	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. (Literacy – Word Reading)	Read contractions and understanding use of apostrophe Read aloud phonically decodable texts Match all graphemes to their 40+ phonemes (Phase 3) Blend sounds in unfamiliar words Divide words into syllables, for example, pocket, rabbit, carrot, thunder, sunset Read compound words, for example, football, playground, farmyard, bedroom Read words with contractions, e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s) Read phonically decodable texts with confidence Read words containing 's, es, ing, ed, er , est endings Read words which have the prefix –un added Add the endings –ing, –ed and –er to verbs where no change is needed to the root word Read words of more than one syllable that contain taught GPCs (grapheme, phoneme correspondence)	Read most words quickly & accurately without overt sounding and blending Decode automatically and read fluently Read accurately by blending the sounds in words that contain the graphemes taught Recognise and read alternative sounds for graphemes Read accurately words of two or more syllables that contain the same GPCs Read words containing common suffixes Read further common exception words Read and notice unusual correspondences between grapheme and phoneme Read most words quickly and accurately when they have been frequently encountered, without overt sounding and blending Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
Range of Reading			**National Curriculum** Listen to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	**National Curriculum** Listen to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently

			being encouraged to link what they read or hear read to their own experiences Link what they read or hear read to their own experiences	Talk about and give an opinion on a range of texts
Familiarity with texts	Enjoy sharing books with an adult. (Literacy birth - 3) Have favourite books and seek them out to share with an adult, with another child, or to look at alone. (Literacy birth - 3)	Engage in story time	**National Curriculum** Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics Recognise and joining in with predictable phrases Retell key stories orally using narrative language Talk about the main characteristics within a known key story	**National Curriculum** Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales Recognise simple recurring literary language in stories and poetry Retell orally some stories, including fairy stories and traditional tales Know and recognise simple recurring literary language in stories and poetry
Poetry performance	Say some of the words in song and rhymes. (Literacy birth – 3) Count or clap syllables in a word. (Literacy 3 – 4 year olds)	Perform song, rhymes, poems and stories with others (EAD – Being imaginative)	**National Curriculum** Learning to appreciate rhymes and poems, and to recite some by heart Learn some poems and rhymes by heart	**National Curriculum** Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear Increase repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
Word meanings	Engage in extended conversations about stories, learning new vocabulary. (Literacy 3 – 4 year olds)	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. (Literacy – Comp)	**National Curriculum** Discuss word meanings, linking new meanings to those already known Check that the text makes sense to them as they read and correct inaccurate reading	**National Curriculum** Discuss and clarifying the meanings of words, linking new meanings to known vocabulary Discussing their favourite words and phrases Read for meaning, checking that the text makes sense and correcting inaccurate reading

Understanding	Repeat words and phrases from familiar stories. (Literacy birth – 3)	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary (Literacy – Comp)	**National Curriculum** Draw on what they already know or on background information and vocabulary provided by the teacher Check that the text makes sense to them as they read and correcting inaccurate reading Use prior knowledge, context and vocabulary provided to understand texts	**National Curriculum** Discuss the sequence of events in books and how items of information are related Draw on what they already know or on background information and vocabulary provided by the teacher Check that the text makes sense to them as they read and correcting inaccurate reading Discuss the sequence of events in books and how they are related to each other Use prior knowledge and context and vocabulary explored to understand texts Read for meaning, checking that the text makes sense and correcting inaccurate reading
Inference			**National Curriculum** Discuss the significance of the title and events Making inferences on the basis of what is being said and done Begin to draw inferences from the text and/or the illustrations	**National Curriculum** Make inferences on the basis of what is being said and done Answering and asking questions Draw simple inferences from illustrations, events and characters' actions and speech
Prediction	Makes comments and shares own ideas about a book. (Literacy – birth – 3)	Anticipate – where appropriate – key events in stories: explain what might happen (Literacy – Comp)	**National Curriculum** Predict what might happen on the basis of what has been read so far Make predictions based on the events in the text	**National Curriculum** Predict what might happen on the basis of what has been read so far Answer and ask appropriate questions and make predictions on the basis of what has been read so far
Authorial Intent				

Non-fiction		Use and understand recently introduced vocabulary during discussions about non-fiction. (Literacy – Comp)		**National Curriculum** Being introduced to non-fiction books that are structured in different ways
Discussing reading	Makes comments and shares own ideas about a book. (Literacy – birth – 3) Engage in extended conversations about stories, learning new vocabulary. (Literacy 3 – 4 year olds)	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. (Literacy – Comp)	**National Curriculum** Participate in discussion about what is read to them, taking turns and listening to what others say Explain clearly their understanding of what is read to them Explain what they understand about a text Say what they like or dislike about a text	**National Curriculum** Participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say. Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves Talk about favourite words and phrases