Dothill Progression Mapping

English - Reading

	EYFS	Year One	Year Two
Phonics	**Autumn 1** Children are taught their Set 1 sounds m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, sh, h, r, j, v, w, x, y, z, th, ch, qu, ng, nk **Autumn 2** Recap on set 1 special friends: th, ch, qu, ng, nk Children are taught to blend sounds into words orally. Children are taught to blend single-letter sounds (word time 1.1-1.4) **Spring 1** Recap on set 1 special friends: th, ch, qu, ng, nk Secure blending of words with special friends (word time 1.5 and 1.6). **Spring 2** Recap on any set 1 sounds (addressing sound gaps). Secure blending on words containing all set 1 sounds Children are taught to blend words containing 4/5 sounds and consonant blends (word time 1.6 and 1.7). To be exposed to some common exception words: put, the, I, no, of, my, for, he **Summer 1** Children are taught their set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy **Summer 2** Children are taught their set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy Children are taught to blend words containing set 2 sounds Children to build speed of reading words containing set 1 sounds.	**Autumn 1** Children are taught their set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy Children are taught to blend words containing set 2 sounds Children to build speed of reading words containing set 1 sounds. **Autumn 2** Review set 2 sounds, particularly: ar, or, air, ir, ou, oy Children build speed of reading words containing these set 2 sounds: ay, ee, igh, ow, oo, oo Children are taught set 3 sounds: ea, oi, a-e, i-e,o-e, u-e, e-e **Spring 1** Children to build speed of reading words containing these sounds set 1,2 and the following set 3 sounds (ea, oi, a-e, i-e,o-e, u-e, ee). Children are taught the rest of the set 3 sounds. **Spring 2** Children to build speed of reading words containing set 1, 2 and 3 sounds. Begin to read multisyllabic words, including words with suffix endings. **Summer 1** Children to build speed of reading words containing set 1, 2 and 3 sounds. Read multisyllabic words with increased accuracy. **Summer 2** Children to read words containing set 1, 2 and 3 sounds speedily. Read multisyllabic words with increased accuracy and pace.	**Autumn 1** Children to read words containing set 1, 2 and 3 sounds speedily. Read multisyllabic words accuracy and pace. **Autumn 2** Recap any missing sound gaps and build fluency when reading stories. Read multisyllabic words accuracy and pace. Read all words including nonsense and multisyllabic words that include set 1,2,3 sounds speedily and accurately. **Spring 1 Onwards** Children are encouraged to read a range of text types (fiction, non-fiction, poetry, rhymes). Daily opportunities for children to build pace and fluency of reading. Learn how and when to use expression in reading. Children to read multisyllabic words and words with suffix endings. Children to read topic related vocabulary. Children to read year 2 common exception words

Vocabulary	Learn how language sounds and increase their vocabulary. Discuss word meanings.	Learn how language sounds and increase their vocabulary and awareness of grammatical structures Discuss word meanings, linking new meanings to those already known	Discuss and clarify the meanings of words, linking new meanings to known vocabulary Discuss their favourite words and phrases
Inference	State how characters might be feeling (happy, sad, scared etc.)	Draw inferences based on what is being said and done e.g. I think Maisie is happy because she says she is feeling better.	Draw inferences based on what is being said and done e.g. I think dad is happy because he was smiling. Draw inferences based on **everyday experiences and background knowledge** of a simple topic e.g. I think she is cold because she is wearing a scarf.
Prediction	Predict what may happen next in a story.	Predict what may happen based on what has been stated (obvious, given facts) e.g. the cat will look for food as he said he was hungry.	Predict what may happen based on what has been stated (obvious) and begin to use simple implied clues (subtle literary hints- use of inference skills) e.g. Dad will find food as his tummy rumbled.
Explain	Discuss and compare events or topics they have read about or have listened to Identify the significance of the title and events in stories e.g. why is this story called 'Where The Wild Things Are?' Why did they make Max king?	Discuss and compare events or topics they have read about or have listened to Discuss a wide range of poems, stories and non-fiction beyond their independent reading level Consider the key characteristics of familiar stories e.g. good and evil characters, happy endings, happening in the past Identify the significance of the title and events in stories e.g. why is this story called 'Where The Wild Things Are?' Why did they make Max king?	Identify, collect and compare common themes in stories and poems. Make comparisons of characters and events in narratives. Compare the information about different topics in non-fiction texts Discuss their understanding of stories, poems and non-fiction at a level beyond which they can read independently. Express a single point of view about a text.
Retrieve	Retrieve key information about a character/setting etc. from a story heard.	Retrieve key information about a character/setting etc. from a given sentence.	Use skimming and scanning to locate key information from a short extract of text.

Summarise	Discuss events from a story.	Discuss events in a story and understand that these happen in an order.	Discuss and recall events chronologically from a story read or heard.
Fluency	Recognise and read their name automatically. Join in with a refrain during group recitation; recite some familiar rhymes and songs by heart. Recite rhymes to a given rhythm, perhaps marching or clapping to the beat. Sing the alphabet with support.	Recite some familiar complete rhymes and songs by heart; use body percussion or instruments to hold the beat. Recognise and join in with predictable phrases. Read on sight the CE words for Y1; say or sing the alphabet in sequence. Sound and blend unfamiliar printed words quickly and accurately using their phonemic knowledge and skills. Read aloud, checking that it 'sounds right' and that the text makes sense to them. With support, notice sentence punctuation. Re-read favourite books to themselves, to gain confidence with word reading and fluency.	Continue to apply phonemic knowledge and skills until automatic decoding has become embedded and reading is fluent (blue/grey RWI books). Read unfamiliar words containing all common graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to word reading knowledge. Recite familiar poems by heart. Read many Y2 CE words automatically by sight. Read most words quickly and accurately when they have been frequently encountered, without overt sounding and blending. Check that the text makes sense to them as they read, and correct inaccurate reading. Use expression appropriately to support the meaning of sentences.