

Pearson Primary Progress and Assess Reading Progression Map

Year 2, term 1
Orange

Child's Name _____

Skill area	Strand	Objective	
Literal Comprehension (LIT)	Literal Comprehension (LIT)	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.'	<input type="checkbox"/>
	Literal Comprehension: Sequencing (SEQ)	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).	<input type="checkbox"/>
	Information Retrieval (IR)		
	Accuracy (ACC)	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.	<input type="checkbox"/>
Inference (INF)	Making Inferences (INF)	Participate in discussions about books they have listened to or read, making inferences about reasons for events. Example: In Little Red Riding Hood, why did the wolf put on Grandma's clothes? Child answers: 'So Little Red Riding Hood would think he was Grandma.'	<input type="checkbox"/>
	Prediction (PRED)		
Responding to the Text (RT)	Personal Response and Evaluation of Text (PRS)	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.'	<input type="checkbox"/>
	Performance (PERF)	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.	<input type="checkbox"/>
Language for Effect (LFE)	Literary Language (LANG)	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.'	<input type="checkbox"/>
	Vocabulary Development (VOC)	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.'	<input type="checkbox"/>
Themes and Conventions (TAC)	Range of Texts (RGE)	Experience and respond to different types of books, e.g. story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories. Example: Child can talk about simple non-fiction books and rhymes, as well as about story books at an appropriate level.	<input type="checkbox"/>
	Text Structure (STRC)	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.	<input type="checkbox"/>



Child's Name _____

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Literal Comprehension (LIT)	Literal Comprehension (LIT)	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.
		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.
	Literal Comprehension: Sequencing (SEQ)	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?'
	Information Retrieval (IR)	
	Accuracy (ACC)	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.
Inference (INF)	Making Inferences (INF)	Participate in discussions about books they have listened to or read, making inferences about how characters feel. Example: In Hansel and Gretel, 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.'
		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 The Fox and the Crow, 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.'
	Prediction (PRED)	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 The Boy Who Cried Wolf, 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.'
Responding to the Text (RT)	Personal Response and Evaluation of Text (PRS)	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.'
		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?'
	Performance (PERF)	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.

Child's Name _____

Language for Effect (LFE)	Literary Language (LANG)	Recognise clear patterns of language, such as the repetition of words or phrases. Example: When reading Jack and the Beanstalk, 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...'	<input type="checkbox"/>
		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.	<input type="checkbox"/>
	Vocabulary Development (VOC)	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.'	<input type="checkbox"/>
Themes and Conventions (TAC)	Range of Texts (RGE)	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.	<input type="checkbox"/>
		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.	<input type="checkbox"/>
	Text Structure (STRC)	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.	<input type="checkbox"/>

Pearson Primary Progress and Assess Reading Progression Map

Year 2, term 2
Purple

Child's Name _____

Skill area	Strand	Objective
Literal Comprehension (LIT)	Literal Comprehension (LIT)	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'.
	Literal Comprehension: Sequencing (SEQ)	Retell recently read stories, including main characters and most key events, in correct order with minimal prompting. Example: In Jack and the Beanstalk, 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.
	Information Retrieval (IR)	
	Accuracy (ACC)	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.
Inference (INF)	Making Inferences (INF)	Participate in discussions about books they have listened to or read, making simple inferences on the basis of what characters do. Example: In Robin Hood, 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.'
	Prediction (PRED)	
Responding to the Text (RT)	Personal Response and Evaluation of Text (PRS)	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.'
	Performance (PERF)	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.
Language for Effect (LFE)	Literary Language (LANG)	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.'
	Vocabulary Development (VOC)	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.
Themes and Conventions (TAC)	Range of Texts (RGE)	
	Text Structure (STRC)	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.



Child's Name _____

Skill area	Strand	Objective
Literal Comprehension (LIT)	Literal Comprehension (LIT)	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.
		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.
	Literal Comprehension: Sequencing (SEQ)	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 Cinderella, briefly describing Cinderella's life, how she got to the ball, what happened at the ball and what happened after that.
		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 Little Red Riding Hood, 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).
	Information Retrieval (IR)	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?'
	Accuracy (ACC)	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.
Inference (INF)	Making Inferences (INF)	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.)
		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 Sinbad the Sailor, 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'.
	Prediction (PRED)	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 The Boy Who Cried Wolf (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).
Responding to the Text (RT)	Personal Response and Evaluation of Text (PRS)	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.'
	Performance (PERF)	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.



Child's Name _____

Language for Effect (LFE)	Literary Language (LANG)	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.'	<input type="checkbox"/>
		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.	<input type="checkbox"/>
	Vocabulary Development (VOC)	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.'	<input type="checkbox"/>
		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.'	<input type="checkbox"/>
Themes and Conventions (TAC)	Range of Texts (RGE)	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.	<input type="checkbox"/>
	Text Structure (STRC)	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.	<input type="checkbox"/>
		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.	<input type="checkbox"/>