

Ready-to-progress Reading Progression Map

		EYFS (30-50mths to ELGs)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		3-4 years 4-5 years Early Learning Goals						
Word Reading	Phonics and Decoding	<p>• Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother</p> <p>Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>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 phonic knowledge, including some common exception words.</p>	<ul style="list-style-type: none"> apply phonic knowledge and skills to decode words respond speedily with the correct sound to graphemes for all 40+ phonemes including where applicable alternative sounds for graphemes read accurately by blending sounds in unfamiliar words using taught GPCs read common suffixes (-s, -es, -ing, -ed, etc.) read multi-syllable words containing taught GPCs read contractions and understanding use of apostrophe (I'm/I'll) read aloud phonically-decodable texts re-read phonically-decodable texts to build up fluency and confidence in word reading 	<ul style="list-style-type: none"> secure phonic decoding until reading is fluent read accurately by blending the sounds in words that contain graphemes taught and including alternative sounds for graphemes read multi-syllable words containing these graphemes read common suffixes read most words quickly & accurately without overt sounding and blending read aloud books (closely matched to their improving phonic knowledge) sounding out unfamiliar words accurately and automatically re-read these books to build up fluency and confidence 	<ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet (Appendix 1) use phonic knowledge to decode quickly and accurately (possibly with support for longer, unknown words) 	<ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet (Appendix 1) read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill 	<ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet (Appendix 1) read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill recognising their meaning through contextual clues 	<ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet (Appendix 1) decode any unfamiliar words with increasing speed and skill recognising their meaning through contextual clues
	Common exception words	<p>Read a few common exception words matched to the school's phonic programme.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<ul style="list-style-type: none"> read Y1 common exception words noting unusual correspondence between spelling and sound and where these occur in words (Appendix 1) 	<ul style="list-style-type: none"> read most Y1 and Y2 common exception words, noting unusual correspondences (Appendix 1) 	<ul style="list-style-type: none"> begin to read Y3/Y4 exception words noting the unusual correspondences between spelling and sound, and where these occur in the word (Appendix 1) 	<ul style="list-style-type: none"> read all Y3 and Y4 exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (Appendix 1) 	<ul style="list-style-type: none"> read most Y5/Y6 exception words discussing the unusual correspondences between spelling and sound, and where these occur in the word (Appendix 1) 	<ul style="list-style-type: none"> read any Y5/Y6 exception words discussing the unusual correspondences between spelling and sound, and where these occur in the word (Appendix 1) read fluently with full knowledge of all Y5/Y6 exception words
Comprehension	Range of Reading and Familiarity of texts	<p>Engage in extended conversations about stories, learning new vocabulary. • Understand the five key concepts about print: - print has meaning - print can have</p>	<ul style="list-style-type: none"> listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently be encouraged to link what they read or hear read to their 	<ul style="list-style-type: none"> listen to, discuss and express 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 become increasingly familiar 	<ul style="list-style-type: none"> listen to and discuss a wide range of fiction, poetry, plays and non-fiction read books that are structured in different ways increase their familiarity with a wide range of books, 	<ul style="list-style-type: none"> listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks read for a range of purposes read a wide range of books, 	<ul style="list-style-type: none"> read a wide range of genre identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and the difference between text types increase their familiarity with a 	<ul style="list-style-type: none"> read for pleasure discussing, comparing and evaluating in depth across a wide range of genre including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and

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	<p>different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. •</p>	<ul style="list-style-type: none"> own experiences become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics recognise and join in with predictable phrases 	<p>with and retelling a wider range of stories, fairy stories and traditional tales</p> <ul style="list-style-type: none"> recognise simple recurring literary language in stories and poetry make links between texts they're reading and other texts that they have read independently 	<p>including fairy stories, myths and legends, and retell some of these orally</p> <ul style="list-style-type: none"> identify themes and conventions in a wide range of books with support 	<p>including fairy stories, myths and legends, and retell some of these orally</p> <ul style="list-style-type: none"> identify themes and conventions in a wide range of books independently 	<p>wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <ul style="list-style-type: none"> read books that are structured in different ways and read for a range of purposes make comparisons within books identify and discuss themes and conventions in writing 	<p>books from other cultures and traditions</p> <ul style="list-style-type: none"> read books that are structured in different ways and read for a range of purposes making comparisons of settings, characters and themes within and across books recognise more complex themes in what they read (e.g. loss/heroism)
Poetry & Performance	<p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses</p> <p>Knows many rhymes, be able to talk about familiar books and be able to tell a long story</p> <p>Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. Engage in story times</p>	<ul style="list-style-type: none"> learn to appreciate rhymes and poems, and to recite some by heart 	<ul style="list-style-type: none"> continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> read aloud and understand poems and perform play script prepare poems and play scripts to read aloud and to perform, showing understanding and awareness of the audience when reading aloud begin to use appropriate intonation, tone, volume and action 	<ul style="list-style-type: none"> recognise and discuss some different forms of poetry e.g. free verse or narrative poetry prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action or to show awareness of the audience when reading aloud 	<ul style="list-style-type: none"> prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience 	<ul style="list-style-type: none"> confidentially perform texts including a wider range of poetry learnt by heart using a wide range of devices to engage the audience and for effect
Non-Fiction	<p>Understand that print can have different purposes</p> <p>Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p>		<ul style="list-style-type: none"> be introduced to non-fiction books that are structured in different ways 	<ul style="list-style-type: none"> retrieve and record information from non-fiction 	<ul style="list-style-type: none"> retrieve and record information from non-fiction for a wide range of subjects use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information 	<ul style="list-style-type: none"> distinguish between statements of fact and opinion retrieve, record and present information from non-fiction use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information from fiction and non-fiction texts 	<ul style="list-style-type: none"> retrieve, record, present and use information from non-fiction distinguish independently between statements of fact and opinion providing reasoned justification for their views
Word meanings, words in context and Authorial choice	<p>know that print carries meaning and that English is read from left to right and top to bottom</p> <p>build up vocabulary that reflects the breadth of their experiences</p> <p>understand humour (e.g. nonsense rhymes and jokes)</p> <p>extend vocabulary especially by grouping and naming, exploring the meaning and sounds of new words</p> <p>use vocabulary and forms of speech that are increasingly influenced by their experiences of books</p>	<ul style="list-style-type: none"> discuss word meanings, linking new meanings to those already known 	<ul style="list-style-type: none"> discuss and clarify the meanings of words, linking new meanings to known vocabulary discuss their favourite words and phrases 	<ul style="list-style-type: none"> use dictionaries to check the meaning of words that they have read check that the text makes sense to them, discussing their understanding of words discuss words that capture the reader's interest and imagination identify how language, structure, and presentation contribute to meaning including paragraphs, headings, sub-headings and inverted commas to punctuate speech 	<ul style="list-style-type: none"> use dictionaries to check the meaning of words that they have read identify how language, structure, and presentation contribute to meaning including paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession and fronted adverbials discuss words and phrases that capture the reader's interest and imagination check that the text makes sense to them, discuss their understanding and explain 	<ul style="list-style-type: none"> discuss and evaluate how authors use language, including figurative language, considering the impact on the reader check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context 	<ul style="list-style-type: none"> analyse and evaluate the use of language including figurative language and how it is used for effect using technical terminology identify how language, structure and presentation contribute to meaning

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						<p>the meaning of words in context</p> <ul style="list-style-type: none"> refer to authorial style, overall themes e.g. triumph of good over evil and features e.g. greeting in letters, a diary written in the first person 	
Understanding	<p>Listen to and talk about stories to build familiarity and understanding.</p> <ul style="list-style-type: none"> Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary .</p>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 answering and asking questions about a text 	<ul style="list-style-type: none"> ask questions to improve their understanding of a text 	<ul style="list-style-type: none"> ask questions to improve their understanding of an increasingly complex text 	<ul style="list-style-type: none"> ask questions to improve their understanding of complex texts 	
Summarising				<ul style="list-style-type: none"> Identify the main ideas drawn from within one paragraph and summarise these 	<ul style="list-style-type: none"> Identify the main ideas drawn from more than one paragraph and summarise these 	<ul style="list-style-type: none"> Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas 	<ul style="list-style-type: none"> Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas
Inference	<p>Understand why questions</p> <p>Answer how and why questions about their experiences in response to stories or events</p>	<ul style="list-style-type: none"> begin to make simple inferences on the basis of what is being said and done 	<ul style="list-style-type: none"> making inferences on the basis of what is being said and done 	<ul style="list-style-type: none"> Ask and answer questions appropriately including some simple inference questions based on characters' feelings, thoughts and motives 	<ul style="list-style-type: none"> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence clearly taken from the text 	<ul style="list-style-type: none"> draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence 	<ul style="list-style-type: none"> discuss how characters change and develop through texts by drawing inferences based on indirect clues consider different accounts for the same events and discuss viewpoints (of authors and fictional characters)
Prediction	<p>Anticipate (where appropriate) key events in stories.</p>	<ul style="list-style-type: none"> predict what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> predict what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> predict what might happen from details stated and justify these from evidence from the text 	<ul style="list-style-type: none"> predict what might happen from details stated and implied and justify these from evidence from the text 	<ul style="list-style-type: none"> predicting what might happen in increasingly complex texts from details stated and implied justifying them in detail with evidence from the text 	
Discussing reading	<p>Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Use and understand recently introduced vocabulary during discussions about stories, non Fiction, rhymes , poems and during role play</p>	<ul style="list-style-type: none"> 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 discuss the significance of the title and events 	<ul style="list-style-type: none"> 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 discuss the sequence of events in books and how items of information are related 	<ul style="list-style-type: none"> participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say use appropriate terminology when discussing text (plot/characters/setting) 	<ul style="list-style-type: none"> participate in clear, reasoned discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say 	<ul style="list-style-type: none"> recommend books that they have read to their peers, giving reasons for their choices participate in discussions about books, building on their own and others' ideas and challenging views courteously explain and discuss their understanding of what they have read, including through formal presentations and debates provide reasoned justifications for their views 	<ul style="list-style-type: none"> explain and discuss understanding of what they have read including through formal presentations and debates maintaining a focus on the topic and using notes where necessary recommend books that they have read to their peers, giving reasons for their choices participate in discussions about books, building on their own and others' ideas and challenging views courteously provide reasoned justifications for their views