



Reading Progression Map

Word	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word	<p>Continues a rhyming string.</p> <p>Hears and says initial sounds in words.</p> <p>Can segment the sounds in simple words and blend them.</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Begins to read words and simple sentences.</p> <p>They use phonic knowledge to decode regular words and read them aloud accurately (ELG).</p> <p>They also read some common irregular words (ELG).</p>	<p><i>Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</i></p> <p><i>Read aloud many words containing taught GPCs quickly and accurately without overt sounding and blending</i></p> <p><i>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</i></p> <p>Apply phonic knowledge and skills to decode words (also ELG)</p> <p>Read words accurately containing taught GPCs and s, -es, -ing, -ed, -er and -est endings</p> <p>Read words of more than one syllable that contain taught GPCs e.g. pocket, thunder</p>	<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding is embedded and reading is fluent</p> <p>Read accurately by blending the sounds in words that contain graphemes for all 40+ phonemes</p> <p>Recognise alternative sounds for graphemes</p> <p>Read accurately words of 2 or more syllables that contain the same graphemes as above</p> <p>Understand both the books they have read accurately and fluently and those they have listened to by checking that the text makes sense as they read and correct inaccurate reading</p> <p>Read words containing</p>	<p>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 (NC Appendix 1 pp. 59-65) Including: dis-, mis-, in-, im-, ir- and suffixes including -ly</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word with reference to spelling (NC Appendix 1). e.g. <i>although, weight, eight</i></p> <p>Use dictionaries to check the meaning of words that they have read</p> <p>Use a range of strategies effectively to read with fluency, understanding and expression</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words inc re-, sub-, inter-, super-, anti-, auto-, -ation, -ous (NC Appendix 1)</p> <p>Read and decode further exception words accurately, noting unusual correspondence between spelling and sound and where these occur in the word (with reference to spelling NC appendix 1)</p> <p>Use a range of strategies effectively to read with fluency, understanding and expression</p> <p>Maintain positive attitudes to reading and understanding what they have read by listening to and discussing a wide range of fiction, poetry, plays, non-fiction</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes as listed in English Appendix 1 both to read aloud and to understand the meaning of new words they meet</p> <p>Maintain positive attitudes to reading and understanding of what they read by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Maintain positive attitudes to reading and understanding of what they read by increasing their familiarity with a wide range of books, including:</p> <ul style="list-style-type: none"> -Myth -legends -traditional stories -modern fiction -fiction from our literary heritage -other cultures and traditions <p>Maintain positive attitudes to reading and understanding</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes as listed in English Appendix 1 both to read aloud and to understand the meaning of new words they meet</p> <p>Read aloud and understand the meaning of new words that they meet linked to the expectations of Year 6 spelling</p> <p>Maintain positive attitudes to reading and understanding of what they have read by reading books that are structured in different ways and reading for a range of purposes</p> <p>Maintain positive attitudes to reading and understanding of what they have read by increasing their familiarity with a wide range of books including:</p> <ul style="list-style-type: none"> -literary heritage books -other cultures -other traditions <p>Maintain positive attitudes to reading and understanding of what they read by learning a</p>



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		<p>Read words with contractions e.g. <i>I'm, I'll, we'll</i>, and understand that the apostrophe represents the omitted letter(s)</p> <p>Read many common exception words (National Curriculum appendix 1)</p> <p>Re-read phonically de-codable books to build up fluency and confidence in word reading</p> <p>Read aloud accurately books that are consistent with developing phonic knowledge and that do not require use of other strategies to work out words</p>	<p>common suffixes e.g. <i>-ing, -ed, er</i></p> <p>Read common exception words, noting unusual correspondences between spelling and sounds and where these occur in the word e.g. <i>could, again</i></p> <p>Read most words quickly and accurately and fluently, without overt sounding and blending when they have been frequently encountered</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding unfamiliar words accurately, automatically and without undue hesitation</p> <p>Re-read books, sounding out unfamiliar words accurately, to build fluency and confidence in word reading</p>	<p>Preparing poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action</p> <p>Recognise some different forms of poetry</p>	<p>and reference books or textbooks</p> <p>Maintain positive attitudes to reading and understanding what they have read by reading for a range of purposes</p> <p>Maintain positive attitudes to reading and understanding what they have read by reading a wide range of books including fairy stories, myths and legends and retell some of these orally</p>	<p>of what they have read by recommending books that they have read to their peers and giving reasons for their choices</p> <p>Maintain positive attitudes to reading and understanding of what they have read by preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that meaning is clear to the audience</p> <p>Participate in discussions about books building on theirs and others ideas and challenging views courteously</p>	<p>wider range of poetry by heart</p> <p>Read age-appropriate books, including whole novels, with confidence and fluency</p> <p>Participate in discussions about books that are read to them and those that they can read themselves, building on their own and others ideas and challenging views courteously and with clear reasoning</p>
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<p>Comprehension</p>	<p>Knows that information can be retrieved from books and computers.</p> <p>Children read and understand simple sentences (ELG).</p> <p>They demonstrate understanding when talking with others about what they have read (ELG).</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of</p> <ul style="list-style-type: none"> -poems, -stories -non-fiction at a level beyond that at which they can read independently <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with</p> <ul style="list-style-type: none"> -key stories -fairy stories -traditional tales <p>Re-telling them and considering their particular characteristics e.g. <i>once upon a time...</i></p> <p>Understand both the books they can read fluently and those they listen to by checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising and</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond which they can read independently</p> <p>Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear</p> <p>Understand both the books they have read accurately and fluently and those they have listened to by drawing on what they know or information provided by the teacher</p> <p>Answer and ask questions by locating straightforward information in texts, e.g. <i>about characters, topics</i></p>	<p>Maintain positive attitudes to reading and understanding of what they read by listening to and discussing a wide range of fiction, poetry, plays and non-fiction</p> <p>Maintain positive attitudes to reading and understanding of what they read by increasing their familiarity with a wide range of books inc fairy stories, myths and legends and retell some of these orally</p> <p>Maintain positive attitudes to reading and understand what they read by identifying themes</p> <p>Understand what they read independently by checking that the text makes sense, discuss their understanding of and explain the meaning of the words in context</p> <p>Understand what they read independently by asking questions to improve their understanding of a text</p>	<p>Understand what they read independently by checking the book makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>Understand what they read independently by asking questions to improve their understanding of texts of increasing complexity</p> <p>Retrieve and record information from non-fiction over a wide range of subjects <i>including: history, geography and science textbooks, information leaflets and theatre programmes</i></p> <p>Ask reasoned questions to improve their understanding of a text</p> <p>Understand what they read independently by identifying the main ideas drawn from more than one paragraph and summarising these</p>	<p>Understand what they read by checking that the book makes sense to them, discussing their understanding and exploring the meaning of new words in context</p> <p>Understand what they read by asking questions to improve their understanding</p> <p>Understand what they read in increasingly complex texts by predicting what might happen from details stated and implied</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>Provide reasoned justifications for their views</p>	<p>Understand what they read by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and using quotations for illustration</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p>
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Reading Progression Map

		<p>joining in with predicable phrases Explain clearly their understanding of what it read to them</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing the sequence of events in stories and how items of information are related</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming familiar with and retelling a wider range of stories, fairy stories etc</p> <p>Be introduced to non-fiction books that are structured in different ways</p>	<p>Retrieve and record information from non-fiction using contents page and indexes to locate information</p> <p>Participate in reasoned discussion about books, poems and other material that is read to them and those they read themselves, taking turns and listening to what others say</p>	<p>Participate in clear, reasoned discussion about books, poems and other material that is read to them and those they can read themselves, taking turns and listening to what others say</p>	<p>Retrieve, record and present information from non-fiction</p> <p>Learning a wider range of poetry by heart</p>	
Inference		<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what they read or hear read to their own experience</p> <p>Use prior knowledge to make inferences based on what is being said and done e.g. <i>'she must be going on holiday because she is</i></p>	<p>Understand both the books that they have read accurately and fluently and those that they have listened to by answering questions and making inferences on the basis of what is said and done</p> <p>Make inferences on the basis of what is said and done in a book that they are</p>	<p>Understand what they read independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and begin to justify with evidence e.g. <i>'he wasn't happy there – that's why he ran away'</i></p> <p>Understand what they read independently by</p>	<p>Understand what they have read independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, based on evidence across the text and justifying inferences with evidence clearly taken from the text e.g. <i>'It's all about suffering and how difficult it was for</i></p>	<p>Understand what they read by drawing inferences, such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences with evidence e.g. <i>'Sara's dad told lies to cover up what he had done; Sam's dad always told the truth even though he'd be in trouble'</i></p> <p>Make deductions based on textual</p>	<p>Provide reasoned justifications for their views</p>



Reading Progression Map

		<p><i>packing her case' or 'he must be embarrassed because his face went red'</i></p> <p>Understand both the books they can read fluently and those they listen to by predicting what might happen on the basis of what has been read so far e.g. <i>Jack will save them because he always does' or 'the next part will tell you about what lions eat'</i></p> <p>Understand both the books they can read fluently and those they listen to by making inferences on the basis of what is said and done e.g. <i>the children were scared of the dragon because they ran away'</i></p> <p>Understand both the books they can read accurately and fluently and those they listen to by drawing on what is already known or on background information and vocabulary provided by the teacher</p>	<p>reading independently</p> <p>Understand both the books that they have read accurately and fluently and those that they have listened to by answering and asking questions and making links</p> <p>Make inferences based on cause and effect e.g. <i>what has prompted characters behaviour... 'She started to behave because she knew her Mum had sweets in her bag' or 'the children were cold and tired because they had to work in the mine all day'</i></p> <p>Use personal experience to respond to texts e.g. <i>a response based on what they personally would be feeling rather than feelings of character in the text</i></p> <p>Understand both the books that they have read accurately and fluently and those that they have listened to by predicting what might happen on the basis of what</p>	<p>predicting what might happen from details stated and implied e.g. 'I think he will run away because even though it doesn't say that he doesn't like her brother, there are clues'</p> <p>Understand what they have read independently by identifying main ideas from more than one paragraph and summarise these e.g. <i>use evidence from across a text to explain events and / or ideas</i></p>	<p><i>the explorers: the food, weather, communications etc.'</i></p> <p>Understand what they read independently by predicting what might happen from detail stated and implied using evidence from different parts of the text e.g. <i>I think he will run away because even though it doesn't say that he doesn't like her brother there are clues</i></p>	<p>evidence e.g. draw conclusions and find evidence to support their interpretation</p> <p>Distinguish between statements of fact and opinion e.g. fictional and factual accounts of the Spanish Armada</p>	
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Reading Progression Map

		<p><i>Can express views about events or characters in a story and answer questions about why things happened (ELG)</i></p>	<p>has been read so far</p> <p>Participate in discussion about books, poems and other works that are read to them and those they can read independently taking turns and listening to what others say</p>				
<p>Text structure and organisation</p>		<p>Show some awareness of organisation of texts e.g. <i>beginning and endings and some processes of finding information in NF texts e.g. contents page</i></p> <p>Show some awareness of punctuation and its purpose in text</p> <p>Understand both the books they can read fluently and those they listen to by discussing the significance of the title and events</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by learning to appreciate rhymes and poems and recite some by heart e.g. <i>nursery rhymes, ten green bottles</i></p>	<p>Show awareness of basic features of organisation at text level e.g. <i>beginning and ending of story or 'each bit tells about different things you can do at the zoo'</i></p> <p>Show some awareness of types of punctuation when reading</p> <p>Recite some poems learnt by heart with appropriate intonation</p> <p>Understand that non-fiction texts are structured in different ways e.g. <i>'it tells about all the different things you can do at the zoo.'</i></p>	<p>Maintain positive attitudes to reading and understanding of what they read by reading books that are structured in different ways and reading for a range of purposes</p> <p>Show some awareness of the purpose if texts e.g. it tells you how to..... it tells you where the animals live....</p> <p>Understand what they have read independently by identifying how language, structure and presentation contribute to meaning</p>	<p>Maintain positive attitudes to reading and understanding what they have read by using dictionaries to check the meaning of words that they have read</p> <p>Read books that are structured in different ways and read for a range of purposes</p> <p>Understand what they read independently by identifying how language, structure and presentation contribute to meaning including:</p> <ul style="list-style-type: none"> -paragraphs -use of pronouns for cohesion -inverted commas for speech -apostrophes for possession -fronted adverbials <p>Identify how organisation and presentation contributes to</p>	<p>Identify how language, structure and presentation contribute to meaning</p> <p>Clearly identify various features relating to organisation at text level, including form, with some explanation e.g. <i>'each section starts with a question as if he's answering the crowd'</i></p>	



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					<p>meaning e.g. <i>'the writer uses bullet points for the main reasons'</i></p> <p>Recite some different forms of poetry e.g. free verse, haiku, narrative poetry etc</p>		
<p>Language for Effect</p>	<p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p>	<p>Recognise and join in with predictable phrases e.g. <i>Run, run as fast as you can...</i></p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing word meanings, linking new meanings to those already known e.g. 'enormous means big'</p> <p>Begin to understand how written language can be structured in order to e.g. <i>to build surprise in narratives (suddenly...) or to present facts in non-fiction (bullet points)</i></p> <p>Explore and develop language they have listened to in high quality texts e.g. <i>role-play, retelling stories</i></p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing their favourite words and phrases e.g. "slimy" is a good word to describe a slug</p> <p>Recognise patterns of literary language e.g. <i>once upon a time, first, next, last</i></p> <p>Discuss and clarify meanings of some new vocabulary e.g. <i>squashed and squeezed are the same and</i></p>	<p>Maintain positive attitudes to reading and understanding of what they have read by identifying and discussing words used by the author to capture interest and imagination e.g. "devastated" is a good word to use to show he is upset'</p>	<p>Maintain positive attitudes to reading and understanding what they have read by discussing words and phrases that capture the readers interest and imagination</p> <p>Discuss and evaluate the authors use of language, including figurative language and the impact on the reader e.g. <i>disgraceful is a good word to show how upset he is with her behaviour</i></p> <p>Identify some basic features of writer's use of language e.g. <i>'the author uses lots of questions to make you want to read on and find out what happens next'</i></p>	<p>Discuss and evaluate how authors use language, including figurative language and considering the impact on the reader e.g. 'when it get's to the climax they speak in short sentences which makes it more tense'</p> <p>Comment on the effect of writer's language choices e.g. <i>'the images of flowers make the events seem less horrific'</i></p> <p><i>Understand and use appropriate terminology to discuss texts e.g. -metaphor -simile -analogy -imagery -style -effect</i></p>	<p>Understand what they have read by identifying how language, structure and presentation contribute to meaning</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>



Reading Progression Map

			<p>knowledge of e.g. prefixes, unhappy</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising simple recurring literary language in stories and poetry</p>				
Themes and conventions		<p>Participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>Identify some features of NF texts e.g. <i>'this tells you about animals; houses.</i></p>	<p>Express personal opinion about texts with some additional comment e.g. <i>'I like books about animals because I have pets' or 'I don't like...'</i></p> <p>Make connections between texts e.g. this is like a traditional tale because....</p> <p>Show some awareness of the purpose of text e.g. <i>'it tells you how to...'</i> <i>'it tells you where animals live'</i></p> <p>Show some awareness that writers have viewpoints and purposes, e.g. <i>'it tells you how to do something'</i> or <i>'she thinks it's not fair'</i></p> <p>Make some simple connections between texts identified, e.g.</p>	<p>Identify themes and conventions in a wide range of books e.g. greeting in letters, a diary written in the first person</p> <p>Comment on and identifying the main purpose of a range of texts e.g. <i>'I can use this book to find out about...'</i></p> <p>Identify author viewpoint e.g. <i>'the writer wants us to be afraid of him by saying he has a scar across his face'</i></p> <p>Making simple connections between texts e.g. <i>similarities in plot, topic, or books from the same author, about same characters.</i></p> <p>Recognising some features of the context of texts e.g.</p>	<p>Explain and discuss their understanding of what they have read providing reasoned justification for their views</p> <p>Maintain positive attitudes to reading and understanding what they have read by identifying themes and conventions in a wide range of books e.g. loss or heroism - 'These authors explore sorrow and loss of loved ones' or 'In this play, Shakespeare shows us how brave the main character is and he does the same in this play by...'</p> <p>Identify conventions of different types of writing e.g. <i>use of first person in writing</i></p>	<p>Maintain positive attitudes to reading and understanding of what they have read by making comparisons within and across books e.g. heroism such as Soloman Northup, Grace Darling and fictional characters</p> <p>Maintain positive attitudes to what they have read by identifying and discussing themes and conventions in a wide range of writing e.g. narrative conventions in a range of genre, ballads, news reports</p> <p>Identify clearly the main purpose within and across a genre e.g. <i>'both pieces are about war but one author is strongly against war and wants</i></p>	<p>Maintain positive attitudes to reading and understanding of what they read by identifying and discussing themes and conventions across a wide range of writing</p> <p>Maintain positive attitudes to reading and understanding of what they read by making comparisons within and across books</p>



Reading Progression Map

			<p>similarities in plot, topic, or books by same author, about same characters</p> <p>Some awareness that books are set in different times and places</p> <p>Explain and discuss their understanding of books, poems and other material both that they listen to and those they read for themselves</p>	<p><i>historical setting, social or cultural back ground.</i></p>	<p><i>diaries and autobiographies</i></p> <p>Identify the main purpose in a text, e.g. <i>'it's all about why going to the dentist is important and how you should look after your teeth'</i></p> <p>Comment on writer's viewpoint e.g. <i>'he only tells you good things about the farm and makes the shop sound boring'</i></p> <p>Comment on overall effect on reader, e.g. <i>'the way she describes him as "rat like" and "shifty" makes you think he's disgusting'</i></p> <p>Comment on the effect that the reader's or writer's context has on the meaning of texts, e.g. <i>historical context, place, social relationships</i></p>	<p><i>to persuade the reader to agree'</i></p> <p>Demonstrate a general awareness of effect on the reader with explanation e.g. <i>'you would be persuaded to sign up because....'</i></p> <p>Comment on how the context in which texts are written and read contribute to meaning e.g. <i>how historical context influenced adverts or war reports from different times/places; or how a novel relates to when/where it was written</i></p>	
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