

# Reading Progression Map

Reading Reading – Word	EYFS	KS1		KS2			
	Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and Decoding	<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>To read accurately by blending sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>To read words of more than one syllable that contain GPCs.</p> <p>To read words containing -s, -es, -ing, -ed and -est endings.</p> <p>To read words with contractions, e.g. I'm, I'll and we'll and understand that the apostrophe represents the omitted letter (s).</p>	<p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables that contain the same graphemes as above.</p> <p>To read most words containing common suffixes.*</p>	<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.*</p> <p>To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, ally, -sion, -tion, to begin to read aloud.*</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently and to understand the meaning of new words they meet, including -ous, -ture, -sure, -sion, -tion, -ssion and -cian.*</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>To apply their growing knowledge of root words, prefixes and suffixes/word endings, including -cial, -tial, -cious, -tious, -able/-ably and -ible/ibly, to read aloud fluently.*</p>	<p>To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes, word endings -ant/-ance/-ancy, -ent/-ence/-ency,* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p>

Common Exception Words	<p>Read a few common exception words matched to the school's phonic programme.</p> <p>To read some common irregular words.</p>	<p>To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>To begin to read Y3/Y4 exception words.*</p>	<p>To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling where these occur in the word.</p>	<p>To begin to read most Y5/ Y6 exception words,</p>	<p>To read all Y5/Y6 exception words*, discussing the unusual correspondences between spelling where these occur in the word.</p>
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Fluency

Blend sounds into words, so that they can read short words made up of letter-sound correspondences.

Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.

Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.

To re-read these texts to build up fluency and confidence in word reading.

To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.

To reread these books to build up fluency and confidence in word reading.

To read most words quickly and accurately in age appropriate books, without overt sounding and blending, when they have been frequently encountered.

At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.

Reading – Comprehension	EYFS	KS1		KS2			
	Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding and Correcting Inaccuracies	<p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</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>	<p>To check that a text makes sense to them as they read and to self-correct.</p>	<p>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>To check that the text makes sense to them as they read and to correct inaccurate reading.</p>				

Comparing, Contrasting and Commenting

Compare and contrast characters from stories, including figures from the past.

Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Anticipate (where appropriate) key events in stories.

To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.

To link what they have read or have read to them to their own experiences.

To become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.

To join in with discussions about a text, taking turns and listening to what others say.

To discuss the significance of titles and events.

To be able to draw on what they know or on background information and vocabulary provided by the teacher.

To be able to explain clearly their understanding of what is read to them.

To listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction

(at a level beyond at which they can read independently and those they can read themselves, taking turns and listening to what others say..

To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.

To discuss the sequence of events in books and how items of information are related.

To explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

To increase their familiarity with a wide range of Year 3 age related books, including fairy stories, myths and legends and retelling some of these orally.

To identify themes and conventions in a wide range of books.

To discuss books that are read to them and Year 3 age related texts that they can read themselves, taking turns and listening to what others say.

To listen to and discuss a wide range of Year 4 age related fiction, poetry, plays, non-fiction and reference books or textbooks.

To increase their familiarity with a wide range of Year 4 age related books.

To identify the main ideas drawn from more than one paragraph and summarising them.

To discuss books that are read to them and Year 4 age related texts that they can read themselves, taking turns and listening to what others say.

To become increasingly familiar with a wide range of books including myths, legends traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.

To continue to read and discuss an increasingly wide range of genres

To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.

To summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.

To explain and discuss their understanding of what they have read including through presentations and debates, maintaining a focus on the topic and using notes where necessary.

To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.

To increasingly read and discuss an increasingly wide range of genres

To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.

To identify and discuss themes and conventions in and across a wide range of writing.

To explain and discuss their understanding of what they have read, including through formal presentations and debates,

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

To recognise simple recurring literary language in stories and poetry.

To ask and answer questions about a text. (both in books they can already read accurately and fluently and those that they listen to)

To make links between the text they are reading and other texts they have read (in texts that they can read independently).

To identify how language, structure and presentation contribute to meaning, in age related texts.

To recommend books that they have read to peers giving reasons for their choices.

maintaining a focus on the topic and using notes where necessary.

To summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.

To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.

To make comparisons within and across books.

To provide reasoned justifications for their views.

To identify how language, structure and presentation contribute to meaning, in age related texts.

To ask questions to improve their understanding.

To recommend books that they have read to peers giving reasons for their choices.

Words in Context and Authorial Choice

Learn new vocabulary.

Use new vocabulary throughout the day.

To discuss word meaning and link new meanings to those already known.

To discuss and clarify the meanings of words, linking new meanings to known vocabulary.

To discuss their favourite words and phrases.

To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context, in an age related text.

To discuss words and phrases that capture the reader's imagination.

Discuss words and phrases used to capture the reader's interest and imagination.

To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context in an age related text.

To check that the book makes sense to them, discussing their understanding and exploration of words in context.

To evaluate the use of authors' language and explain how it has created an impact on the reader.

Identify how language, structure and presentation contribute to meaning.

To check that the book makes sense to them, discussing their understanding and exploration of words in context.

To discuss and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.

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 to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Inference and Prediction</p>	<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Anticipate (where appropriate) key events in stories.</p>	<p>To begin to make simple inferences on the basis of what is said and done.</p> <p>To predict what might happen on the basis of what has been read so far.</p>	<p>To make inferences on the basis of what is being said and done.</p> <p>To predict what might happen on the basis of what has been read so far.</p>	<p>To ask questions to improve their understanding of an age related text.</p> <p>To predict what might happen from details stated and implied.</p> <p>To make inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.</p>	<p>To ask questions to improve their understanding of an age related text.</p> <p>To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.</p> <p>To justify predictions from details stated and implied.</p>	<p>In age appropriate texts:</p> <p>To draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.</p> <p>To predict what might happen from details stated and implied.</p>	<p>In age appropriate texts:</p> <p>To draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.</p> <p>To predict what might happen from details stated and implied.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Poetry and Performance</p>	<p>Engage in story times.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Learn rhymes, poems and songs.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in their pretend play.</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> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Invent, adapt and recount</p>	<p>To be able to recognise and join in with predictable phrases.</p> <p>To learn to appreciate rhymes and pomes, and to recite some by heart.</p>	<p>To 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>To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud .</p> <p>To begin to use appropriate intonation and volume when reading aloud.</p> <p>To recognise some different forms of poetry, for example free verse.</p>	<p>To recognise and discuss some different forms of poetry for example narrative poetry.</p> <p>To prepare and perform poems and play scripts with appropriate techniques to show awareness of the audience when reading aloud.</p>	<p>To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.</p> <p>To 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.</p> <p>To learn a wider range of poetry by heart, including poems from the poetry spine.</p>	<p>To 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.</p> <p>To learn a wider range of poetry by heart, including poems from the poetry spine.</p>

narratives and stories with their peers and their teacher.

Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.

Non-Fiction	<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>		<p>To recognise that non-fiction books are often structured in different ways.</p>	<p>To retrieve and record information from non-fiction texts.</p> <p>To read Year 3 age related books that are structured in different ways and read for a range of purposes.</p> <p>To begin to use dictionaries to check the meaning of words that they have read.</p>	<p>To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.</p> <p>To read Year 4 age related books that are structured in different ways and to read for a range of purposes.</p> <p>To use dictionaries to check the meaning of words that they have read.</p>	<p>To retrieve, record and discuss information from fiction and non-fiction texts.</p> <p>To read Year 5 age related books that are structured in different ways and to read for a range of purposes.</p> <p>To distinguish between statements of fact and opinion.</p> <p>To provide reasoned justification for their views.</p>	<p>To retrieve, record and present information from non-fiction texts.</p> <p>To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).</p> <p>To distinguish between statements of fact and opinion, with justifications.</p> <p>To read books that are structured in different ways and to read for a range of purposes.</p>

*\* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers use these to exemplify the words that pupils should be able to read as well as spell, alongside the Sounds Write phonics scheme (EYFS and Key Stage 1) and Rising Stars spelling scheme (Key Stage 2).*