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| **Reading Progression Map** |
| **EYFS**\* Read individual letters by saying the sounds for them\* Blend sounds into words so that they can read short words (CVC) made up of known letter-sound correspondences\* Re-read phonetically decodable books to build up their confidence in word reading, their fluency and their understanding and enjoyment. \* Read simple sentences containing known letter-sound correspondences containing 1 or 2 common exception words (red words).\* Answer questions about a text that has been read to them. \* Repeat words and phrases from familiar stories. \* Repeat new vocabulary in a context of a story and during role play\* Has favourite books and seeks them out, to share with an adult, with another child, or to look at alone.  Seeks familiar texts or stories to re-read in the book area. Requests favourite stories and poems for example during ‘vote for a story’. \* Asks questions about stories. \* Begin to predict what might happen next in a story. \* Can share a favourite book with a peer, retelling the story in their own way repeating known phrases from the text.  |
|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Decoding and word reading** | \*apply phonic knowledge to decode words \*respond with the correct sound for graphemes for all 40+phonemes – including alternative sounds \*read accurately by blending taught GPS \*read common exception words eg: the, said, once, she, friend, school \*read common suffixes -s, -es, - ing, -ed, -est \*read multi-syllable words containing taught GPCs \*read contractions such as I’m, can’t, we’ll. \*Know that apostrophes represent omitted letters \*read aloud phonically-decodable texts \*read pseudo words with accuracy – including vowel digraphs and trigraphs | apply phonic knowledge and skills consistently to decode quickly and accurately \*read accurately by blending, including alternative sounds for graphemes \*read multi-syllable words containing these graphemes \*read common suffixes such as: - ment, -less, -ness, -ful and -ly \*read exception words, noting unusual correspondences (including words from the Y2 Spelling appendix such as because, beautiful, everybody, should, whole, parents, money) \*read most words quickly and accurately without overt sounding and blending \*read some phonically-decodable books with fluency, sound out unfamiliar words automatically \*reread books to build up fluency and confidence | \*read with fluency a range of age appropriate text types – including fairy stories, myths and legends, poetry, plays, non-fiction books - reading at a speed sufficient for them to focus on understanding with some support \*read most common exception words by sight – including all those in the Y2 spelling appendix – noting unusual correspondence between spelling and sound \*know the full range of GPCs and use phonic skills consistently and automatically to address unfamiliar or challenging words \*determine the meaning of new words by sometimes applying knowledge of root words and their affixes eg: disagree, misbehave, incorrect \*prepare poems and play scripts to read aloud and perform – showing appropriate intonation and volume when reciting to reading aloud | \*read with fluency a range of age appropriate text types – including fairy stories, myths and legends, poetry, plays, non-fiction books – reading at a speed sufficient for them to focus on understanding \*read most common exception words effortlessly – noting unusual correspondence between spelling and sound \*know the full range of GPCs and use phonic skills consistently and automatically to address unfamiliar or challenging words with few errors \*determine the meaning of new words by sometimes applying knowledge of root words and their affixes eg information, invasion, enclosure, mountainous \*prepare poems and play scripts to read aloud and perform – demonstrating understanding by showing appropriate intonation and volume when reciting to reading aloud | \*fluently and automatically read a range of age-appropriate texts including both modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books \*determine the meaning of new words by applying morphological knowledge of root words and affixes eg: suspect/suspicious, change/changeable, receive/reception \*know securely the different pronunciations of words with the same letter-string eg: bought, rough, cough, though, plough \*use appropriate intonation, tone and volume when reciting or reading aloud to an audience with an intention to make the meaning clear | \*fluently and effortlessly read the full range of age-appropriate texts including both modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books \*determine the meaning of new words by applying morphological knowledge of root words and affixes eg: ambitious, infectious, observation, innocence \*use appropriate intonation, tone and volume when reciting or reading aloud to an audience making the meaning clear by how they present the text |

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|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Range of Reading** | \*listen to and discuss a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently \*link what they read or hear read to their own experiences | \*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 | \*listen to, discuss and express views about a wide range of fiction, poetry and plays – sometimes at a level beyond that which they can read independently | \*listen to, discuss and express views about a wide range of fiction, poetry and plays – beginning to justify comments | \*read a growing repertoire of texts – both fiction and nonfiction | \*demonstrate a positive attitude by frequently reading a wide range of texts – both fiction and non-fiction |
| **Familiarity with Texts** | \*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 | \*become increasingly familiar with and retell a wide range of stories, fairy stories and traditional tales \*recognise simple recurring literary language in stories and poetry | \*identify themes and conventions in a range of books | \*identify themes and conventions in a range of books including the conventions of myths and play scripts and begin to make comparisons | \*be familiar with a range of text types including modern fiction and fiction from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference books \*discuss and comment on themes and conventions in various genres | \*demonstrate familiarity with different texts types \*accurately identify and comment on the features, themes and conventions across a range of texts and understand their use |
| **Poetry and Performing** | \*appreciate rhymes and poems, and recite some by heart | \*build up a repertoire of poems learnt by heart, appreciate these and recite some with appropriate intonation to make the meaning clear | \*recognise some different forms of poetry such as shape poems, free verse or narrative and explain their differences | \*recognise, compare and evaluate several different forms of poetry such as free verse, rhyming, shape, narrative, humorous etc… | \*read and recite age-appropriate and more challenging poetry that has been learned by heart | \*demonstrate that they have learned a wide range of poetry by heart |
| **Word Meanings** | \*discuss word meanings, link new meanings to those already known | \*discuss and clarify the meanings of words, linking new meanings to known vocabulary \*discuss favourite words and phrases | \*explain the meaning of words in context; use dictionaries to check meanings \*discuss words and phrases that capture the reader’s interest and imagination | \*explain the meaning of more words in context with greater precision; using dictionaries to check meanings independently \*discuss and explain words and phrases that capture the reader’s interest and imagination | \*discuss their understanding of the meaning of words in context – finding other words which are similar | \*explore finer meanings of words \*show, discuss and explore their understanding of the meaning of vocabulary in context |
| **Authorial Intent** |  |  | \*discussing words and phrases that capture the reader’s interest and imagination\*identifying how language, structure, and presentation contribute to meaning | \*discussing words and phrases that capture the reader’s interest and imagination\*identifying how language, structure, and presentation contribute to meaning | \*identifying how language, structure and presentation contribute to meaning\*discuss and evaluate how authors use language, including figurative language, considering the impact on the reader | \*identifying how language, structure and presentation contribute to meaning \*discuss and evaluate how authors use language, including figurative language, considering the impact on the reader |

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|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Understanding** | \*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 correct inaccurate reading | \*discuss the sequence of events in books and how items of information are related \*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 correct inaccurate reading | \*check the text makes sense, reading to the punctuation and usually re-reading or self-checking \*explain and discuss their understanding of the text eg: explain events; describe a character’s actions \*identify how language, structure and presentation contribute to meaning eg: trembling indicates that the child is scared; text box provides a list of quick facts | \*check that the text makes sense, reading to the punctuation and habitually re-reading \*explain and discuss their understanding of the text eg: describe a sequence of events; the way a character changes through the story etc… \*identify and summarise main ideas drawn from more than one paragraph eg: a persuasive message to recycle rubbish \*identify how language, structure and presentation contribute to meaning including identifying key topics within paragraphs | \*provide straightforward explanations for the purpose of the language, structure and presentation of texts eg: use of bullet points; how a letter is set out; introductory paragraphs \*make comparisons within and across texts eg: compare two ghost stories \*distinguish fact from opinion with some accuracy and awareness of ambiguity \*summarise main ideas from more than one paragraph – identifying key details which support the main idea | \*identify language, structural and presentational features in texts and explain how they contribute to meaning \*use contextual evidence to make sense of the text \*make accurate and appropriate comparisons within and across different texts \*distinguish between fact and opinion accurately and discuss ambiguity between the two \*confidently summaries content drawn from more than one paragraph |
| **Non-fiction** | \*listen to and discuss a range of non-fiction texts, draw on what they already know and on background information and vocabulary provided by the teacher | \*be introduced to non-fiction books that are structured in different ways | \*listen to and discuss a range of non-fiction and reference or text books that are structured in different ways; identify their characteristics and recognise typical presentational features \*retrieve and record information from non-fiction texts | \*listen to and discuss a range of non-fiction and reference or text books that are structured in different ways recognising typical presentational features \*know how information is signposted in reference book and use this to retrieve and record information from non-fiction / reference texts | \*confidently retrieve, record and present information from nonfiction texts | \*retrieve, record and present information from non-fiction texts – independently and creatively |
| **Discussing Reading** | \*participate in discussion about what is read to them, take turns and listen to what others say \*explain clearly their understanding of what is read to them | \*participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what other say \*explain and discuss their understanding of books, poems and other material, both those that they listen to and those they read for themselves | \*engage with a range of texts, making choices and explaining preferences; start to know preferred authors and text types; talk about books read both in and out of school \*during discussion about texts, ask questions to improve their understanding; take turns and listen to what others have to say | \*engage with a range of texts, making choices and explaining preferences; know some text types; talk about books read both in and out of school making textual references \*during discussion about texts, ask relevant questions to improve their understanding; take turns and build on what others have to say | \*recommend books to others – giving detailed reasons \*readily ask pertinent questions to enhance understanding \*participate confidently in discussion about books, expressing and justifying opinions, building on ideas and challenging others’ views courteously \*explain what they know or have read – including through formal presentations and debates, using notes where necessary | \*state own preferences and recommend books to others – giving substantiated reasons \*pose hypotheses and ask probing questions to enhance understanding \*discuss books, expressing and justifying opinions, building ideas and challenging others’ views courteously \*explain their understanding of what they have read – including through formal presentations and debates – maintaining a focus on the topic |