



# 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	<p>*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</p>	<p>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</p>	<p>*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</p>	<p>*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</p>	<p>*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</p>	<p>*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</p>

	accuracy – including vowel digraphs and trigraphs	*read some phonically-decodable books with fluency, sound out unfamiliar words automatically *reread books to build up fluency and confidence	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	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	appropriate intonation, tone and volume when reciting or reading aloud to an audience with an intention to make the meaning clear	meaning clear by how they present the text
--	---	---	---	---	---	--

	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

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

