



Reading Progression Map



Word Reading

Skills	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding	<p>*Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words.</p>	<p>*Apply phonic knowledge and skills to decode words. *Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. *Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. *Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. *Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings. *Read other words of more than one syllable that contain taught GPCs. *Read words with contractions: e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s). *Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. *Re-read these books to build up their fluency and confidence in word reading.</p>	<p>*Continue to apply phonic knowledge and skills to decode words until automatic decoding has become embedded and reading is fluent. *Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. *Read accurately words of two or more syllables that contain the same graphemes as above. *Read words containing common suffixes. *Read further common exception words. *Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</p>	<p>*Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. *Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>*Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. *Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>*Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.</p>	<p>*Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. *Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>

Comprehension

Skills	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Range of Reading	They demonstrate understanding when talking with others about what they have read.	*Develop pleasure and understanding in reading by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. *Link what they read or hear read to their own experiences.	*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 that at which they can read independently.	*Develop positive attitudes to reading and understanding of what they read by listening to and discussing a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks. *Read books that are structured in different ways and read for a range of purposes.	*Develop positive attitudes to reading and understanding of what they read by listening to and discussing a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks. *Read books that are structured in different ways and read for a range of purposes.	*Maintain positive attitudes to reading and understanding of what they read by listening to and discussing a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks. *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. *Make comparisons within and across books.	*Maintain positive attitudes to reading and understanding of what they read by listening to and discussing a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks. *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. *Make comparisons within and across books.
Familiarity with texts		*Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics *Develop pleasure in reading, motivation to read, vocabulary and understanding by: recognising and joining in with predictable phrases	*Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales. *Recognise simple recurring literary language in stories and poetry.	*Read an increasingly wide range of books, including fairy stories, myths and legends, and retell some of these orally *Identify and discuss themes and conventions in a wide range of writing	*Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally *Identify and discuss themes and conventions in *and across* a wide range of writing	*Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions *Identify and discuss themes and conventions in and across a wide range of writing	*Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions *Identify and discuss themes and conventions in and across a wide range of writing
Poetry and performance		*Learn to appreciate rhymes and poems, and recite some by heart	*Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	*Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action *Recognise some different forms of poetry, (e.g. free verse, narrative poetry)	* Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action *Recognise and develop a wider understanding of different forms of poetry, (e.g. free verse, narrative poetry)	* Learn a wider range of poetry by heart *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	*Learn a wider range of poetry by heart *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
Word Meanings		*Develop pleasure in reading by discussing word meanings, linking new meanings to those already known	*Discuss and clarify the meanings of words in texts, linking new meanings to known vocabulary	*Use dictionaries to check the meaning of words that they have read	*Use dictionaries to check the meaning of words that they have read		

Understanding	*They demonstrate understanding when talking with others about what they have read.	*Understand both the books they read and listen to by drawing 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	*Discuss the sequence of events in books and how items of information are related *Understand both the books that they can already read accurately and fluently and those that they listen to, by drawing 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	*Understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context *Ask questions to improve their understanding of a text *Identify main ideas drawn from more than one paragraph and summarise these	*Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context *Ask questions to improve their understanding of a text *Identify main ideas drawn from more than one paragraph and summarise these	*Understand what they read by checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context *Ask questions to improve their understanding *Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas in reading	*Understand what they read by checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context *Ask questions to improve their understanding *Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
Inference		*Discuss the significance of the title and events in books read *Make inferences on the basis of what is being said and done in a book	*Make inferences on the basis of what is being said and done *Be able to ask and answer questions about books read	* Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence	*Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence	*Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justify inferences with evidence	*Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justify inferences with evidence
Prediction		*Be able to predict what might happen on the basis of what has been read so far	*Make links between the book they are reading and other books they have read	*Predict what might happen in books from details stated and implied	*Understand what they read, in books they can read independently, by: predicting what might happen from details stated and implied	*Understand what they read by: predicting what might happen from details stated and implied	*Predict what might happen in a book from details stated and implied
Authorial intent			*Discuss their favourite words and phrases in books read	*Develop positive attitudes to reading and understanding of what they read by discussing words and phrases that capture the reader's interest and imagination *Identify how language, structure, and presentation contribute to meaning in books read	*Discuss words and phrases that capture the reader's interest and imagination *Identify how language, structure, and presentation contribute to meaning	*Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader *Identify how language, structure and presentation contribute to meaning	* Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader *Identify how language, structure and presentation contribute to meaning
Non-fiction			*Be introduced to non-fiction books that are structured in different ways	*Retrieve and record information from non-fiction	*Retrieve and record information from non-fiction	*Distinguish between statements of fact and opinion *Retrieve, record and present information from non-fiction	*Distinguish between statements of fact and opinion *Retrieve, record and present information from non-fiction

<p>Discussing Reading</p>		<p>*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</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 others say *Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>	<p>*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</p>	<p>*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</p>	<p>*Recommend books that they have read to their peers, giving reasons for their choices *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. *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 *Provide reasoned justifications for their views</p>	<p>*Recommend books that they have read to their peers, giving reasons for their choices *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 *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 *Provide reasoned justifications for their views</p>
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