**Reading Whole School Progression Map**

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| **Reading – Word Reading** | **EYFS** | **KS1** | | **KS2** | | | |
| **Birth to 3 years.**  **3 and 4 year olds.**  **Reception Year.**  **End of Reception Year.** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Phonics and Decoding** | Enjoy songs and rhymes, tuning in and paying attention.  Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.  Say some of the words in songs and rhymes.  Copy finger movements and other gestures.  Sing songs and say rhymes independently, for example, singing whilst playing.  Notice some print such as the first letter of their name, a bus or door number, or a familiar logo.  Develop their phonological awareness, so that they can: spot and suggest rhymes; count or clap syllables in a word and; recognise words with the same initial sound, such as money and mother.  Engage in extended conversations about stories, learning new vocabulary.  Read individual letters by saying the sounds of them.  Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.  Read some letter groups that each represent one sound and say sounds for them.  Read a few common exception words matches to the school’s phonic programme (Read Write Inc. Phonics).  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 confidence in word reading and fluency.  Say a sound for each letter in the alphabet and at least 10 digraphs.  Read words consistent with their phonic knowledge by sound blending.  Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. | To apply phonetic knowledge and skills as the route to decode words.  To blend sounds in unfamiliar words using the GPCs that they have been taught.  To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.  To read words containing taught GPCs.  To read words containing –s, -es, -ing, -ed and –est endings. | To continue to apply phonetic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.  To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.  To accurately read most words of two or more syllables.  To read most words containing common suffixes. | To use their phonetic knowledge to decode quickly and accurately (may still need support to read longer unknown words).  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.  To apply their growing knowledge of root words and suffixes/ word endings, including –ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and –cian, to begin to read aloud. | To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.  To apply their knowledge of root words, prefixes and suffixes/ word endings to read aloud fluently. | To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual clues.  To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including –sion, -tion, -cial, -tial, -ant/ -ance/ -ancy, -ent/ -ence/ -ency, -able/ -ably and –ible/ -ibly to read aloud fluently. | To read fluently with full knowledge of Year 5/ Year 6 exception words, root words, prefixes, suffixes/ word endings and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual clues.  To analyse 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. |
| **Vocabulary** | To read Year 1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.  To discuss word meaning and link new meanings to those already known. | To read most Year 1 and Year 2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.  To discuss and clarify the meanings of words, linking new meanings to known vocabulary.  To discuss their favourite words and phrases. | To begin to read Year3/ Year 4 common exception words.  To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.  To discuss authors’ choice of words and phrases for effect. | To read all Year 3/ Year 4 common exception words discussing the unusual correspondences between spelling and sound and where these occur in the word.  Discuss vocabulary used to capture readers’ interest and imagination.  To use dictionaries to check the meaning of words that they have read. | To read most Year 5/ Year 6 common exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.  To discuss vocabulary used by the author to create effect including the use of figurative language.  To evaluate the use of author’s language and explain how it has created an impact on the reader. |

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| **Reading – Comprehension** | **EYFS** | **KS1** | | **KS2** | | | | |
| **Birth to 3 years.**  **3 and 4 year olds.**  **Reception Year.**  **End of Reception Year.** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Retrieval, Explanation and Comparison** | Enjoy sharing books with an adult.  Pay attention and respond to the pictures or the words.  Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.  Repeat words and phrases from familiar stories.  Asks questions about the book. Makes comments and shares their own ideas.  Develop play around favourite stories using props.  Understand the five key concepts about print: print has meaning; the names of the different parts of the book; print can have different purposes; page sequencing and; we read English text from left to right and from top to bottom.  Re-read books to build up confidence in understanding and enjoyment.  Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.  Anticipate (where appropriate) key events in stories.  Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. | To check that a text makes sense to them as they read and to self-correct.  To listen to and discuss a wide range of fiction, non-fiction and poetry at a level that is beyond what they can read independently.  To link what they have read or have had read to them to their own experiences.  To discuss the significance of titles and events. | To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.  To check that the text makes sense to them as they read and to correct inaccurate reading.  To participate in discussion about books, poems and other works that that are read to them (at a level beyond at which they can read independently) and those that they can read themselves, explaining their understanding and expressing their views.  To recognise simple recurring literary language in stories and poetry.  To ask and answer questions about a text.  To make links between the text they are reading and other texts they have read (in texts that they can read independently).  To recognise that non-fiction books are often structured in different ways. | To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or text books.  To use appropriate terminology when discussing texts (plot, characters and settings).  To retrieve and record information from non-fiction texts. | To discuss and compare texts from a wide variety of genres.  To identify themes and conventions in a wide range of books.  To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).  To identify how language, structure and presentation contribute to meaning.  To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information. | To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.  To participate in discussions about books that are read to them and those that they can read for themselves, building on their own and others’ ideas and challenging views courteously.  To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts. | To read and discuss, compare and evaluate 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 recognise more complex themes in what they read (such as loss or heroism).  To explain and discuss their understanding of what they have read.  To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.  To compare characters, settings and themes within a text and across more than one text.  To retrieve, record and present information from non-fiction texts. |
| **Fluency** | To accurately read texts that are consistent with their developing phonetic knowledge, that do not require them to use other strategies to work out words.  To reread texts to build up fluency and confidence in word reading. | To read aloud books (closely matched to their improving phonetic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.  To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words perr minute, in age-appropriate texts. | To reread books to build up fluency and confidence in word reading. | 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. | | |
| **Inference** | To begin to make simple inferences. | To make inferences on the basis of what is being said and done. | To ask and answer questions appropriately, including some simple inference questions based on character’s feelings, thoughts and motives. | To draw inferences from character’s thoughts, feelings and motives that justifies their actions, supporting their views with evidence from the text. | To draw inferences from character’s thoughts, feelings and motives that justifies their actions, supporting their views with evidence from the text. | To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).  To discuss how characters change and develop through texts by drawing inferences based on indirect clues. |
| **Prediction** | To predict what might happen on the basis of what has been read so far. | To predict what might happen on the basis of what has been read so far. | To justify predictions using evidence from the text. | To justify predictions using evidence from the text. | To make predictions based on details stated and implied, justifying them in detail with evidence from the text. | To make predictions based on details stated and implied, justifying them in detail with evidence from the text. |
| **Sequencing and Summarising** | To retell familiar stories in increasing detail. | 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 confidently discuss the sequence of events in books and how items of information are related  To begin to identify main ideas drawn from more than one paragraph and summarise these. | To identify main ideas drawn from more than one paragraph and summarise these. | To identify main ideas drawn from more than one paragraph and to summarise these.  To recommend texts to peer’s based on personal choices | To draw out key information and to summarise the main ideas in a text.  To recommend texts to peer’s based on personal choices |
| **Poetry and Performance** | To recite simple poems by heart. | 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. | To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.  To begin to use appropriate intonation and volume when reading aloud. | To recognise and discuss some different forms of poetry (e.g. free verse of narrative poetry).  To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud. | To continually show an awareness of audience when reading aloud using intonation, tone, volume and action. | To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.  To continually show an awareness of audience when reading aloud using intonation, tone, volume and action. |