

Reading Progression Map

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Word Reading	<p>Children develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> spot and suggest rhymes count or clap syllables in words recognise words with the same initial sound, such as money and mother <p>Children notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p> <p>They begin to recognise their own name, names of friends and family members.</p> <p>Phase one phonics: (Aspects 1- 3: sound discrimination)</p> <p>Aspect 4: Rhythm and rhyme</p> <p>Aspect 5: Alliteration</p> <p>Aspect 6: Voice sounds</p> <p>Aspect 7: Oral blending and segmenting)</p>	<p>Apply phonic knowledge and skills as the route to decode words</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.</p> <p>Read other words of more than one syllable that contain taught GPCs.</p> <p>Read words with contractions and understand that the apostrophe represents the omitted letter(s).</p>	<p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>To read words containing taught GPCs.</p> <p>To reread texts to build up fluency and confidence in word reading.</p> <p>To read words containing -s, -es, er, -ing, -ed and -est endings.</p> <p>To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</p> <p>To read words with contractions, e.g. I'm, I'll and we'll.</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, especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables.</p> <p>To read most words containing common suffixes.*</p>	<p>Look for root words, prefixes, suffixes.</p> <p>Use the words around the unknown word (context clues) to try and work out the new word.</p> <p>Self-correct and read the sentence again</p> <p>Notice the spelling of unfamiliar words and relate to known words</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</p>	<p>Further develop and use knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words</p>		

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		<p>Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p> <p>Reread these books to build up their fluency and confidence in word reading</p> <p>ELG: <i>Say a sound for each letter in the alphabet and at least 10 digraphs.</i></p> <p><i>Read words consistent with their phonic knowledge by sound-blending.</i></p> <p><i>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</i></p>						
CEW/HFW		<p>Read a few common exception words matched to the school's phonic programme.</p> <p>ELG: <i>To read some common irregular words.</i></p>	<p>Read Y1 common exception words*, noting unusual correspondences between spelling and sound and where these occur in words.</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>Read the word lists for year 3</p>	<p>Read the word lists for year 4</p>	<p>Read the word lists for year 5</p>	<p>Read the word lists for year 6</p>

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<p>Fluency</p>	<p>Join in with repetitive refrains.</p> <p>Develop play around favourite stories using props.</p> <p>Modelling expression through use of high-quality texts.</p> <p>Follow objects to work on eye tracking.</p>	<p>Join in with predictable phrases.</p> <p>Read CEW & HFW by sight with increased fluency over time consistent with taught progression.</p> <p>Take more note of full stops in order to support the use of fluency.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>ELG:</p> <p><i>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</i></p>	<p>Read aloud decodable texts word by word, with emphasis on one-to-one matching.</p> <p>Recognise and join in with predictable phrases.</p> <p>Take more note of full stops and questions marks in order to support the use of fluency.</p> <p>Read with some intonation and expression in relation to the use of co-ordinating conjunctions.</p> <p>Re-read to enhance phrasing and clarify precise meaning</p> <p>To reread texts to build up fluency and confidence in word reading.</p> <p>Show fluency and confidence whilst re-reading familiar texts</p>	<p>Read aloud decodable texts grouping a few words together with confidence.</p> <p>Take more note of full stops, questions marks, exclamation marks and bold and enlarged text in order to support the use of fluency.</p> <p>Read with some intonation and expression with more of a focus co-ordinating and subordinating conjunctions.</p> <p>Re-read to enhance phrasing and clarify precise meaning</p> <p>Show fluency and confidence whilst re-reading familiar texts.</p>	<p>Fluent reading, adjusting speed of material to suit material and monitoring the precise meaning</p> <p>Read aloud a decodable or simple text at a reasonable pace, grouping words into meaningful phrases without overt sounding and blending</p> <p>Uses punctuation cues and some intonation and expression</p> <p>ABLE to read silently and maintain concentration</p> <p>Reads at 90 words per minute pace</p>	<p>Sustain silent reading to include longer, more varied and complex texts</p> <p>Use a range of strategies effectively to read with fluency, understanding and expression</p> <p>Read aloud a predictable text at a flowing pace, pausing to attend to more complex punctuation.</p> <p>Uses effective intonation, stress and expression that indicate comprehension.</p>	<p>Able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity</p> <p>Reads aloud a range of moderately complex texts with fluency and phrasing, adjusting pace, volume, pitch and pronunciation to enhance meaning and expression and according to purpose and audience</p>	<p>Read aloud a range of moderately complex and sophisticated texts which include multisyllabic words and complex sentences with fluency and appropriate expression</p> <p>Consistently and automatically integrates pausing, intonation, phrasing and rate</p>
<p>Poetry and Performance</p>	<p>Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls</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 a number of 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</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 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>Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>Discuss words and phrases that capture the reader's interest and imagination</p>	<p>Recognise some different forms of poetry (for example, free verse, narrative poetry)</p> <p>To identify different patterns of rhyme and verse in poetry, e.g. choruses, rhyming couplets, alternate line rhymes.</p>	<p>To explain and justify personal taste;</p> <p>To consider the impact of different poetic structures such as full rhymes, half rhymes, internal rhymes</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>	<p>Prepare poems to read and recite, showing understanding through intonation/tone/volume so that the meaning is clear to an audience</p> <p>Perform confidently to a range of audiences</p> <p>To comment critically on the overall impact of a poem, showing how language and themes have been developed</p> <p>To read and interpret poems in which meanings are implied or multi-layered.</p>

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	<p>and dolls houses, etc.</p> <p>Remember and sing entire songs.</p> <p>Create their own songs, or improvise a song around one they know.</p>	<p>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 narratives and stories with their peers and their teacher.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</p>						
Vocabulary	<p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Discuss word meanings, with support linking new meanings to those already known</p>	<p>Discuss and clarify the meanings of words; link new meanings to known vocabulary</p>	<p>Discuss and clarify the meanings of words; link new meanings to known vocabulary</p> <p>Find the meaning of new words using substitution within a sentence.</p>	<p>Explain the meaning of words in context</p>	<p>Use dictionaries to check the meaning of words they have read</p> <p>Use a thesaurus to find synonyms</p> <p>Identify where an author uses alternatives and synonyms for common or over used words and speculate about the shades of meaning implied.</p> <p>Discuss new vocabulary and clarify the meaning of these words</p> <p>Find the meaning of new words using the context of the sentence.</p>	<p>Identify the most appropriate meaning of a word used in a text from alternative definitions given in a dictionary</p> <p>Use a thesaurus to find synonyms for a larger variety of words and investigate alternative word choices that could be made</p> <p>Read around the word' and explore its meaning in the broader context of a section or paragraph.</p> <p>Apply growing knowledge of root words, [prefixes and suffixes (etymology and morphology) to</p>	<p>Use dictionaries and glossaries confidently and efficiently in order to locate information about words met in reading.</p> <p>Check the plausibility and accuracy of their understanding, or inference about a word meaning by exploring its meaning in the broader context of the text</p> <p>Use morphology and etymology, to understand the meaning of new words that they meet.</p> <p>Distinguish between everyday word meanings</p>

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							understand the meaning of new words.	and their subject specific use, e.g. the specific meaning of force in scientific texts.
Inference	Use & understand 'why' questions, like: "Why do you think the caterpillar got so fat?"	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	Use pictures or words to make inferences Make basic inferences about characters' feelings by using what they say as evidence. Infer basic points with direct reference to the pictures and words in the text. Discuss the significance of the title and events	Make inferences about characters' feelings using what they say and do focusing on important moments in a text.. For example; explain how the way a character speaks reflects their personality Infer basic points and begin, with support to pick up on more subtle references.	Infer characters feelings, motives, behaviour and relationships based on descriptions and their actions in the text Identify how settings are used to create atmosphere. Eg. What words in this description indicate that bad things might be about to happen in this place Justify inferences by referencing a specific point in the text.	Consolidate the skill of justifying inferences using a specific reference point in the text Combine personal experience and clues from the text to interpret and form opinions	Understand what is implied about characters and make judgements about their feelings, motivations and attitudes from the dialogue, action and descriptions Give more than one piece of evidence to support the point they are making	Make inferences about events, feelings, states, thoughts and motives, giving more than one piece of evidence from different places across the text to support each point made. Understand what is implied about characters through the way they are presented, including through the use of a narrator or narrative voice, explaining how this influences the readers' view of characters. Discuss how characters change and develop through texts by drawing inferences based on indirect clues. Distinguish between implicit and explicit points of view
Prediction	Begin to predict possible endings to stories.	Anticipate (where appropriate) key events in stories. To make simple predictions based on the story and on their own life experience.	Predict events and endings Make predictions based on the story and on their own life experience. Comment on the significance of the title of a book and how this relates to the text	Make predictions using their own knowledge as well as what has happened so far to make logical predictions Look through a variety of books with growing independence to predict content and story development, drawing on	Predict what might happen from details stated Justify predictions using evidence from the text. Use relevant prior knowledge to make predictions and justify them.	Monitor predictions and compare them with the text as they read on Make connections between books by comparing characters, themes, plot lines, settings to be able to make informed predictions	Use relevant prior knowledge as well as details stated and implied in the text to form predictions and to justify them Discuss how and why they need to modify their predictions as they read on.	Make plausible predictions discussing the reasoning behind them, drawing on their knowledge of the world, from reading other similar texts and what they read earlier in the text. Compare their predictions with the events that occurred and consider why their predictions were

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				<p>experience of reading similar books</p> <p>Use an understanding of a variety of non-fiction texts to predict content and layout</p>			<p>Give different possible scenarios for events and actions</p>	<p>accurate, plausible, or off the mark</p>
					<p>Identify/explain how information/narrative content is related and contributes to meaning as a whole</p>			
<p>Explain</p>	<p>Children talk about setting and characters and familiar stories.</p>	<p>Children begin to verbally compare settings and characters read in familiar stories.</p>	<p>Begin to recognise some differences between fiction and non-fiction texts.</p> <p>Recognise that print may be located in captions, fact boxes and diagrams in non-fiction texts</p> <p>Use the contents page in a non-fiction text to select which sections of a text to read</p> <p>Identify and describe the main characters and actions/setting /events</p> <p>Explain characters reactions to events.</p>	<p>Begin to understand the purpose of different non-fiction texts (e.g. to tell you about...or to show you how...)</p> <p>Begin to identify the way texts are organised in a wider variety of genre (e.g. headings, chapters, or different non-fiction text formats)</p> <p>Identify and discuss the format and text layout of fiction and poetry</p> <p>Explain how characters are perceived by other characters (e.g. like disliked)</p> <p>Begin to give opinions of the character</p>	<p>Identify the features of a wide range of fiction, poetry, plays and non-fiction</p> <p>Identify how language, structure, and presentation contribute to meaning</p> <p>Use organisational features to orientate around a text (e.g. contents page, alphabetical order, websites)</p> <p>Identify and describe the main characters and actions/setting /events using direct reference to the text</p> <p>Explain character reactions to events and their interactions with others.</p> <p>Explain how characters are perceived by other characters using greater shades of meaning (feared, envied)</p>	<p>Evaluate the effectiveness of structural, presentational and organisational features to locate information (e.g. paragraphs, sub-headings, indexes)</p> <p>Evaluate how structures in narrative can be used to affect the reader (e.g. chapter breaks, description/dialogue, use of illustration within longer text)</p> <p>Understand how style and vocabulary are linked to the purpose of the text (e.g. exaggerated writing in persuasive text)</p> <p>Explain characters reactions to events as well as characters interactions with others.</p> <p>Explain how the author made the reader react to characters</p> <p>Compare characters' similarities and differences</p> <p>Begin to distinguish between fact and opinion</p>	<p>Understand and comment on how the use of different structures and organisation impact on the pace, mood and atmosphere (e.g. sentence/paragraph length)</p> <p>Use knowledge of the language features and structures of a range of non-fiction texts to support understanding</p> <p>Explain characters reactions/ actions and how their feelings change throughout the storyRecognise how language is used to present opinion. Distinguish between fact, opinion and fiction in different texts, e.g. biography, autobiography, argument.</p>	<p>Comment on how narratives are structured in different ways (e.g. dilemma and resolution, lost and found stories, quests, etc)</p> <p>Comment on how narrative structure can be used to engage and affect the reader (e.g. flashback, cliff hanger, illustration/text relationship)</p> <p>Understand how paragraphs are linked to build knowledge or tension</p> <p>In autobiography and biographical writing, and in texts written for mixed purposes (e.g. leaflets that are both information giving and persuasive), distinguish between fact, opinion and fiction</p>

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					Identify/explain how meaning is enhanced through choice of words and phrases			
				<p>Discuss words that capture the readers interest or imagination</p> <p>Discuss authors' choice of words and phrases that describe and create impact, e.g. adjectives and expressive verbs.</p> <p>Understand how vocabulary is linked to the purpose of the text (e.g. imperative verbs, technical vocabulary)</p>	<p>Find and comment on the choice of language to create moods, feelings, attitudes and build tension</p> <p>Discuss the meaning of similes and other comparisons they have read</p> <p>Identify the effects of different words and phrases as well as how they help build meaning and capture the readers interest. (e.g. to create humour, images and atmosphere</p>	<p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader e.g. to persuade, to convey feelings, to entice a reader to continue.</p> <p>Comment on the success of language choices in creating mood and atmosphere in a variety of texts</p>	<p>Identify and discuss figurative language, idiomatic phrases, expressions and comparisons (metaphors, similes and embedded metaphors) met in texts, using an appropriate technical vocabulary.</p> <p>Comment critically on how a writer uses language to imply ideas, attitudes and points of view and explain how writers can use language to influence reader's viewpoint</p> <p>Consider how authors have introduced and extended ideas about characters, events or topics through the language choices and how this impacts the reader and contributes to meaning or mood</p>	
					Make comparisons within the text and across texts (including identifying themes)			
				<p>Begin to identify and comment on different points of view in the text</p> <p>Make comparisons between events in narrative or information texts on the same topic or theme.</p> <p>Compare and contrast writing by the same author.</p>	<p>Express preferences and make informed recommendations based on a wide range of texts encountered</p> <p>Collect information to compare and contrast events, characters or ideas.</p> <p>Identify themes in a range of books</p>	<p>Discuss the themes from a chapter or text</p> <p>Compare the way that ideas or themes are presented in different texts or in different versions (including in other media, e.g. film) of the same text</p> <p>Begin to comment on the way that authors' viewpoints can influence</p>	<p>Express preferences for texts by combining an understanding of significant ideas, themes, events and characters and their impact on the reader</p> <p>Make comparisons and draw contrasts between different elements of a text and across texts.</p>	

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					<p>Identify simple morals an author is conveying in a story or poem</p> <p>Draw on previous experience of authors and types of books to inform choices of themes</p>		<p>the way that information or themes are treated</p>	<p>Compare and contrast the work of a single author.</p> <p>Identify how some writers attempt to challenge conventions in narrative (e.g. "Handsome Hero" and Shrek)</p> <p>Compare and contrast the way that fiction and non-fiction texts treat the same themes (e.g. Iron Age fiction, Stories set in Africa)</p>
<p>Retrieve</p>	<p>Children will recall familiar stories.</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>Answer a question about what has just happened in a story.</p> <p>Develop knowledge of retrieval through images.</p> <p>Recognise characters, events, titles and information.</p> <p>Recognise differences between fiction and non-fiction texts.</p> <p>Retrieve information by finding a few key words.</p> <p>Answer questions about the main points of a simple text,</p> <p>Answer simple literal retrieval questions about a text e.g. about character and plot</p> <p>Check information in text against the illustrations, particularly in non-fiction</p>	<p>Independently read and answer simple questions about what they have just read.</p> <p>Recall the main events or facts of a text with growing independence</p> <p>Make simple comments on obvious features by referring back to the text, (e.g. main character, beginning, middle and end)</p> <p>Locate pages/sections of interest (e.g. favourite characters, events or pictures).</p> <p>Locate key vocabulary and specific information in fiction text to find answers to simple questions</p> <p>Locate and interpret information in non-fiction, making full use of non-fiction layout</p>	<p>Use the skills of 'skim and scan' to retrieve details.</p> <p>Refer back to the text for evidence.</p> <p>Use contents and index to help retrieve information</p>	<p>Confidently skim and scan texts to retrieve details,</p> <p>Use relevant quotes to support their answers to questions.</p> <p>Use text marking to support retrieval of information or ideas from texts</p>	<p>Confidently skim and scan, and also use the skill of reading before and after to retrieve information.</p> <p>Use evidence from across larger sections of text</p> <p>Justify opinions by retrieval of information/ quotations from the text</p>	<p>Use evidence from across whole chapters or texts</p> <p>Use retrieval skills to respond to increasingly abstract question prompts (e.g. what does the passage tell us about the character?)</p>

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			and comment on the content	Use contents page and glossary in non-fiction books to locate information in response to simple questions				
Summarise	Children will have favourite books and seek them out.	Children will continue to seek favourite books out. Children will begin to retell familiar stories orally.	Retell familiar stories orally e.g fairy stories and traditional tales Sequence the events of a story they are familiar with	Identify the sequence of events eg. Which event happened first? What happened after he fell over? Become increasingly familiar with and able to retell a wider range of stories using a variety of story language. Begin to identify how events/ items of information are linked	Identify main ideas drawn from a key paragraph and summarise these Begin to distinguish between the important and less important information in a text. Give a brief verbal summary of a text	Identify main ideas drawn from more than one paragraph or a page and summarise these	Summarise the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details. Quote and adapt information into their own words to show understanding of the text as a whole	Summarise information from across an entire text, in addition to chapters or paragraphs and link information by analysing and evaluating ideas between sections of the text. Decide what to include in note taking to gain a precise summary of key points Make regular, brief summaries of what they've read, linking their summary to previous predictions about the text. Update their ideas about the text in the light of what they've just read
Vocabulary Progression	Rhythm/Rhyme Alliteration Voice sounds Decoding Oral Blending segmenting Speaking Song Letters Listening Sounds Book Page	Blend Segment Tricky words Sentences Fiction Non-fiction Book Page Page number Poetry/poem Rhyme/Rhythm Perform Story Fairy tale Fluency Digraph	Blend Segment Decode Grapheme Phoneme Digraph Trigraph Split digraph Fluent Fluency Explain Predict/prediction Sequence Inference Retell Fiction Non-fiction Expression/ Intonation	Fluent / fluency Chapter Contents page Glossary Index Fiction Non-Fiction Poetry Intonation Explain Inference Retell Retrieval Sequence Summarise Prediction	Genre Moral Dilemma Novel Suspense Conflict Climax Cliff hanger Dialogue Quote Express Inform Imply Justify Resolve Interpret	Figurative language Metaphor Simile Atmosphere Evaluation Deduce Portray Persuade Hint Reveal Convey Represent Affect Demonstrate Effect Consider	Hyperbole Themes Consistent Underlying Contribute Analyse Establish Signify Distinguish Evident Generalise Expand Examine	Prophetic fallacy Imagery Flashback Plot twist Mood/tone Intent Characterisation Contradict Appraise Intention Perspective Influence Symbolise Maintained Exemplify Depict

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		Trigraph Phoneme Predict Full stop Beginning Middle End	Page number Poetry Sense Contents Page Suffix	Prefix Suffix Sense Vocabulary Discuss Record Locate Main Character Structure	Context Conclude Refer			Perceive
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** These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.*