



Reading Curriculum Progression Map

Word reading

Year group	National Curriculum, key skills and knowledge
Foundation	<p><u>Literacy ELG for children at the expected standard:</u></p> <p><u>Comprehension:</u> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p> <p>Anticipate – where appropriate – key events in stories</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p><u>Word Reading:</u> Say a sound for each letter in the alphabet and at least 10 digraphs</p> <p>Read words consistent with their phonic knowledge by sound-blending</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>
Year 1	<p>Check that the text makes sense to them as they read and correct inaccurate reading</p> <p>Recognise and use predictable phrases in known stories e.g. 'I'll huff and I'll puff once upon a time happily ever after</p> <p>Correctly and quickly read the graphemes for all 40+ phonemes, including the alternatives taught so far e.g. children should be confident up to phase 4 and decode some phase 5 alternatives</p> <p>Read aloud books matched to Y1 phonic knowledge e.g. focus on the skill of reading aloud and decoding grapheme within phase 5 (not all graphemes may have been taught at this point – see 21 and</p> <p>Discuss the meaning of new words by linking to vocabulary they know e.g. unkind = means not kind</p> <p>Accurately blend sounds in unfamiliar words that contain the GPCs that have been taught so far e.g. children should be able to decode many phase 5 alternatives</p> <p>Read words with contractions</p> <p>Read words of more than one syllable and those that end in: -s, -es, -ing, -ed, -er and -est</p> <p>Apply phonic knowledge and skills to decode words e.g. children should be decoding most phase 5 graphemes and unfamiliar words. Children should be able to do this 'without undue hesitation</p> <p>Accurately read aloud books that are consistent with their developing phonic knowledge e.g. focus on the skill of reading aloud with application of decoding up to phase 5 and beyond</p> <p>Note unusual correspondences and identify where these occur in the word, in relation to the Y1 common exception words</p> <p>Use age appropriate dictionaries to check the meanings of words e.g. picture dictionaries, first dictionaries, word banks developed during English Lessons</p>



<p>Year 2</p>	<p>Read accurately words of two or more syllables ^[1]_[SEP]</p> <p>Accurately blend sounds in unfamiliar words, especially recognising alternative sounds e.g. children should revise and be able to decode most phase 5 alternatives secured at the end of Y1</p> <p>Use scanning to locate a single piece of information, in response to ^[1]_[SEP] questions from the teacher they searched far and wide ^[1]_[SEP]</p> <p>Discuss favourite words and phrases e.g. linked to use of dictionaries</p> <p>Read words containing common suffixes e.g. -ment, -less, -ful, -ness – see also range of spelling rules taught in Y2</p> <p>Read aloud books matched to Y2 phonic knowledge e.g. Children should be able to decode most phase 5 alternatives and many Y2 alternatives - see NC appendices</p> <p>Use age appropriate dictionaries to check the meanings of words e.g. first dictionaries, infant dictionaries, word banks developed in English lessons</p> <p>Clarify and discuss the meanings of new words, by linking to vocabulary they know e.g. I think 'kindly' means he spoke in a nice way. Link to use of dictionaries</p> <p>Check that the text makes sense to them as they read and correct inaccurate reading ^[1]_[SEP] e.g. Use this statement as an opportunity to assess fluency. Children should be able to decode phase 5 and many Y2 spelling rules without undue hesitation</p> <p>Automatically read unfamiliar words accurately and without undue hesitation when reading aloud e.g. Read most phase 5 alternatives and most Y2 spelling rules. Use decoding strategies to read many unfamiliar words</p> <p>Note unusual correspondences and identify where these occur in the word, in relation to the Y2 common exception words e.g. children should be able to decode most Y2 spelling rules</p> <p>Reading fluently and confidently in line with the Y2 range e.g. children should be able to read age-appropriate texts without undue hesitation</p>
<p>Year 3</p>	<p>Apply their knowledge of root words, prefixes and suffixes to read aloud with confidence and without undue hesitation e.g. children who were EXS or GDS should be able to read without undue hesitation. Use this assessment to plan for decoding intervention</p> <p>Use skimming to locate main ideas in the text</p> <p>Use scanning to locate pieces of information ^[1]_[SEP] e.g. from a single point of reference in the text (a paragraph, verse, poem or page)</p> <p>Use age appropriate dictionaries to check the meanings of words e.g. junior dictionaries, word banks developed during English lessons</p> <p>Identify and discuss the meaning of words in context this needs to happen every time children read with an adult</p> <p>Identify words and phrases that capture the reader's interest and contribute to the meaning of the text e.g. it says gobbled, which tells you he was eating it greedily and quickly. The author's used powerful verbs like flushed, drifting, sneaked, pluck</p> <p>Reading books that are structured in different ways and for a range of different purposes e.g. cartoons (to share plot concisely) chapter books (to provide more detail) diaries (for viewpoint) ^[1]_[SEP]</p> <p>Note unusual correspondences and identify where these occur in the word, in relation to the Y3/4 common exception words</p>
<p>Year 4</p>	<p>Apply their knowledge of root words, prefixes and suffixes to read aloud with confidence and without undue hesitation ^[1]_[SEP] e.g. Children need to be reading fluently. Use the skill to plan decoding intervention for those children who are struggling to read unfamiliar words or words linked to the Y3/4 spelling rules</p> <p>Use skimming to locate main ideas in the text ^[1]_[SEP]</p> <p>Use scanning to locate pieces of information ^[1]_[SEP]</p> <p>Use age appropriate dictionaries to check the meanings of words e.g. Junior dictionaries, online dictionaries, word banks developed in English lessons</p>



	<p>Use contents, indexes, glossaries and sub-headings to locate relevant information.</p> <p>Note unusual correspondences and identify where these occur in the word, in relation to the Y3/4 common exception words e.g. children should be reading a range of age-appropriate texts without undue hesitation</p>
Year 5	<p>Apply their knowledge of root words, prefixes and suffixes to read aloud with confidence and without undue hesitation e.g. Children should be reading fluently and with stamina. Use this assessment to plan fluency interventions</p> <p>Use skimming and scanning to locate information efficiently across a range of sources</p> <p>Use age appropriate dictionaries and thesauri to check the meanings of words ^[SEP]</p>
Year 6	<p>Apply their knowledge of root words, prefixes and suffixes to read aloud</p> <ol style="list-style-type: none"> 1. Use skimming and scanning to locate information selectively and precisely across a range of sources 2. Use age appropriate dictionaries and thesauri to check the meanings of words ^[SEP]

Comprehension

Year group	National Curriculum, key skills and knowledge
Foundation	<p><u>Literacy ELG for children at the expected standard:</u></p> <p><u>Comprehension:</u> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p> <p>Anticipate – where appropriate – key events in stories</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p><u>Word Reading:</u> Say a sound for each letter in the alphabet and at least 10 digraphs</p> <p>Read words consistent with their phonic knowledge by sound-blending</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>



Year 1	<p>Recognise and use predictable phrases in known stories e.g. 'I'll huff and I'll puff once upon a time happily ever after'</p> <p>Draw on what they already know to understand a text e.g. through relating to their own experiences (linking learning about penguins to 'Happy Feet')</p> <p>Identify the significance of the title and events in stories e.g. why is this story called 'Where The Wild Things Are?' Why did they make Max king?</p> <p>Make simple predictions based on their own experiences e.g. I think mum will be cross because my mum gets cross</p> <p>Understand that non-fiction texts provide information</p> <p>Identify the significance of the title and events in non-fiction</p> <p>Consider the key characteristics of familiar stories e.g. good and evil characters, happy endings, happening in the past</p> <p>Make simple inferences e.g. I think Red Riding Hood was scared because the wolf was frightening</p> <p>Answer questions orally about a shared non-fiction text e.g. what do penguins eat?</p>
Year 2	<p>Recognise simple, recurring literary language across poetry and narratives e.g. in a land far away long ago once there lived it wasn't long before;</p> <p>Draw on what they already know to understand a text e.g. through: the vocabulary, grammar or context cause and effect (thinking about what's prompted a character's behaviour)</p> <p>Use titles, headings, pictures and blurbs to locate relevant information</p> <p>Predict what may happen on the basis of what has been read so far e.g. I think mum will get cross because she told Tom not to lie again</p> <p>Identify the sequence of events in fiction and how these are related e.g. understanding beginning/middle/end</p> <p>Express a single point of view about a text</p> <p>Identify the sequence of events in non-fiction and how these are related e.g. introductions /conclusions</p> <p>Recognise and understand the structure of the non-fiction texts used</p> <p>List key information orally or through text marking (highlighting/underlining) in response to teachers' questions</p> <p>Make inferences on the basis of what is said and done e.g. I think something bad will happen to Hansel and Gretel because they've been left on their own</p> <p>Discuss their understanding of stories, poems and non-fiction (see range) at a level beyond which they can read independently.</p> <p>Make a link between the book they Are reading and other books they have read.</p>
Year 3	<p>Summarise the main idea/s within a paragraph or section e.g. this paragraph is about how Harry is feeling. This paragraph is about how penguins feed</p> <p>Predict what may happen based on both what has been stated (obvious) and implied (less obvious) e.g. I think mum will get cross because Tom knew he shouldn't have lied</p> <p>Discuss their understanding of both texts they have read independently and those read to them</p> <p>Identify the over-arching theme of a text e.g. honesty, loneliness, good overcoming evil</p> <p>Identify a main topic to research, independently and through shared reading</p> <p>Make notes from one source to capture key information about a topic e.g. information about penguins' habitats through recording or highlighting sentences/key words</p> <p>Use contents and sub-headings to locate relevant information.</p>



Draw inferences about characters' thoughts and actions e.g. link this to the teaching of response (making point and giving evidence)

Justify inferences with a single piece of evidence from the text to support one specific point ^[1]_[SEP]

Identify the language conventions of non-fiction in relation to the text type (see range)

Identify the structural conventions of non-fiction in relation to the text ^[1]_[SEP]type (see range) ^[1]_[SEP]

Identify how the structure and presentation of texts contributes to the ^[1]_[SEP]meaning e.g. shape poems, rhyme in rap, direction/size of print in ^[1]_[SEP]'Emily Brown and the Thing'

Question texts to clarify and improve their understanding of a text e.g. ^[1]_[SEP]why didn't the villagers trust the Iron Man? ^[1]_[SEP]

Summarise ideas from across several paragraphs or sections e.g. how a character's fear is portrayed across several paragraphs, identifying the subject of each paragraph in a non-chronological report

Predict what may happen based on both what has been implied e.g. I think mum will get cross because Tom knew he shouldn't have lied ^[1]_[SEP]

Discuss their understanding of both texts they have read independently and those read to them ^[1]_[SEP]

Explain the meaning of new words in context e.g. I think 'compassionate' means kind because she could have walked away but she didn't ^[1]_[SEP]

Explain how words and phrases capture the reader's interest and imagination and how they contribute to the meaning of the text e.g. the author's used powerful verbs like: twisting and turning, tumbled, pounding, spun, which give you an idea about how fast and exciting the acrobats are

Independently identify key questions to research about a topic ^[1]_[SEP]

Identify the author's message about the theme of a text e.g. being honest is the best ^[1]_[SEP]way to be;; it's ok to lie when you need to ^[1]_[SEP]

Make notes from one source to answer key questions e.g. where do ^[1]_[SEP]penguins live? What temperature is it there? through: highlighting/ recording key words and phrases; using bullet points, diagrams, symbols, abbreviations, mind-mapping ^[1]_[SEP]

Year 4

Draw inferences about characters' feelings and motives e.g. I think Leon volunteers because he wants to prove that magic is real ^[1]_[SEP]

Justify inferences within several pieces of evidence from the text to support one specific point ^[1]_[SEP]

Identify the language conventions of non-fiction in relation to the text type (see range)

Identify the structural conventions of non-fiction in relation to the text ^[1]_[SEP]type (see range) ^[1]_[SEP]

Identify how the structure and presentation of texts contributes to the ^[1]_[SEP]meaning e.g. the use of chapters; different fonts; artwork ^[1]_[SEP]

Reading books that are structured in different ways and for a range of different purposes e.g. comparing online and paper texts (appeal to the reader) comparing ^[1]_[SEP]information books (Horrible Histories and Eyewitness books)

Explain views and listen to the views of others and respond



Year 5

- Summarise ideas, events and information from the text as a whole [SEP] e.g. the author’s viewpoint about a particular issue [SEP]
- Predict what may happen based on their understanding of the content and the themes within the text e.g. I think Macbeth will die because: he’s a murderer / the witches suggest it [SEP]
- Discuss their understanding of both texts they have read independently and those read to them (see range) [SEP]
- Explore the meaning of words in a given context within fiction and non-fiction e.g. ‘flexible’ means rubber is a bendy material [SEP]
- Identify an author’s treatment of the same theme across one or several of their [SEP] books/poems e.g. how authors explore love, loss, fear, over-coming the monster etc.
- Explain their thinking through making reference to key details e.g. quoting from the text [SEP]
- Independently devise key questions and identify themes to research [SEP] e.g. pollution, recycling [SEP]
- Make notes from several sources to gather information [SEP]
- Refine notes by disregarding irrelevant information e.g. when researching penguins in Antarctica, disregarding information about [SEP] polar expeditions to Antarctica [SEP]
- Explore and use their own techniques to make notes [SEP]
- Draw inferences from within the text about themes and characters’ and authors’ viewpoints e.g. Tom is scared to move because he doesn’t pack he leaves his favourite toy behind on purpose and he’s always nervous [SEP]
- Justify inferences and views with a variety of references from across the text
- Evaluate how authors use language to impact the reader e.g. use of repetition for effect the author’s used the metaphor ‘his face was a grey cloud,’ which helps you to imagine his sadness [SEP]
- Identify the structural conventions of non-fiction in relation to the text type (see range) [SEP]
- Identify how the structure and presentation of texts contributes to the meaning e.g. graphic novels; stories told from two viewpoints; the order and presentation of points in an argument [SEP]
- Distinguish between fact and opinion [SEP]
- Read books that are structured in specific ways and for a range of purposes [SEP] e.g. comparing different approaches to recipes (formal/informal) [SEP] autobiographies and biographies (viewpoint) [SEP]
- Question texts to improve their wider understanding of a text, topic or theme e.g. Why does Michael become friends with Kensuke? (Kensuke’s Kingdom) What was it like to be a child in Victorian times? Why has the author used lots of short sentences? [SEP]
- Explain and develop their own views and build effectively on those of others [SEP]

Year 6

- Summarise ideas, events and information throughout a text and across texts [SEP] (about a common topic)
- Predict what may happen based on their wider understanding of content and themes e.g. I think Macbeth will die because it’s a tragedy/villains often lose
- Discuss their understanding of both texts they have read independently and those read to them (see range) [SEP]
- Explore the meaning of words in different contexts within fiction and non-fiction e.g. flexible means he was prepared to compromise/means it was bendy
- Identify how the same theme is represented across texts e.g. loss in WWI [SEP] poetry/narratives and how multiple themes are presented in longer
- Independently devise key questions and identify themes to research e.g. racism, slavery [SEP]



Make notes from several sources to gather information

Make choices about the most efficient techniques to make notes

Refine notes by disregarding unreliable information e.g. when researching penguins in Antarctica, disregarding information based on opinion or facts that don't correlate with the bulk of the research

Explain their thinking through making reference to key details and comparisons

Draw inferences across texts about characters' viewpoints, authors' viewpoints and themes e.g. soldiers were disillusioned with the war because the reality was different from what they'd been told

Justify their inferences and views with a variety of references from across texts and by comparing sources and considering the reliability of information e.g. selecting points that support and discrediting points that contradict their argument

Evaluate how and why authors use language, shades of meaning and a range of figurative devices to impact on the reader e.g. explain the differences between words such as: miffed, irritated, furious, fuming, irate, livid, incensed and their impact

Identify the structural conventions of non-fiction in relation to the text type (see range)

Identify how the structure and presentation of texts contributes to the meaning e.g. moving backwards and forwards throughout the story ('Holes') using a range of narrators (Trash) pathway stories

Distinguish between fact, opinion and bias

Reading books that are structured in specific ways and for a range of purposes e.g. timeslip stories, texts that provide information about a theme/topic from the past, present and future

Respond to questions that develop understanding of a text, topic or theme, including their wider understanding of cultural and social issues e.g. Why did Dickens write so often about the rich and the poor? Why was Adeline treated so badly? (Chinese Cinderella)



Reading experience:

Year group	National Curriculum, key skills and knowledge
Foundation	<p><u>Literacy ELG for children at the expected standard:</u></p> <p><u>Comprehension:</u> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p> <p>Anticipate – where appropriate – key events in stories</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p><u>Word Reading:</u> Say a sound for each letter in the alphabet and at least 10 digraphs</p> <p>Read words consistent with their phonic knowledge by sound-blending</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>
Year 1	<p>Link what they read or hear to their own experiences</p> <p>Recognise and use predictable phrases in known stories e.g. ‘I’ll huff and I’ll puff once upon a time happily ever after’</p> <p>Demonstrate their understanding e.g. through role play, story mapping, discussion, drama</p> <p>Orally retell known stories, linked to the Y1 range</p> <p>Discuss a wide range of poems, stories and non-fiction beyond their independent reading level</p> <p>Recite some simple poems by heart e.g. nursery rhymes, Surrounded by Noise (Ian Souter) The Horseman (Walter de la Mare)</p>
Year 2	<p>Orally retell known stories, linked to the Y2 range</p> <p>Recite poems by heart, using intonation to make the meaning clear</p>
Year 3	<p>Orally retell whole stories/sections of stories linked to the Y3 range e.g. children should have done this at least twice by the end of term 2</p> <p>Recite poems by heart, using intonation, tone and volume to gain the interest of the listener</p> <p>Read aloud and perform play scripts, gaining the audience’s interest in the characters and plot e.g. using stage directions, volume and action</p> <p>Express views and listen to the views of others</p>
Year 4	<p>Orally retell whole stories/sections of stories linked to the Y4 range</p> <p>Recite poems by heart, using intonation, tone and volume to gain the interest of the listener</p> <p>Read aloud and perform play scripts, maintaining the audience’s interest in the characters and plot e.g. using stage directions, appropriate intonation, pace and action for the type of play</p>



Year 5	Recite poems by heart, using intonation, tone and volume to monitor the interest of the listener and adapt their recital e.g. Night Mail (Auden) The Highwayman (Noyes) ^[1] _[SEP] Read aloud and perform play scripts, monitoring the audience's interest and changing the performance accordingly e.g. consistent use of intonation, pace and action for the characters and type of play Use notes to support presentations and debates ^[1] _[SEP]
Year 6	Recite poems by heart, using intonation, tone and volume to emphasise key elements of the poem and provoke a response in the listener e.g. The Tyger (Blake) Stop All The Clocks (Auden) recital of well-known speeches (Winston Churchill, Martin Luther King, Nelson Mandela) ^[1] _[SEP] Read aloud and perform play scripts, refining their performance to illustrate subtleties e.g. to show changes in character, effects of the plot using asides, expressions, gestures, monologues Using notes to support presentations and debates