

# Reading: Whole-School Curriculum Progression Map

Word Reading	EYFS	KS1		KS2			
	Nursery Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Phonological awareness</b>	<p>Begins to develop phonological and phonemic awareness- Shows awareness of rhyme and alliteration- Recognises rhythm in spoken words, songs, poems and rhymes- Claps or taps the syllables in words during sound play - Hears and says the initial sound in words*</p> <p>Begins to develop phonological and phonemic awareness. Continues a rhyming string and identifies alliteration</p> <p>Hears and says the initial sound in words - Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them- Starts to link sounds to letters, naming and sounding the letters of the alphabet</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 read words containing -s, -es, -ing, -ed and -est endings.</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>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>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.*</p> <p>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.*</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>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.*</p>	<p>To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p>
<b>SpaG</b>							

	<p>Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee .</p> <p>Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences.</p> <p>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>				
<b>Common Exception Words</b>	<p>Read aloud simple sentences and books that are consistent with their phonic knowledge including some common exception words.</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 most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>To begin to read Y3/Y4 exception words.*</p>	<p>To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p> <p>To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>

## Fluency

Knows that print carries meaning and, in English, is read from left to right and top to bottom .Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print) . Handles books and touch screen technology carefully and the correct way up with growing competence . Begins to navigate apps and websites on digital media using drop down menu to select websites

- Enjoys an increasing range of print and digital books, both fiction and non-fiction
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading
- Describes main story settings, events and principal characters in increasing detail
- Re-enacts and reinvents stories they have heard in their play
- Knows that information can be retrieved from books, computers and mobile digital devices
- Is able to recall and discuss

To accurately read texts that are consistent with their developing phonic 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 phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.

To reread these 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.

stories or information that has been read to them, or they have read themselves

Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

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Reading - Comprehension	EYFS	KS1		KS2			
	Nursery Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Comprehension monitoring	<p>Listens to and joins in with stories and poems, when reading one-to-one and in small groups • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories • Begins to be aware of the way stories are structured, and to tell own stories • Talks about events and principal characters in stories and suggests how the story might end</p> <p>Describes main story settings, events and principal characters in increasing detail. Re-enacts and reinvents stories they have heard in their play. Is able to recall and discuss stories or information that has been read to them, or they have read themselves.</p>	<p>To check that a text makes sense to them as they read and to self- correct.</p>	<p>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>To check that the text makes sense to them as they read and to correct inaccurate reading.</p>				

Demonstrate  
understanding of what  
has been read to them  
by retelling stories and  
narratives using their  
own words and recently  
introduced vocabulary.

Text structure	Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.	To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.	To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.	To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	To discuss and compare texts from a wide variety of genres and writers.	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 read for pleasure, discussing, comparing and evaluating 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.
Is able to recall and discuss stories or information that has been read to them, or they have read themselves.	To link what they have read or have read to them to their own experiences.	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 use appropriate terminology when discussing texts (plot, character, setting).	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 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.	To recognise more complex themes in what they read (such as loss or heroism).
Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	To join in with discussions about a text, taking turns and listening to what others say.	To discuss the significance of titles and events.	To discuss the sequence of events in books and how items of information are related.			To identify main ideas drawn from more than one paragraph and to	To explain and discuss their understanding of what they have read, including through formal presentations and debates,

<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>	<p>To recognise simple recurring literary language in stories and poetry.</p> <p>To ask and answer questions about a text.</p> <p>To make links between the text they are reading and other texts they have read (in texts that they can read independently).</p>	<p>To identify how language, structure and presentation contribute to meaning.</p> <p>To identify main ideas drawn from more than one paragraph and summarise these.</p>	<p>summarise these.</p> <p>To recommend texts to peers based on personal choice.</p>	<p>Maintaining a focus on the topic and using notes where necessary.</p> <p>To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.</p>

<p><b>Vocabulary</b></p>	<p>Recognises familiar words and signs such as own name, advertising logos and screen icons</p> <p>Begins to recognise some written names of peers, siblings or "Mummy"/"Daddy" for example</p> <p>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.</p>	<p>To discuss word meaning and link new meanings to those already known.</p>	<p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>To discuss their favourite words and phrases.</p>	<p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>To discuss authors' choice of words and phrases for effect.</p>	<p>Discuss vocabulary used to capture readers' interest and imagination.</p>	<p>To discuss vocabulary used by the author to create effect including figurative language.</p> <p>To evaluate the use of authors' language and explain how it has created an impact on the reader.</p>	<p>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.</p>
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<b>Inferring</b>	<p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories • Begins to be aware of the way stories are structured, and to tell own stories. Talks about events and principal characters in stories and suggests how the story might end • Shows interest in illustrations and words in print.</p> <p>Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate:-</p>	<p>To begin to make simple inferences.</p> <p>To predict what might happen on the basis of what has been read so far.</p>	<p>To make inferences on the basis of what is being said and done.</p> <p>To predict what might happen on the basis of what has been read so far in a text.</p>	<p>To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p> <p>To justify predictions using evidence from the text.</p>	<p>To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.</p> <p>To justify predictions from details stated and implied.</p>	<p>To draw inferences from characters' feelings, thoughts and motives.</p> <p>To make predictions based on details stated and implied, justifying them in detail with evidence from the text.</p>	<p>To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).</p> <p>To discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p>
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Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support.

<h3>Poetry and Performance</h3>	<p>Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words, songs, poems and rhyme songs.</p> <p>Continues a rhyming string and identifies alliteration.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>To recite simple poems by heart.</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 and play scripts 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>To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).</p> <p>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</p>	<p>To continually show an awareness of audience when reading out loud using intonation, tone, volume and action</p> <p>To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.</p>
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## Non-Fiction

Shows interest in illustrations and words in print and digital books and words in the environment .  
Recognises familiar words and signs such as own name, advertising logos and screen icons .  
Looks at and enjoys print and digital books independently  
Engage in non-fiction books.

Enjoys an increasing range of print and digital books, both fiction and non-fiction.  
Read words consistent with their phonic knowledge by soundblending:-  
Read aloud simple sentences and books that are consistent with

To recognise that non- fiction books are often structured in different ways.

To retrieve and record information from non- fiction texts.

To use all of the organisational devices available within a non- fiction text to retrieve, record and discuss information.

To use dictionaries to check the meaning of words that they have read.

To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.

To retrieve, record and present information from non-fiction texts.  
To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).

their phonic knowledge, including some common exception words.

\* 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.