St Aldhelm's Primary School   Reading Progression Map

Reading – word reading   Phonics and Decoding

EYFS 40-60 months Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences. 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.	Apply phonic knowledge and skills as the route 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 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 [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).	Continue to apply phonic knowledge and skills as the route 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. **TA EXS** **Read words containing common suffixes. TA EXS**	To use phonic knowledge to decode quickly and accurately *(When reading longer words, children should attempt to match what they decode to words they may have already heard but may not have seen in print (for example, in reading 'technical' the pronunciation 'tetchnical' might not sound familiar, but 'teknical' should.)* To apply knowledge of root words, prefixes and suffixes/word endings to read aloud fluently. To recognise where words are the exception to the rule. Prefix - re, dis, mis Suffix -ture, -sure, -ly, -ally	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. To apply knowledge of root words, prefixes and suffixes/word endings to read aloud fluently. To recognise where words are the exception to the rule. Prefix - in-, sub-, anti-, bi-, inter-, super-, auto- Suffix - ation, -ly, -ily, -ion, -ous, -cian, -tion, -sion, -ssion Word families	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual clues e.g. to work out the correct pronunciation of homophones using the context of the sentence. To apply knowledge of root words, prefixes and suffixes/word endings to read aloud fluently. To recognise where words are the exception to the rule. Prefix - de, mis, re (verb prefixes) Suffix - able, ible, cial, tial	To read fluently with full knowledge of the Y5/Y6 common exception words, root words, prefixes, suffixes/word endings and to use this knowledge as well as contextual clues to decode any unfamiliar words with increasing speed and skill e.g. use knowledge of the word 'tolerate' to read and understand tolerance, intolerable, toleration, tolerant. To apply knowledge of root words, prefixes and suffixes/word endings to read aloud fluently. To recognise where words are the exception to the rule. Prefix- dis-, un-, over-, im- Suffix -ent, ence, ful

Reading – word reading Common Exception Words						
EYFS 40-60 months Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Begins to read words and simple sentences. Read aloud simple sentences and books that include some common exception words.	Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word **(TA EXS most CEW; generally with occasional errors)**	To read 50% of the Y3/4 word list	To read all the Y3/4 word list	To read 50% of the Y5/6 word list	To read all the Y5/6 word list

Reading – word reading   Reading Fluency

EYFS 40-60 Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Begins to read words and simple sentences. Enjoys an increasing range of books. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	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.	**Read most words** [at an instructional level 93 95%] quickly and accurately, **without overt sounding and blending,** when they have been frequently encountered. Read aloud books closely matched to their improving phonic knowledge, **sounding out unfamiliar words accurately,** automatically and **without undue hesitation. TA EXS** Re-read these books to build up their fluency and confidence in word reading.	To read out loud confidently using punctuation accurately e.g. pausing appropriately, reading in phrases.	To read out loud confidently and accurately responding to punctuation such as commas, inverted commas and apostrophes.	To maintain fluency and accuracy when reading complex sentences, with subordinate clauses. To respond to more sophisticated punctuation (brackets, dashes, commas)	To maintain fluency and accuracy when reading more complex grammatical structures and more sophisticated punctuation (semi-colons, colons)

Reading – Comprehension   Understanding and Correcting Inaccuracies

EYFS 40-60 Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Checking that the text makes sense to them as they read as they read correcting inaccurate reading.	**Checking that the text makes sense to them as they read and correcting inaccurate reading. TA EXS**				

Reading – Comprehension   Words in Context
Vocabulary   Vocabulary Victor

KS1 Content Domain 1a draw on knowledge of vocabulary to understand texts   KS2 Content Domain 2a Give/explain the meaning of words in context

EYFS 40-60 Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. L - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. CL - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate 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 from their teacher.	Discussing word meanings, linking new meanings to those already known. Drawing on what they already know or on background information and vocabulary provided by the teacher. join in with predictable phrases *discuss his/her favourite words and phrases*	Discussing and clarifying the meanings of words, linking new meanings to known vocabulary. Drawing on what they already know or on background information and vocabulary provided by the teacher.	To use dictionaries glossaries and indexes to check meaning of words they have read To continue to learn (through explanation, exploration and consolidation) the vocabulary necessary to understand the text/topic, the vocabulary that appears repeatedly and the vocabulary that is frequently encountered within the subject discipline but unlikely to be part of a child's prior knowledge.	To explain the meaning of words in context To continue to learn (through explanation, exploration and consolidation) the vocabulary necessary to understand the text/topic, the vocabulary that appears repeatedly and the vocabulary that is frequently encountered within the subject discipline but unlikely to be part of a child's prior knowledge. To independently use a dictionary to check the meaning of words encountered in reading. To discuss the meaning of new or unusual words in context e.g. lunchtime monitor, computer monitor, monitor the temperature.	To discuss their understanding and explore the meaning of words in context To use a range of strategies to identify and learn the vocabulary necessary to understand the text/topic, the vocabulary that appears repeatedly and the vocabulary that is frequently encountered within the subject discipline. *investigate alternative word choices that could be made* *begin to look at the use of figurative language* *use a thesaurus to find synonyms for a larger variety of words* *re-write passages using alternative word choices* To begin to explore how the same word can have different meanings in a new context e.g. attendance register, cash register, noticing something, register of voice, register of communication.	To discuss their understanding and explore the meaning of words in context To continue to use a range of strategies to identify and learn the vocabulary necessary to understand the text/topic, the vocabulary that appears repeatedly and the vocabulary that is frequently encountered within the subject discipline. To explore how the same word can have different meanings in different contexts e.g. dissolve, 'He dissolved into tears, Parliament was dissolved.'

Reading – Comprehension
Inference   Iggy Inference

KS1 Content Domain 1d make inferences from the text KS2 Content Domain 2d make inferences from the text/ explain and justify inferences with evidence from text

EYFS 40-60 Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
CL - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions Make comments about what they have heard and ask questions to clarify their understanding **L -** Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	Making inferences on the basis of what is being said and done. Being encouraged to link what they read or hear read to their own experiences. *infer basic points with direct reference to the pictures and words in the text* *discuss the significance of the title and events*	Drawing on what they already know or on background information and vocabulary provided by the teacher, **making (some EXS) inferences** on the basis of what is being said and done. **Make inferences (GDS)** **Answering and asking questions**. *infer basic points and begin, with support, to pick up on subtler references.* *answering and asking questions and modifying answers as the story progresses* *use pictures or words to make inferences*	To draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence. To infer characters' **feelings, motives, behaviour and relationships** based on descriptions and their actions in the story To identify with characters and makes links with own experiences when making judgements about the characters' actions *consolidate the skill of justifying them using a specific reference point in the text* *use more than one piece of evidence to justify their answer*	To draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence. To pull together clues from **action, dialogue and description** to infer meaning e.g. to infer characters' feelings and motives. To identify techniques used by the author to persuade the reader to feel sympathy or dislike. use more than one piece of evidence to justify their answer	To draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence. To **cite evidence from different parts of the text to explain opinion on characters** e.g. how they have changed during the story To recognise that characters may have different perspectives in the story To consider the time and place where a story is set and look for evidence of how that affects characters' behaviour and/or plot development *use figurative language to infer meaning* *give one or two pieces of evidence to support the point they are making.* *begin to draw evidence from more than one place across a text.*	To draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence. To draw **reasoned conclusions about characters and justify opinions with evidence from different parts of the text** e.g. 'Kate was a kind, happy person and it took Sam's death to turn her into a ruthless killer. If she and Sam had been left alone to be happy, I don't think she would have turned to a life of crime and revenge. ' explain the intent of the author e.g. how the author has tried to manipulate the emotions/bias of the reader To draw reasoned conclusions from non-fiction texts which present differences of opinion *discuss how characters change and develop through texts by drawing inferences based on indirect clues.* *infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made. They can draw evidence from different places across the text*

Reading – Comprehension
Prediction   Prediction Pip

KS1 Content Domain 1e predict what might happen on the basis of what has been read so far
KS2 Content Domain 2e predict what might happen from details stated or implied

EYFS 40-60 Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Anticipate (where appropriate) key events in stories.	Recognising and joining in with predictable phrases. Predicting what might happen on the basis of what has been read so far *in terms of story, character and plot* *make simple predictions based on the story and on their own life experience.* *begin to explain these ideas verbally or though pictures.*	Predicting what might happen on the basis of what has been read so far *in terms of plot, character and language so far* *make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them* **GDS make a plausible prediction about what might happen on the basis of what has been read so far**	To justify predictions using evidence from the text *use relevant prior knowledge to make predictions and justify them.* *use details from the text to form further predictions.*	To justify predictions from details stated and implied *use relevant prior knowledge as well as details from the text to form predictions and to justify them. • monitor these predictions and compare them with the text as they read on*	To make predictions based on details stated and implied, justifying them in detail with evidence from the text. *confirm and modify predictions as they read on.*	Predicting what might happen from details stated and implied. *support predictions by using relevant evidence from the text* *confirm and modify predictions in light of new information.*

Reading – Comprehension   Authorial Intent (vocab link)
Explain

KS1 No Content Domain but Vipers focus on explaining preferences, thoughts and opinions about the text.

KS2 Content Domain 2f identify/explain how information/ narrative content is related and contributes to meaning as a whole   2g identify/explain how meaning is enhanced through choice of words and phrases   2h make comparisons within a text

EYFS 40-60 Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

CL - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary | *give my opinion including likes and dislikes (not nc objective).*

link what they read or hear to their own experiences

explain clearly my understanding of what has been read to them

express views about events or characters | Discussing their favourite words and phrases.

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.

express my own views about a book or poem

discuss some similarities between books

Make links between the book they are reading and other books they have read (TA GDS) | To begin to identify themes and conventions in a wide range of books.

To identify how language, structure and presentation contribute to meaning
To identify a range standard words/phrases used at various stages of a narrative e.g. introduction, build up etc
To analyse and compare plot structure
To discuss words and phrases that capture the reader's interest and imagination. E.g. "the word crept is used to build tension. It lets you know that he is trying to be quiet but also that he was going slowly because he did not want to be caught." | To identify themes and conventions in a wide range of books.

To identify how language, structure and presentation contribute to meaning
To identify the way descriptive language, figurative language and details are used to build an impression of a setting/character
To identify how authors use language to set scenes, build tension or create suspense. E.g. the use precise vocabulary "They slipped into the room unnoticed"

To summarise the way that the setting affects characters' appearance, actions and relationships e.g. 'The children in The Lion, The Witch and | To identify and discuss themes/ conventions in a wide range of books.

To discuss how authors use language, including figurative language, considering the impact on the reader. E.g. "I like the way the author uses animal-based images like Ginger having a furball of anxiety in her guts when she is in trouble at school."

To identify how language, structure and presentation contribute to meaning
To recognise the organisational and language features of a range of non-fiction texts such as balanced argument, explanation, persuasive argument.
Understands meaning of different conjunctions | To identify, discuss and demonstrate their understanding of themes and conventions in a wide range of text types
To identify how language, structure and presentation contribute to meaning

To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.E.g. The author says Stanley's water canteen banged against his chest as he ran, reminding him every time that it hit that it was empty, empty, empty. The author repeats the word empty to echo the thumping of the canteen reminding Stanley how thirsty and |

				The Wardrobe are family and speak and act differently to the classmates in The Angel of Nitshill Road' To analyse how the structure of non-fiction relates to its purpose e.g. how the points in a persuasive speech lead you to the author's viewpoint.	used like whereas, consequently, furthermore. Can draw meaning from top tip/did you know fact panels and integrate this with what they have learned from the main text. *begin to distinguish between fact and opinion*	desperate he is. To identify presentational features and demonstrate their understanding of how these help the reader draw meaning form the text e.g. use of pie charts, Venn diagrams, maps with keys in non-fiction texts. *distinguish between fact, opinion and bias explaining how they know this*

Reading – Comprehension
Retrieve   Retriever Rex

KS1 Content Domain 1b identify/ explain key aspects of fiction and non-fiction, such as characters, events, titles and information.
KS2 Content Domain 2b retrieve and record information/ identify key details from fiction and non/fiction

EYFS 40-60 Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knows that information can be retrieved from books and computers.	Explain clearly their understanding of what is read to them. Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. Discussing the significance of the title and events. *answer a question about what has just happened in a story.* *develop their knowledge of retrieval through images.* *recognize characters, events, titles and information.* *recognize differences between fiction and non-fiction texts.* *retrieve information by finding a few key words.*	**Answering** and asking questions. Recognising simple recurring literary language in stories and poetry. Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. **Explain what has happened so far in what they have read. TA EXS** *independently read and answer simple questions about what they have just read.* *draw on previously taught knowledge* *remember significant event and key information about the text that they have read* *Monitor their reading, checking words that they have decoded, to ensure that they fit within the text they have already read*	*use contents page and subheadings to locate information* *learn the skill of 'skim and scan' to retrieve details.* *begin to use quotations from the text.* *retrieve and record information from a fiction text.* *retrieve information from a non-fiction text*	*confidently skim and scan texts to record details,* *using relevant quotes to support their answers to questions.* *retrieve and record information from a fiction or non-fiction text.*	*confidently skim and scan, and also use the skill of reading before and after to retrieve information.* *use evidence from across larger sections of text* *read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts.* *retrieve, record and present information from non-fiction texts.* *ask my own questions and follow a line of enquiry.*	*confidently skim and scan, and also use the skill of reading before and after to retrieve information. *They use evidence from across whole chapters or texts* *Read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts.* *Retrieve, record and present information from a wide variety of non-fiction texts.* *Ask my own questions and follow a line of enquiry.*

Retrieval supports the understanding and application of all VIPER skills including summarising, justifying and concluding on evidence and locating new vocabulary.
Retrieve and record from non-fiction (see non-fiction for progression)

Reading – Comprehension
Sequence or Summarise

KS1 Content Domain 1c identify and explain the sequences of events in texts   KS2 Content Domain 2c summarise main ideas from more than one paragraph

EYFS 40-60 Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
CL - Able to follow a story without pictures or props. L - Anticipate – where appropriate – key events in stories	*retell familiar stories orally e.g fairy stories and traditional tales* *sequence the events of a story they are familiar with* *begin to discuss how events are linked*	Discussing the sequence of events in books and how items of information are related **Explain what has happened so far in what they have read. TA EXS** . *. retell using a wider variety of story language.* *order events from the text.* *begin to discuss how events are linked focusing on the main content of the story.*	To identify some of the main ideas drawn from more than one paragraph and summarise these in one or two sentences using key vocabulary from the text. To retrieve and record information from non-fiction including extracting information from tables and charts *begin to distinguish between the important and less important information in a text.* *give a brief verbal summary of a story.* *teachers begin to model how to record summary writing.* *identify themes from a wide range of books* *make simple notes from one source of writing*	To identify main ideas drawn from more than one paragraph and summarise these. To be able to identify key information from text where there is competing (distracting) information To recognise the introduction, build-up, climax or conflict and resolution in narrative *identify themes from a wide range of books* *summarise whole paragraphs, chapters or texts* *highlight key information and record it in bullet points, diagrams, maps etc*	To identify main ideas drawn from more than one paragraph, identifying key details that support the main ideas. To retrieve information, referring to more than one place in the text, and where there is competing (distracting) information To retrieve, record and present ideas from non-fiction in their own words using key vocabulary. *make connections between information across the text and include this is an answer.* *discuss the themes or conventions from a chapter or text* *identify themes across a wide range of writing*	To identify main ideas drawn from more than one paragraph, identifying key details that support the main ideas and to produce a succinct summary, paraphrasing the main ideas. To summarise competing views To explain and justify an opinion on the resolution of an issue/whole narrative *make comparisons across different books.* *summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs.*

Reading – Comprehension
Communicate

EYFS 40-60 Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
S: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; L, A & U Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;	Participate in discussion about what is read to them, taking turns and listening to what others say.	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.	Adapt and changing viewpoints in response to others Turn taking and listening to what others say (Y3- Groups, Y4- Whole Class)		Extend the contribution others by the use of phrases Building on their own and others' ideas and challenging views courteously (Y5-Groups, Y6-Whole Class) *begin to challenge points of view* *explain and discuss their understanding of what they have read, including through formal presentations and debates*	
	Throughout KS1, 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.		Throughout KS2, continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or texts.			

Reading – Comprehension
Poetry and Performance

EYFS 40-60 Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use and understand recently introduced vocabulary during discussions about stories, non-fiction, **rhymes and poems** and during **role-play.**	Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. Learning to appreciate rhymes and poems and to recite some by heart.	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. Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.	Listen, read and discuss different types of poetry and identify features Prepare and perform poems and play scripts	Listen, read and discuss different types of poetry and identify and compare features Prepare and perform poems and play scripts with appropriate intonation, tone volume or actions	Learn a range of poetry by heart Prepare and perform poems and plays with some confidence to an audience	Learn a wider range of poetry by heart Prepare and perform poems and plays with confidence to a range of audiences
			Identify appropriate intonation, tone, volume or actions in other's performance offering constructive comments			

Reading – Comprehension
Non-fiction

EYFS 40-60 Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use and understand recently introduced vocabulary during discussions about stories, **non-fiction,** rhymes and poems and during role-play.	Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.	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.	Locate information in non-fiction texts using some features of non-fiction Record and retrieve information gathered in multiple non-fiction formats	Locate information in non-fiction texts using features of non-fiction Record and retrieve information gathered in various non-fiction formats	Skim and scan a text to efficiently locate required information Use some presentational features of non-fiction text types to efficiently retrieve, record and present information.	Skim and scan a text to efficiently and quickly locate required information Use presentational features of non-fiction text types to efficiently retrieve, record and present information.