

Reading Progression Map

National Curriculum- Reading

<p>At EYFS-</p> <ul style="list-style-type: none"> • 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>At KS1- the knowledge progression takes full account of the national curriculum’s strands of:</p> <p>Comprehension</p> <ul style="list-style-type: none"> • develop pleasure in reading, motivation to read, vocabulary and understanding • understand both the books they can already read accurately and fluently and those they listen to • participate in discussion about what is read to them, taking turns and listening to what others say • explain clearly their understanding of what is read to them <p>Word Reading</p> <ul style="list-style-type: none"> • 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 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • 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) • 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. 	<p>At KS2- the knowledge progression takes full account of the national curriculum’s strands of:</p> <p>Year 3/4</p> <p>Comprehension</p> <ul style="list-style-type: none"> • develop positive attitudes to reading and understanding of what they read • understand what they read, in books they can read independently • retrieve and record information from non-fiction • participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. <p>Word Reading</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. <p>Year 5/6</p> <p>Comprehension</p> <p>As above plus</p> <ul style="list-style-type: none"> • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • asking questions to improve their understanding • drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied • identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • distinguish between statements of fact and opinion • explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary • provide reasoned justifications for their views. <p>Word Reading</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.
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Skills are dependent on specific knowledge. A skill is the capacity to perform and in order to perform a deep body of knowledge needs to be acquired and retained

Knowledge statements should be what pupils retain for ever. In other words, this knowledge is within their long-term memory and will be retained.

National Curriculum Subject Content- Reading

<p>EYFS</p>	<p>Children at the expected level of development will: - (Comprehension)</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary • Anticipate – where appropriate-key events in stories • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play
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	(Word Reading) <ul style="list-style-type: none"> • 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 								
Strand	Vocabulary		Inference		Identify and explain		Sequencing	Predicting	
Key Stage 1	<ul style="list-style-type: none"> • discussing word meanings, linking new meanings to those already known 		<ul style="list-style-type: none"> • making inferences on the basis of what is being said and done 		<ul style="list-style-type: none"> • being encouraged to link what they read or hear read to their own experiences • drawing on what they already know or on background information and vocabulary provided by the teacher • explain clearly their understanding of what is read to them. 		<ul style="list-style-type: none"> • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics 	<ul style="list-style-type: none"> • recognising and joining in with predictable phrases • predicting what might happen on the basis of what has been read so far 	
Strand	Inference	Word Meaning	Explainer	Retrieval	Summarising	Predicting	Linking texts	Comparison	
Key Stage 2	<ul style="list-style-type: none"> • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<ul style="list-style-type: none"> • using dictionaries to check the meaning of words that they have read • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context 	<ul style="list-style-type: none"> • discussing words and phrases that capture the reader's interest and imagination • identifying how language, structure, and presentation contribute to meaning (inc figurative lang in yr5/6) • distinguish between statements of fact and opinion 	<ul style="list-style-type: none"> • retrieve and record (and present for yr5/6) information from non-fiction 	<ul style="list-style-type: none"> • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying main ideas drawn from more than one paragraph and summarising these • explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary (yr 5/6) 	<ul style="list-style-type: none"> • predicting what might happen from details stated and implied 	<ul style="list-style-type: none"> • identifying themes and conventions in a wide range of books 	<ul style="list-style-type: none"> • making comparisons within and across books 	

Key Stage Overview- Skills and Concepts

Concepts	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding	<p>Identify the taught GPCs (the sounds that the letters make) including some digraphs. (LIT)</p> <p>Blend the taught sounds to read CVC, CVCC and CCVC words. (LIT)</p> <p>Read some taught common exception/ high frequency and familiar words. (LIT)</p> <p>Read sentences made up of words with taught sounds and common exception words. (LIT)</p>	<ul style="list-style-type: none"> apply phonic knowledge to decode words read aloud phonically-decodable texts re-read books to build fluency and confidence read simple sentences and understand the meaning including what a pronoun is speedily read all 40+ letters /groups for 40+ phonemes including alternative sounds for graphemes read Year 1 common exception words noting unusual correspondences between spelling and sound (identifying where they appear) read polysyllabic words containing taught GPCs read common suffixes (-s, -es, -ing, -ed, -er and -est) read contractions and understand that the apostrophe represents the omitted letter(s) read accurately by blending taught GPCs develop some fluency and expression, pausing at full stops 	<ul style="list-style-type: none"> apply phonic decoding until automatic and reading is fluent read common suffixes (-ed, -ing, -er, -est, -y, -er, -ment, -ful, -ness, -less, -ly re-read books to build up fluency and confidence in word reading note punctuation to read with appropriate expression read accurately by blending, including alternative sounds for graphemes read Year 2 common exception words, noting unusual correspondences read aloud books matched to phonic knowledge by sounding out unfamiliar words automatically read polysyllabic words containing above graphemes read most words quickly & accurately without overt sounding and blending 	<ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet 	<ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet
Key Questions	<ul style="list-style-type: none"> Can you break up the word What sounds can you hear? 						
Range of Reading	<ul style="list-style-type: none"> Read sentences made up of words with taught sounds and common exception words. (LIT) 	<ul style="list-style-type: none"> listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently 	<ul style="list-style-type: none"> listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a 	<ul style="list-style-type: none"> listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 	<ul style="list-style-type: none"> listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 	<ul style="list-style-type: none"> continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction 	<ul style="list-style-type: none"> continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction

	<ul style="list-style-type: none"> Listen to, talk about and respond to stories (rhymes and songs) with actions, relevant comments, questions; recalling key events and innovating. (C&L) To use non-fiction books to develop new knowledge and vocabulary 		level beyond that at which they can read independently	<ul style="list-style-type: none"> read books that are structured in different ways and reading for a range of purposes 	<ul style="list-style-type: none"> read books that are structured in different ways and reading for a range of purposes 	and reference books or textbooks <ul style="list-style-type: none"> read books that are structured in different ways and read for a range of purposes make comparisons within and across books 	and reference books or textbooks <ul style="list-style-type: none"> read books that are structured in different ways and read for a range of purposes make comparisons within and across books
Key Questions	<ul style="list-style-type: none"> Can you point out the beginning of the story? Can you put the story in order from beginning, middle and end? 			<ul style="list-style-type: none"> How do these two texts differ? What features does the author use across the range of books? 			
Poetry and Performances	<ul style="list-style-type: none"> To listen and sing nursery rhymes and songs, recalling whole songs and rhymes singing some independently and performing in groups / independently for other (C&L) 	<ul style="list-style-type: none"> learn to appreciate rhymes and poems, and to recite some by heart 	<ul style="list-style-type: none"> continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action recognise some different forms of poetry 	<ul style="list-style-type: none"> prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action recognise some different forms of poetry 	<ul style="list-style-type: none"> learn a wider range of poetry by heart, preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience 	<ul style="list-style-type: none"> learn a wider range of poetry by heart, preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
Key Questions	<ul style="list-style-type: none"> Can you hear any rhyming words Can you find rhyming pairs? 			<ul style="list-style-type: none"> Can you use tone to read the poem? Can you identify rhyming words? What is the author's intent? 			
Word Meaning	<ul style="list-style-type: none"> Talk about elements of a topic using newly introduced vocabulary (C&L) 	<ul style="list-style-type: none"> discuss word meanings and link new meanings to words already known 	<ul style="list-style-type: none"> discuss and clarify the meanings of words and link new meanings to known vocabulary discuss their favourite words and phrases 	<ul style="list-style-type: none"> use dictionaries to check the meaning of words that they have read 	<ul style="list-style-type: none"> use dictionaries to check the meaning of words that they have read 	<ul style="list-style-type: none"> use dictionaries to check the meaning of words that they have read 	<ul style="list-style-type: none"> use dictionaries to check the meaning of words that they have read
Key Questions	<ul style="list-style-type: none"> Find and copy one word meaning... Look at the paragraph beginning...Find and copy one word meaning... In the sentence/paragraph which word most closely matches the meaning of the word... (can be multiple choice) Find and copy a word/group of words that suggest that... 			<ul style="list-style-type: none"> Circle the correct option to complete the/each sentence below... <ul style="list-style-type: none"> Look at the paragraph... what does the word...suggest about... Find and copy one word/group of words that tells you... What does the word...suggest about... Give the meaning of the word...in this sentence. What does...mean? (can be multiple choice) What does the word... tell you about... Find and copy...different words that show... Choose the best words to match the description above. Circle your choice. What does the word... mean in this sentence? Find and copy a group of words that means the same as... This means that... Which of the following... is closest in meaning to... 			

Understanding	<ul style="list-style-type: none"> Understand how to listen carefully. (C&L) Respond to stories (rhymes and songs) with actions, relevant comments, questions; recalling key events. (LIT) Talk about elements of a topic using newly introduced vocabulary and extending sentences using a range of conjunctions to offer extra explanation and detail. (LIT) 	<ul style="list-style-type: none"> draw on what they already know or on background information and vocabulary provided by the teacher be encouraged to link what they read or hear read to their own experiences check that the text makes sense to them as they read and correct inaccurate reading answer simple retrieval questions about a text and find evidence to support answers 	<ul style="list-style-type: none"> discuss the sequence of events in books and how items of information are related draw on what they already know or on background information and vocabulary provided by the teacher make links between a current book and those already read check that the text makes sense to them as they read and correct inaccurate reading 	<ul style="list-style-type: none"> check that the text makes sense to them, discuss their understanding and explain the meaning of words in context ask questions to improve their understanding of a text identify main ideas drawn from more than one paragraph and summarise these identify morals and messages in a story 	<ul style="list-style-type: none"> check that the text makes sense to them, discuss their understanding and explain the meaning of words in context ask questions to improve their understanding of a text identify main ideas drawn from more than one paragraph and summarise these identify morals and messages in a story 	<ul style="list-style-type: none"> check that the book makes sense to them, discuss their understanding and explore the meaning of words in context ask questions to improve their understanding summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas 	<ul style="list-style-type: none"> check that the book makes sense to them, discuss their understanding and explore the meaning of words in context ask questions to improve their understanding summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas
Key Questions	<ul style="list-style-type: none"> Can you tell me what this word means? How could we find out the meaning of this word? Can you put this word into your own sentence? Can you retell this story in your own words? 			<ul style="list-style-type: none"> Below are some summaries of different paragraphs from the text, number them to show the order in which they appear in the text. What is the main message of the poem/story? Using information from the whole text, tick one box in each row to show whether each statement is true or false. Which of the following would be the most suitable summary of the whole text? Which statement is the best summary for the whole of page... Number the following sentences from -5 to show the order in which they happened in the poem... Look at the first two paragraphs. Which sentence below best describes the... 			
Inference	<ul style="list-style-type: none"> To begin to interpret stories, rhymes and poetry; making suggestions for actions and events (images and text).(LIT) 	<ul style="list-style-type: none"> discuss the significance of the title and events make inferences on the basis of what is being said and done 	<ul style="list-style-type: none"> make inferences on the basis of what is being said and done answer and ask questions 	<ul style="list-style-type: none"> *draw inferences such as inferring characters' feelings, thoughts and motives from their actions * justify inferences with evidence 	<ul style="list-style-type: none"> draw inferences such as inferring characters' feelings, thoughts and motives from their actions justify inferences with evidence 	<ul style="list-style-type: none"> draw inferences such as inferring characters' feelings, thoughts and motives from their actions, justify inferences with evidence 	<ul style="list-style-type: none"> draw inferences such as inferring characters' feelings, thoughts and motives from their actions justify inferences with evidence
Key Questions	<ul style="list-style-type: none"> What clues can you see that tells us about the weather? What does the character say that tells us how he/she is feeling? How does the character feel Why a character feels a particular way Why a character acts/behaves in a certain way (motives) how a character feels why a character feels a particular way why a character acts/behaves in a certain way (motives) why a character says certain things (motives) why a character says things in a certain way (motives) why a character does things in a certain way (motives) 			<ul style="list-style-type: none"> In what way does... think that ... is? Put a tick in the correct box to show whether each of the following statements is a fact or an opinion. What was unusual for....on ...? Choose the best words to match the description. Circle both of your choices. How is the...made to seem...? What does this paragraph tell you about...character? What else in the text tells us that... What other impressions do you get of... Explain what the poet/author finds...about... What is one thing that did not change... Find and copy a group of words that shows... Tick the two verses that are about... Look at the first paragraph. What suggests that the... What impressions do you get of...at this point in the extract? Give two impressions, using evidence from the text to support your answer. Give two reasons why... 			

Prediction	<ul style="list-style-type: none"> To talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words. 	<ul style="list-style-type: none"> predict what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> predict what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> predict what might happen from details stated and implied 	<ul style="list-style-type: none"> predict what might happen from details stated and implied 	<ul style="list-style-type: none"> predict what might happen from details stated and implied 	<ul style="list-style-type: none"> predict what might happen from details stated and implied
Key Questions	<ul style="list-style-type: none"> If you were to carry on the story, what would you write about? What do you think will happen to his friend? What might happen to the characters next? Why do you think this? If you were to be asked to write the next chapter to this book, what would it be about? 			<ul style="list-style-type: none"> Do you think that ... will change his/her/their behaviour in the future... Explain why using evidence from the text. Based on what you have read, what does the last paragraph suggest might happen next/to the...? Use evidence from this paragraph/the text to support your prediction What do you think...would say to... about? Use evidence from the text to support your answer. 			
Authorial Intent				<ul style="list-style-type: none"> discuss words and phrases that capture the reader's interest and imagination identify how language, structure, and presentation contribute to meaning 	<ul style="list-style-type: none"> discuss words and phrases that capture the reader's interest and imagination identify how language, structure, and presentation contribute to meaning 	<ul style="list-style-type: none"> identify how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language and consider the impact on the reader 	<ul style="list-style-type: none"> identify how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language and consider the impact on the reader
Key Questions				<ul style="list-style-type: none"> Why did the author use/choose this word? Explain why the word...has been used Why does the writer compare...to....? Why did the author use this simile? What adjectives/similes/personification/noun phrases has the author used to describe...? What effect does this have on the reader? How does...help you to understand...? How do the words create a feeling of...? What do phrases like...tell us? What impression of the... does this word/phrase give us? What does this description tell us about... 			
Non Fiction	<ul style="list-style-type: none"> Talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and 	<ul style="list-style-type: none"> listen to and discuss a wide range of non-fiction at a level beyond that at which they can read independently 	<ul style="list-style-type: none"> Be introduced to non-fiction books that are structured in different ways 	<ul style="list-style-type: none"> Be introduced to non-fiction books that are structured in different ways 	<ul style="list-style-type: none"> retrieve and record information from non-fiction texts 	<ul style="list-style-type: none"> distinguish between statements of fact and opinion retrieve, record and present information from non-fiction texts 	<ul style="list-style-type: none"> distinguish between statements of fact and opinion retrieve, record and present information from non-fiction texts

	<p>vocabulary in response to questions.</p> <ul style="list-style-type: none"> Know and explain some differences between fiction and non-fiction books. 						
Key Questions							
Discussing Reading	<ul style="list-style-type: none"> Talk about and respond to stories (rhymes and songs) with actions, relevant comments, questions. Talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words. Begin to interpret stories, rhymes and poetry; making suggestions for actions and events. Talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions. 	<ul style="list-style-type: none"> participate in discussion about what is read to them by taking turns and listening to what others say explain clearly their understanding of what is read to them 	<ul style="list-style-type: none"> participate in discussion about books, poems & other works that are read to them & those that they can read for themselves by taking turns and listening to what others say explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves 	<ul style="list-style-type: none"> participate in discussion about books, poems & other works that are read to them & those that they can read for themselves by taking turns and listening to what others say explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves 	<ul style="list-style-type: none"> participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say 	<ul style="list-style-type: none"> recommend books that they have read to their peers and giving reasons for their choices participate in discussions about books, building on their own and others' ideas and challenging views courteously explain and discuss their understanding of what they have read, including through formal presentations and debates provide reasoned justifications for their views 	<ul style="list-style-type: none"> recommend books that they have read to their peers and giving reasons for their choices participate in discussions about books, building on their own and others' ideas and challenging views courteously explain and discuss their understanding of what they have read, including through formal presentations and debates provide reasoned justifications for their views
Key Questions	<ul style="list-style-type: none"> Do this story remind you of another story that you have read? How does the character feel at the beginning compared to the end? 			<ul style="list-style-type: none"> The mood/relationships/opinions of the characters change throughout the text. How do they change? How does...feel about ... compared to the beginning of the text? According to the text... give one way that... <ul style="list-style-type: none"> a) Are similar to... b) Are different to... 			