


Reading Curriculum Progression Map

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Word Reading</p>	<p>Understands the five concepts of print: -Print has meaning -Print can have different purposes -We read English text from left to right top to bottom -The names of the different parts of a book -Page sequencing</p> <p>Develop their phonological awareness so they can: -Spot and suggest rhymes -Count or clap syllables in words -Recognise words with the same initial sound, such as money and mother</p>	<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence</p>	<p>Apply phonic knowledge to decode words (phase 5).</p> <p>Recognise 40+ phonemes speedily.</p> <p>Pronouncing the same grapheme in a range of ways.</p> <p>Read common exception words.</p> <p>Split two or three syllable words into separate syllables to support blending.</p> <p>Read words with contractions.</p> <p>Read more challenging texts using phonic and common exception word recognition.</p> <p>Blend sounds in unfamiliar words.</p> <p>Read books aloud accurately that are consistent with their phonic knowledge.</p> <p>Develop fluency, accuracy and confidence when re-reading books.</p>	<p>Continue to apply phonetic knowledge. Read alternative sounds for graphemes.</p> <p>Read words with two or more syllables accurately.</p> <p>Read aloud books matched to their phonic knowledge.</p> <p>Sounding out unfamiliar words correctly without hesitation.</p> <p>Read high frequency words without overt blending.</p> <p>Read longer less familiar texts independently.</p> <p>Read words containing common suffixes.</p> <p>Read further common exception words (noting unusual correspondence).</p> <p>Develop fluency, accuracy and confidence when re-reading books.</p>	<p>Use knowledge of root words to understand meaning.</p> <p>Use prefixes to understand meaning.</p> <p>Read and understand selected words from Y3 list.</p> <p>Use dictionaries (first two letters) to check meanings of words.</p>	<p>Use knowledge of root words to understand meaning of new words.</p> <p>Use prefixes to understand meaning.</p> <p>Use suffixes to understand meaning.</p> <p>Read and understand selected words from Y4 list.</p> <p>Use dictionaries (first three letters) to check meanings of words.</p>	<p>Use knowledge of root words and suffixes to understand meanings.</p> <p>Read and understand selected words from Y5 list.</p> <p>Recommend texts to their peers with reasons</p>	<p>Use etymology to help pronounce new words.</p> <p>Read and understand selected words from Y6 list.</p> <p>Recommend books to their peers with detailed reasons.</p>

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		<p>in word reading and fluency.</p> <p><i>Say a sound for each letter in the alphabet and at least 10 digraphs.</i></p> <p><i>Read words consistent with their phonic knowledge by sound-blending.</i></p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>						
<p>Comprehension and Understanding</p>	<p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Re-read books to build up their understanding and enjoyment.</p> <p><i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</i></p> <p>Anticipate (where appropriate) key events in stories.</p>	<p>Develop pleasure in reading by:</p> <ul style="list-style-type: none"> - listening to and discussing a wide range of genres at a level beyond which they can read independently - being encouraged to link texts to their own experiences - becoming familiar with key stories, retelling them and considering their characteristics - recognising and joining in with predictable phrases - learning to appreciate rhymes and poems, and to recite some by heart - discussing word meanings, linking new 	<p>Develop pleasure in reading by:</p> <ul style="list-style-type: none"> - listening to, discussing and expressing views about a wide range of genres (beyond what they can read) independently - Discuss the main events in stories - Discussing the sequence of events in books and how items of information are related - becoming familiar with and retelling a wider range of stories, fairy stories and traditional tales - being introduced to non-fiction books that are structured in different ways 	<p>Sequence main events of a story in a range of ways and discuss main points.</p> <p>Orally retell stories and engage the audience.</p> <p>Identify and discuss specific conventions of genres.</p> <p>Clarify the meaning of unfamiliar words in context.</p>	<p>Prepare a poem learn by heart and perform.</p> <p>Demonstrate enthusiasm – confidently sharing enthusiasm about books.</p> <p>Orally retell myths from other cultures with dramatic use of voice and actions</p> <p>Collect effective words and phrases from texts.</p> <p>Explain key vocabulary and within the context of the text</p>	<p>Prepare a poem learn by heart and perform ensuring the meaning is clear.</p> <p>Clarify new vocabulary.</p> <p>Indicate parenthesis</p> <p>Use active reading strategies.</p> <p>Draw inferences about characters' motives and justify referring to characters' thoughts and feelings.</p>	<p>Prepare a poem with annotations to support planning and rehearsals.</p> <p>Clarify new vocabulary.</p> <p>Demonstrate active reading strategies.</p> <p>Justify opinions by referring to the text PEE.</p> <p>Infer motives from characters' actions with evidence.</p> <p>Predict consequences</p>

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		<p><i>Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.</i></p>	<p>meanings to those already known</p> <p>Understand books they can read and those they listen to by:</p> <ul style="list-style-type: none"> - drawing on what they already know or on background information and vocabulary provided by the teacher - checking that the text makes sense to them as they read, and correcting inaccurate reading - discussing the significance of the title and events - making inferences on the basis of what is being said and done (answer why? questions) - predicting what might happen on the basis of what has been read so far - participate in discussion about what is read to them and taking turns - explain clearly their understanding of what is read to them - demonstrate understanding of characters and events through role play (using vocab and language) - sequence main events in a story - recall specific information in nonfiction texts 	<ul style="list-style-type: none"> - recognising simple recurring literary language in stories and poetry - discussing and clarifying the meanings of words, linking new meanings to known vocabulary - discussing their favourite words and phrases - continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear <p>Understand books they can read and those they listen to by:</p> <ul style="list-style-type: none"> - drawing on what they already know or on background information and vocabulary provided by the teacher - checking that the text makes sense to them as they read, and correcting inaccurate making inferences on the basis of what is being said and done - answering and asking questions - predicting what might happen on the basis of what has been read so far - participate in discussion about texts, taking turns and listening to what others say 	<p>Use appropriate intonation and tone when reading aloud, taking note of punctuation.</p> <p>Ask questions when reading to deepen understanding.</p> <p>Infer characters' thoughts, feelings and actions and justify with evidence.</p> <p>Make predictions with reasons.</p> <p>Justify responses using PE prompt (point and evidence).</p> <p>Identify key idea of each paragraph.</p> <p>Evaluate texts Evaluate how information is organised.</p> <p>Discuss what you have read and agree on rules for an effective discussion.</p>	<p>Use punctuation for intonation.</p> <p>Make predictions based on what is stated and implied.</p> <p>Active reading strategies.</p> <p>Discuss and compare themes across more than one text.</p> <p>Infer motives and justify with evidence.</p> <p>Justify responses using PE prompt (point and evidence) range of evidence needed.</p> <p>Identify ideas drawn from more than one paragraph and summarise.</p> <p>Analyse and evaluate text (including poems).</p> <p>Prepare factual research.</p> <p>Make notes when reading – abbreviating ideas.</p> <p>Explain how paragraphs are used.</p>	<p>Predict consequences based on what is stated and implied.</p> <p>Formulate hypotheses.</p> <p>Discuss themes within and across texts.</p> <p>Compare viewpoints of different characters.</p> <p>Distinguish between fact and opinion across texts.</p> <p>Scan for key information.</p> <p>Summarise orally and in writing.</p> <p>Justify opinions using PEE.</p> <p>Identify how language, structure and presentation contributes to meaning in texts.</p> <p>Explore imagery in fiction.</p> <p>Involved in discussions.</p>	<p>based on what is stated and implied.</p> <p>Formulate hypotheses through reading and re-reading – locate clues.</p> <p>Compare texts written in different periods.</p> <p>Discuss themes across a range of texts.</p> <p>Distinguish between fact and opinion across texts.</p> <p>Scan for key information to locate specific detail.</p> <p>Analyse conventions of different text types.</p> <p>Explain the author's choice of language and reasons for it.</p> <p>Challenge the views of others appropriately.</p> <p>Prepare and deliver oral presentation and use notes.</p>
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