


Reading Curriculum Progression Map

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Word Reading</b></p>	<p><b>Understands the five concepts of print:</b>                      -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><b>Develop their phonological awareness</b> 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><b>Read individual letters</b> by saying the sounds for them.</p> <p><b>Blend sounds into words</b>, so that they can read short words made up of known letter-sound correspondences.</p> <p><b>Read some letter groups</b> that each represent one sound and say sounds for them.</p> <p>Read a <b>few</b> common exception words.</p> <p><b>Read simple phrases and sentences</b> 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 (<b>phase 5</b>).</p> <p>Recognise 40+ phonemes speedily.</p> <p>Pronouncing the same grapheme in a <b>range of ways</b>.</p> <p>Read common exception words.</p> <p>Split two or three syllable words into <b>separate syllables to support blending</b>.</p> <p>Read words with <b>contractions</b>.</p> <p>Read <b>more challenging</b> 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, <b>accuracy</b> and confidence when re-reading books.</p>	<p>Continue to apply phonetic knowledge.                      Read alternative sounds for graphemes.</p> <p><b>Read</b> words with <b>two</b> or more <b>syllables</b> accurately.</p> <p>Read aloud books matched to their phonic knowledge.</p> <p>Sounding out unfamiliar words <b>correctly without hesitation</b>.</p> <p>Read high frequency words <b>without overt blending</b>.</p> <p>Read <b>longer less familiar texts independently</b>.</p> <p>Read words containing common suffixes.</p> <p>Read further common exception words (<b>noting unusual correspondence</b>).</p> <p>Develop fluency, accuracy and confidence when re-reading books.</p>	<p>Use knowledge of <b>root words</b> to understand meaning.</p> <p>Use <b>prefixes</b> to understand meaning.</p> <p>Read and understand selected words from Y3 list.</p> <p>Use <b>dictionaries</b> (first two letters) to check meanings of words.</p>	<p>Use knowledge of root words to understand meaning of <b>new words</b>.</p> <p>Use prefixes to understand meaning.</p> <p>Use <b>suffixes</b> to understand meaning.</p> <p>Read and understand selected words from Y4 list.</p> <p>Use dictionaries (first <b>three</b> 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><b>Recommend</b> texts to their peers with reasons</p>	<p>Use <b>etymology</b> to help <b>pronounce</b> new words.</p> <p>Read and understand selected words from Y6 list.</p> <p><b>Recommend</b> books to their peers with <b>detailed</b> reasons.</p>

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		<p>in word reading and <b>fluency</b>.</p> <p>Say a sound for each letter in the alphabet and at least <b>10 digraphs</b>.</p> <p>Read words consistent with their phonic knowledge by <b>sound-blending</b>.</p> <p><b>Read aloud</b> simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>						
<p><b>Comprehension and Understanding</b></p>	<p><b>Enjoy listening to longer stories and can remember much of what happens.</b></p> <p><b>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</b></p> <p><b>Engage in extended conversations about stories</b> learning new vocabulary.</p>	<p><b>Understand how to listen carefully and why it is important.</b></p> <p><b>Learn and use new vocabulary throughout the day</b></p> <p><b>Describe events in some detail</b></p> <p><b>Engage in story times</b></p> <p><b>Listen to and talk about stories to build familiarity and understanding</b></p>	<p>Develop pleasure in reading by:</p> <ul style="list-style-type: none"> <li>- listening to and discussing a <b>wide range of genres at a level beyond</b> which they can read independently</li> <li>- being encouraged to <b>link texts to their own experiences</b></li> <li>- becoming familiar with key stories, retelling them and considering their <b>characteristics</b></li> <li>- recognising and joining in with predictable phrases</li> <li>- learning to appreciate rhymes and poems, and to recite some by heart</li> <li>- <b>discussing word meanings, linking</b> new</li> </ul>	<p>Develop pleasure in reading by:</p> <ul style="list-style-type: none"> <li>- listening to, discussing and <b>expressing views</b> about a wide range of genres (beyond what they can read) independently</li> <li>- Discuss <b>the main events</b> in stories</li> <li>- Discussing the <b>sequence</b> of events in books and how items of <b>information are related</b></li> <li>- becoming familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>- being introduced to non-fiction books that are <b>structured in different ways</b></li> </ul>	<p>Sequence main events of a story in a range of ways and discuss main points.</p> <p>Orally retell <b>stories</b> 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 <b>perform</b>.</p> <p>Demonstrate enthusiasm – confidently sharing enthusiasm about books.</p> <p><b>Orally</b> retell myths from other <b>cultures</b> with dramatic use of <b>voice and actions</b></p> <p><b>Collect effective words</b> and phrases from texts.</p> <p>Explain key <b>vocabulary</b> and within the context of the text</p>	<p>Prepare a poem learn by heart and perform ensuring the <b>meaning</b> is clear.</p> <p>Clarify new vocabulary.</p> <p>Indicate parenthesis</p> <p>Use active reading strategies.</p> <p>Draw <b>inferences about characters' motives</b> and justify referring to characters' thoughts and feelings.</p>	<p>Prepare a poem with <b>annotations</b> 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><u>Retell the story once they have developed deep familiarity with the text</u></p> <p>Learn <u>new rhymes and poems</u></p> <p><u>Engage in non-fiction books</u></p> <p><u>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</u></p> <p><u>Re-read books</u> to build up their understanding and enjoyment.</p> <p><i>Demonstrate understanding of what has been read to them by <u>retelling stories and narratives</u> using their own words and recently introduced vocabulary.</i></p> <p><u>Anticipate (where appropriate) key events in stories.</u></p> <p><i>Use and understand</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"> <li>- drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>- <b>checking that the text makes sense</b> to them as they read, and <b>correcting inaccurate</b> reading</li> <li>- discussing the significance of <b>the title and events</b></li> <li>- making <b>inferences</b> on the basis of what is being said and done (answer why? questions)</li> <li>- <b>predicting</b> what might happen on the basis of what has been read so far</li> <li>- participate in <b>discussion</b> about what is read to them and taking turns</li> <li>- explain clearly their understanding of what is read to them</li> <li>- demonstrate understanding of characters and events through <b>role play</b> (using vocab and language)</li> <li>- <b>sequence</b> main events in a story</li> <li>- <b>recall</b> specific information in nonfiction texts</li> </ul>	<ul style="list-style-type: none"> <li>- recognising simple recurring literary language in stories and poetry</li> <li>- discussing and <b>clarifying</b> the meanings of words, linking new meanings to known vocabulary</li> <li>- discussing their <b>favourite words and phrases</b></li> <li>- continuing to <b>build up a repertoire of poems learnt by heart</b>, appreciating these and reciting some, with appropriate <b>intonation</b> to make the meaning clear</li> </ul> <p>Understand books they can read and those they listen to by:</p> <ul style="list-style-type: none"> <li>- drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>- checking that the text makes sense to them as they read, and correcting inaccurate making <b>inferences</b> on the basis of what is being said and done</li> <li>- <b>answering and asking questions</b></li> <li>- predicting what might happen on the basis of what has been read so far</li> <li>- participate in discussion about texts, taking turns and listening to what others say</li> </ul>	<p>Use appropriate intonation and tone when reading aloud, taking note of punctuation.</p> <p><b>Ask questions</b> when reading to deepen understanding.</p> <p><b>Infer characters' thoughts, feelings</b> and actions and justify with evidence.</p> <p>Make <b>predictions with reasons.</b></p> <p>Justify responses using <b>PE prompt</b> (point and evidence).</p> <p>Identify key idea of each paragraph.</p> <p>Evaluate texts <b>Evaluate</b> how information is organised.</p> <p>Discuss what you have read and agree on rules for an <b>effective</b> discussion.</p>	<p>Use punctuation for intonation.</p> <p>Make <b>predictions</b> based on what is <b>stated</b> and <b>implied.</b></p> <p><b>Active reading</b> strategies.</p> <p>Discuss and <b>compare themes</b> across more than one text.</p> <p><b>Infer motives</b> and justify with evidence.</p> <p>Justify responses using PE prompt (point and evidence) <b>range of evidence</b> needed.</p> <p>Identify ideas drawn from <b>more than one paragraph</b> and summarise.</p> <p>Analyse and evaluate text (including poems).</p> <p>Prepare <b>factual research.</b></p> <p>Make <b>notes</b> 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 <b>hypotheses.</b></p> <p>Discuss <b>themes within and across texts.</b></p> <p>Compare viewpoints of different characters.</p> <p>Distinguish between <b>fact and opinion</b> 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 <b>imagery</b> in fiction.</p> <p>Involved in discussions.</p>	<p>based on what is stated and implied.</p> <p>Formulate hypotheses through <b>reading and re-reading – locate clues.</b></p> <p><b>Compare texts written in different periods.</b></p> <p>Discuss <b>themes across a range of texts.</b></p> <p>Distinguish between fact and opinion across texts.</p> <p>Scan for key information to locate <b>specific detail.</b></p> <p>Analyse conventions of different text types.</p> <p>Explain the <b>author's choice</b> of language and reasons for it.</p> <p><b>Challenge the views</b> of others appropriately.</p> <p>Prepare and deliver oral presentation and use <b>notes.</b></p>
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