



# St Peter's CE (VA) Primary School

## Curriculum Progression Map - Reading

	Foundation 2	Year 1	Year 2	Year 3 / Year 4	Year 5 / Year 6	KS3
<b>Word Reading</b>	<ul style="list-style-type: none"> <li>ELG I can say a sound for each letter of the alphabet and at least 10 digraphs.</li> <li>I can read word consistent with my phonics knowledge by sound blending.</li> <li>I can read aloud simple sentences and books that are consistent my phonics knowledge including some common exception words.</li> </ul>	<ul style="list-style-type: none"> <li>apply phonic knowledge and skills as the route to decode words</li> <li>respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</li> <li>read other words of more than one syllable that contain taught GPCs</li> <li>read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</li> <li>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</li> <li>re-read these books to build up their fluency and confidence in word reading</li> </ul>	<ul style="list-style-type: none"> <li>continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>read accurately words of two or more syllables that contain the same graphemes as above</li> <li>read words containing common suffixes</li> <li>read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>re-read these books to build up their fluency and confidence in word reading.</li> </ul>	<ul style="list-style-type: none"> <li>ply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</li> <li>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<b>Comprehension -Pleasure</b>	<ul style="list-style-type: none"> <li>I can choose my own library book every week and share it at home.</li> </ul>	<ul style="list-style-type: none"> <li><b>develop pleasure in reading, motivation to read, vocabulary and understanding by:</b> <ul style="list-style-type: none"> <li><u>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</u></li> <li><u>being encouraged to link what they read or hear read to their own experiences</u></li> <li><u>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</u></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>develop pleasure in reading, motivation to read, vocabulary and understanding by:</b> <ul style="list-style-type: none"> <li><u>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</u></li> <li>discussing the sequence of events in books and how items of information are related <b>(1c)</b></li> <li><u>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</u></li> <li><u>being introduced to non-fiction books that are structured in different ways <b>(1b)</b></u></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>develop positive attitudes to reading and understanding of what they read by:</b> <ul style="list-style-type: none"> <li><u>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</u></li> <li><u>reading books that are structured in different ways and reading for a range of purposes</u></li> <li>using dictionaries to check the meaning of words that they have read <b>(2a)</b></li> <li><u>increasing their familiarity with a wide range of books, including fairy</u></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>maintain positive attitudes to reading and understanding of what they read by:</b> <ul style="list-style-type: none"> <li><u>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</u></li> <li><u>reading books that are structured in different ways and reading for a range of purposes</u></li> <li><u>increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</u></li> <li>recommending books that they have read to their peers, giving reasons for their choices</li> <li>identifying and discussing themes and conventions in and across a wide range of writing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>develop an appreciation and love of reading, and read increasingly challenging material independently through:</b> <ul style="list-style-type: none"> <li><b>reading a wide range of fiction and non-fiction, including in particular whole books,short stories, poems and plays with a wide coverage of genres, historical periods,forms and authors. The range will include high-quality works from:</b></li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>- recognising and joining in with predictable phrases</li> <li>- learning to appreciate rhymes and poems, and to recite some by heart</li> <li>- discussing word meanings, linking new meanings to those already known <b>(1a)</b></li> </ul>	<ul style="list-style-type: none"> <li>- recognising simple recurring literary language in stories and poetry</li> <li>- discussing and clarifying the meanings of words, linking new meanings to known vocabulary <b>(1a)</b></li> <li>- discussing their favourite words and phrases</li> <li>- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul>	<u>stories, myths and legends, and retelling some of these orally</u> <ul style="list-style-type: none"> <li>- <u>identifying themes and conventions in a wide range of books</u></li> <li>- <u>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</u></li> <li>- discussing words and phrases that capture the reader's interest and imagination <b>(2g)</b></li> <li>- recognising some different forms of poetry [for example, free verse, narrative poetry]</li> </ul>	<ul style="list-style-type: none"> <li>- making comparisons within and across books <b>(2h)</b></li> <li>- <u>learning a wider range of poetry by heart</u></li> <li>- <u>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</u></li> </ul>	<p>□ <b>English literature, both pre-1914 and contemporary, including prose, poetry and drama</b></p> <p>□ <b>Shakespeare (two plays)</b></p> <p>□ <b>seminal world literature</b></p> <ul style="list-style-type: none"> <li>▪ choosing and reading books independently for challenge, interest and enjoyment.</li> </ul> <p>□ re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons.</p>
<b>Comprehension - Understanding</b>	<ul style="list-style-type: none"> <li>▪ ELG I can demonstrate understanding of what is read to me by retelling stories and narratives using my own words.</li> <li>▪ ELG: Anticipate - where appropriate - key events in stories.</li> <li>▪ ELG: Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> <li>▪ ELG (S): Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>understand both the books they can already read accurately and fluently and those they listen to by:</b></li> <li>- drawing on what they already know or on background information and vocabulary provided by the teacher <b>(1a)</b></li> <li>- checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>- discussing the significance of the title and events <b>(1b)</b></li> <li>- making inferences on the basis of what is being said and done <b>(1d)</b></li> <li>- predicting what might happen on the basis of what has been read so far <b>(1e)</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>understand both the books they can already read accurately and fluently and those they listen to by:</b></li> <li>- drawing on what they already know or on background information and vocabulary provided by the teacher <b>(1a)</b></li> <li>- checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>- making inferences on the basis of what is being said and done <b>(1d)</b></li> <li>- answering and asking questions</li> <li>- predicting what might happen on the basis of what has been read so far <b>(1e)</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>understand what they read, in books they can read independently, by:</b></li> <li>- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context <b>(2a)</b></li> <li>- asking questions to improve their understanding of a text</li> <li>- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence <b>(2d)</b></li> <li>- predicting what might happen from details stated and implied <b>(2e)</b></li> <li>- identifying main ideas drawn from more than one paragraph and summarising these <b>(2c)</b></li> <li>- identifying how language, structure, and presentation contribute to meaning <b>(2g)</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>understand what they read by:</b></li> <li>- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context <b>(2a)</b></li> <li>- asking questions to improve their understanding</li> <li>- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence <b>(2d)</b></li> <li>- predicting what might happen from details stated and implied <b>(2e)</b></li> <li>- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas <b>(2c)</b></li> <li>- identifying how language, structure and presentation contribute to meaning <b>(2g)</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ understand increasingly challenging texts through:</li> <li>- learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries</li> <li>- making inferences and referring to evidence in the text</li> <li>- knowing the purpose, audience for and context of the writing and drawing on this</li> <li>- knowledge to support comprehension</li> <li>- checking their understanding to make sure that what they have read makes sense.</li> </ul>
<b>Comprehension - Discussion</b>	<ul style="list-style-type: none"> <li>▪ ELG (S): Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>▪ ELG (S): 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.</li> </ul>	<ul style="list-style-type: none"> <li>▪ <u>participate in discussion about what is read to them, taking turns and listening to what others say</u></li> <li>▪ explain clearly their understanding of what is read to them. <b>(1c)</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <u>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</u></li> <li>▪ explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. <b>(1c)</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <u>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.</u></li> </ul>	<ul style="list-style-type: none"> <li>▪ <u>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</u></li> <li>▪ provide reasoned justifications for their views. <b>(2a)</b></li> <li>▪ <u>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</u></li> </ul>	
<b>Comprehension - Retrieval / Evaluate</b>				<ul style="list-style-type: none"> <li>▪ retrieve and record information from non-fiction <b>(2b)</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ retrieve, record and present information from non-fiction <b>(2b)</b></li> <li>▪ distinguish between statements of fact and opinion</li> <li>▪ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul>	<ul style="list-style-type: none"> <li>▪ read critically through:</li> <li>- knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning</li> </ul>

						<ul style="list-style-type: none"> <li>- recognising a range of poetic conventions and understanding how these have been used</li> <li>- studying setting, plot, and characterisation, and the effects of these</li> <li>- understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play</li> <li>- making critical comparisons across texts</li> <li>- studying a range of authors, including at least two authors in depth each year.</li> </ul>
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Underlined is experiences that need to be planned in.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Prediction</b>	<ul style="list-style-type: none"> <li>▪ Looking at the front cover of the book- what type of book, what might it be about- use evidence from cover or illustrations</li> <li>▪ Looking at pictures and listening to books read aloud (particularly with predictable storyline)- what might happen next- give list of options to choose from if prompts are needed</li> </ul>	<ul style="list-style-type: none"> <li>▪ Begin to predict what might happen next based on what they have read for themselves. Moving towards decoding and comprehending what has been read.</li> <li>▪ First through talk or dramatising the next scene or answering- "What do you think they will say...?"</li> <li>▪ Choose from a list of given options with a verbal explanation of logic behind the choice- Not complex e.g. I think the boy will drop the eggs because he keeps breaking things</li> <li>▪ Next stage, children write simple prediction based on what they have read / had read to them.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Children look at more subtle clues in the text to predict e.g. Sarah did not usually get into trouble.</li> <li>▪ With support and prompts they will see that the word usually means that she might get into trouble this time</li> <li>▪ Look at details in character and setting descriptions to find clues about what could happen- with teaching and prompting (multiple choice options and use of short films)</li> <li>▪ With support, build up knowledge of genre and authors- in this type of text, when children are left on their own, an adventure begins</li> </ul>	<ul style="list-style-type: none"> <li>▪ Children combine skills of inference and prediction with increasing independence, highlighting clues that will give them the knowledge to predict based on evidence. "How do you think she will react and why?"</li> <li>▪ Look at details in character and setting descriptions to find clues about what could happen- with teaching and prompting (in texts, beginning with short passages)</li> <li>▪ Children build up a larger bank of knowledge around genre and authors and begin to make generalisations</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ With support, children are using direct evidence from the text alongside their own experiences/ knowledge of texts to predict</li> <li>▪ They are beginning to adjust or confirm their initial predictions based on more extended reading e.g. across a short story, longer film or novel</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ Children are using all the skills of prediction and inference together with accurate quotes or evidence from the text to produce written predictions or tackle prediction questions</li> <li>▪ Children can recognise and create their own prediction questions</li> <li>▪</li> </ul>
<b>Inference</b>	<ul style="list-style-type: none"> <li>▪ Looking at illustrations- "that is a nurse because they are wearing a uniform and the building is a hospital"</li> <li>▪ Looking at pictures and listening to books read aloud - work out the setting, characters and plot from clues, with support</li> </ul>	<ul style="list-style-type: none"> <li>▪ Choose from a list of given options (Who is it? Where is it? What's happening?) with a verbal explanation of logic behind the choice- quite simple e.g. I think it is a magic story because there is a dragon and wizard on the cover and it said "spells"</li> <li>▪ Next stage, children answer simple inference questions based on what they have read / had read to them (multiple choice to begin)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Children close read to be able to find clues about character's motives and feelings (start with picture and film- visual evidence)</li> <li>▪ Look at details in character's description, action, speech and how others react to them- link to teaching of writing - description and dialogue</li> <li>▪ Look at more subtle clues about setting- what Time of day? Time of year? Time in history? Fantasy/ realistic? Country? Rich/poor, etc.</li> <li>▪ With support, build up knowledge of genre and authors to help with generalisations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Children combine skills of inference and prediction with increasing independence, highlighting clues that will give them the knowledge to predict based on evidence. "How do you think she will react and why?"</li> <li>▪ Look at details in character and setting descriptions and dialogue - highlight and build up an evidence bank to justify ideas</li> <li>▪ Children build up a larger bank of knowledge around genre and authors and begin to make generalisations</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ With support, children are using direct evidence from the text alongside their own experiences/ knowledge of texts to infer</li> <li>▪ Children can "book talk" with confidence- describing their thoughts alongside reading what it says-</li> <li>▪ e.g. He cupped his hand to her ear and whispered- that means that what he had to say was a secret because he didn't want anyone else to hear.</li> <li>▪ e.g. She looked up at Mrs Smith and gulped- Mrs Smith is probably a teacher, the girl is worried and can't speak or is</li> </ul>	<ul style="list-style-type: none"> <li>▪ Children are using all the skills of prediction and inference together with accurate quotes or evidence from the text</li> <li>▪ They can answer written inference questions with confidence</li> <li>▪ Children can recognise and create their own inference questions</li> </ul>

					hesitating- that's why she gulped	
<b>Discussion</b>	<ul style="list-style-type: none"> <li>After being read to, children can share their thoughts- favourite part, any surprises, favourite word, scary bit, new information learnt</li> <li>The emphasis is on taking turns and listening to other people's ideas</li> <li>Sentence starters might be needed</li> </ul>	<ul style="list-style-type: none"> <li>There is more explanation and expansion from simple statements- use of "because"</li> <li>Children have more understanding of what have read themselves rather than just decoding and can explain what they have found out or what has happened</li> <li>Begin to agree or disagree with what other children have said- with support</li> </ul>	<ul style="list-style-type: none"> <li>Build upon Y2 by getting the children to refer back to specific parts of the texts that were read to them and they have read for themselves. With support - which part of the text told you that? When did you start thinking that?</li> <li>Link to Y3 prediction and inference where children have to look at the detail as well as the overall meaning</li> <li>Develop listening by asking children to build on ideas from other children- Just like Alice said...</li> </ul>	<ul style="list-style-type: none"> <li>Children are beginning to use comparisons between books/texts as their knowledge of genres and authors grows - this is like the other poem because the rhythm pattern is similar/ they both write about animals</li> <li>Link to Y4 prediction and inference- subtle vocabulary and grammar choices are referred to</li> <li>Develop turn taking further by asking children to challenge and question each other in a polite manner- Ali- what did you mean when you said...?</li> </ul>	<ul style="list-style-type: none"> <li>Become more sophisticated in their explanations by finding direct examples and quotes from the text and then explaining them</li> <li>Talk more about the author's choices- She choose to...because .... Or to make the reader think.....</li> <li>Be able to rank choices with explanations e.g. top 3 poems</li> <li>Be prepared to alter opinions/ take on other's points of view during discussion</li> </ul>	<ul style="list-style-type: none"> <li>As Y5- begin to express and record ideas from spoken word work into writing or debates</li> </ul>

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Fairy Stories</b>	-Queen Victorian's Bathing Machine Gloria Whelan -Funny bones Janet & Allan Ahlberg - Katy and the sunflowers James Mayhew - Mrs Armitage on Wheels Quentin Blake -Mr Grumpy's Motor Car John Burningham -The Enchanted Wood Enid Blyton -The Great Paper Caper Oliver Jeffers -Stay safe with Thomas Network Rail -Fire Cat Philip Hurst	- Big Match - Katy and the sunflowers James Mayhew - Chitty Chitty Bang Bang - The Enchanted Wood Enid Blyton - The Great Paper Caper Oliver Jeffers - Stay safe with Thomas Network Rail -Fire Cat Philip Hurst				
<b>Traditional Tales/Stories</b>	-Traditional tale Three Billy Goats Gruff -Traditional tale Hansel and Gretel	-Traditional tale Three Billy Goats Gruff -Traditional tale Hansel and Gretel				
<b>Poetry</b>	-On the Ning Nang Nong Spike Milligan -Sense poetry Firework poem - Where my wellies take me. Michael Morpurgo	-Class poem Pie Corbett Alliteration -Jabberwocky nonsense poem Lewis Carroll - Firework poetry - Where my wellies take me. Michael Morpurgo				



<b>Myths &amp; Legends</b>						
<b>Playscripts</b>						
<b>Modern Fiction</b>						
<b>Literary Heritage</b>						
<b>Other Cultures</b>	-Baba's Gift Beverley Naidoo - Tiger Child Joanna Troughton	- Baba's Gift Beverley Naidoo - Tiger Child Joanna Troughton				
<b>Structured Differently</b>			<b>Marcia Williams books-</b> comic book summaries of Shakespeare, Greek Myths, etc. Journey series- Aaron Becker- picture book that tells a complex story- no words <b>The 13 Storey Treehouse-</b> comic book format <b>Where my Wellies Take Me-</b> Michael Morpurgo- anthology of poems linked by a narrative and map		<b>Wonder-</b> MJ Palacio- told by different narrators in different styles, Facebook, texts, emails, letters <b>Wink-</b> Rob Harrell- comic book summaries of chapters, texts, references to memes, social media, etc. Told from a child's perspective <b>Marcia Williams-</b> My Secret Wartime Diary by Flossie- letters, diaries, notes, etc. <b>Shakespeare-</b> monologues and soliloquies <b>Graphic Novels</b> e.g A Wrinkle in Time- graphic novel version	
<b>Non-Fiction Structured Differently</b>	-Captain Cook by Haydn Middleton Recount -Ways into history Toys and Games - Information text My Body -Instructions Planting Sunflowers -Information Text Collins My first book of transport -Explanation text Watch me grow frog! Lisa Magloff -Recipe for gingerbread -Historical recount The Great Fire of London	- Captain Cook by Haydn Middleton Recount -Dunce's cap discussion - Why do we eat? Usborne Explanation text digestion system -Instructions Planting Sunflowers -Persuasive advert Selling Wacky Races vehicles -Information Text Collins My first book of transport -Explanation text Watch me grow frog! Lisa Magloff -Recipe for gingerbread -Historical recount The Great Fire of London	Leaflets- scanning for specific information e.g. opening times, price, offers Theatre programme- finding out the synopsis and information about specific cast members Online reading- using a website or Wikipedia- checking that facts are correct by looking at a range of sources Poetry anthologies- exploring how the poems are grouped and where to find the one you could use in an assembly, for instance Scripts- dialogue only with stage directions to aid actors Manuals- technical language and diagrams Horrible history formats		Bible and other holy books- church school! (4 gospels- slightly different) Newspapers - paper and online- finding out what is happening- checking facts	
<b>Themes / Conventions</b>			- identifying themes and conventions in a wide range of books Y3/4 Examples Good over Evil Quest stories- on a search for.... Friendship/ relationship-based stories e.g. Jacqueline Wilson Adventure stories Fantasy/ realism		- identifying and discussing themes and conventions in and across a wide range of writing Y5/6 Examples Classics- what makes it a classic (is it all appropriate for now?) Historic genre- how accurate? Science fiction Environment Different types of journalism- bias and balance	

			Non- narrative formats e.g. Eyewitness, Dorling Kindersley Terry Deary Myths and Legends	Discrimination/ seeking justice Tackling difficult issues- child audience
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