



# Roadmap of progress – Reading

## EYFS - Nursery

### Word reading

- Understand:
  - that print has meaning
  - print can have different purposes
  - we read English text from left to right and from top to bottom
  - the names of different parts of a book
  - page sequencing
- develop their phonological awareness, so that they can:
  - spot and suggest rhymes
  - count or clap syllables in a word
  - recognise words with the same initial sound

### Comprehension

- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Engage in extended conversations about stories, learning new vocabulary.





# Roadmap of progress – Reading

## EYFS - Reception

Word reading

- Say a sound for each letter in the alphabet and at least 10 digraphs (ss, ll, ck, th, ff, qu, ch, sh, ng and nk);
- 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.

Comprehension

- 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.





# Roadmap of progress – Reading

## Year 1

Word reading	<ul style="list-style-type: none"><li>• Match all 40+ graphemes to their phonemes</li><li>• Blend sounds in unfamiliar words (containing grapheme phoneme correspondence) including more than one syllable</li><li>• Divide words into syllables, eg pocket, rabbit, carrot, thunder, sunset.</li><li>• Read compound words eg football, playground, farmyard, bedroom.</li><li>• Read words with contractions eg I'm, I'll, we'll and understand that the apostrophe represents the omitted letter(s)</li><li>• Read phonetically decodable age related texts with confidence</li><li>• Read words containing s, es, ing, ed, er, est endings</li><li>• Read words which have the prefix -un, -miss, -de</li><li>• Read year 1 common exception words</li></ul>
Comprehension	<ul style="list-style-type: none"><li>• Say what they like or dislike about a narrative, non fiction text and poems / rhymes</li><li>• Link what they read or hear read to their own experiences</li><li>• Understand and talk about the main characteristics of the key stories known</li><li>• Discuss word meanings, linking new meanings to those already known</li><li>• Use prior knowledge to understand texts</li><li>• Use content and vocabulary provided to understand texts</li><li>• Check that the text makes sense to them as they read and correct mistakes</li><li>• Talk about the titles and the events</li><li>• Begin to draw inferences from the text and or the illustrations</li><li>• Make predictions based on the events in the text.</li><li>• Listen to others' ideas about a text and talk about responses in a group</li><li>• Explain what they understand about a text</li></ul>
Supplementary	<ul style="list-style-type: none"><li>• Know some key stories including traditional and fairy tales</li><li>• Retell key stories orally using narrative language</li><li>• Recognise and join in with predictable phrases</li></ul>



# Roadmap of progress – Reading

## Year 2

Word reading	<ul style="list-style-type: none"><li>• Decode automatically and fluently words that contain the graphemes taught without overt sounding and blending (over 90 words per minute)</li><li>• Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li><li>• Recognise and read alternative sounds for graphemes e.g. gnat, know</li><li>• Read accurately words of two or more syllables that contain the same GPCs</li><li>• Read words containing common suffixes e.g. –ness, –ful , –less and –ly</li><li>• Read most Y2 common exception words</li><li>• Read and notice unusual correspondence between grapheme and phoneme e.g. d<u>e</u>lay</li></ul>
Comprehension	<ul style="list-style-type: none"><li>• Talk about and give an opinion on a range of texts including favourite words and phrases</li><li>• Discuss the sequence of events in books and how they are related to each other</li><li>• Use prior knowledge, context and vocabulary explored to understand texts and make links to other books</li><li>• Read for meaning, checking that the text makes sense and correcting inaccurate reading</li><li>• Know and recognise simple recurring literary language in stories and poetry</li><li>• Answer and ask appropriate questions and make predictions on the basis of what has been read so far</li><li>• Draw simple inferences from illustrations, events and characters' actions and speech and answer questions</li></ul>
Supplementary	<ul style="list-style-type: none"><li>• Retell orally some stories, including fairy stories and traditional tales</li><li>• Increase repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li></ul>

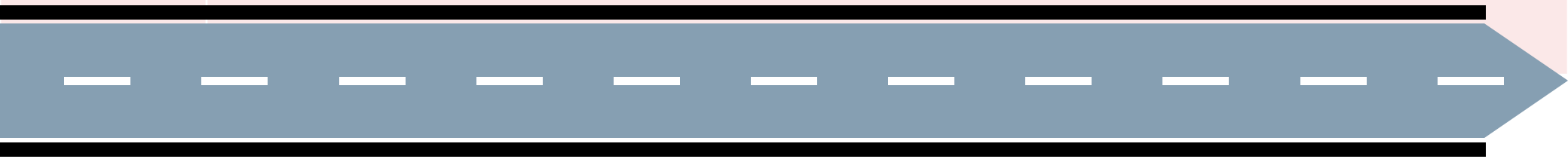




# Roadmap of progress – Reading

## Year 3

Word reading	<ul style="list-style-type: none"><li>• Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</li><li>• Apply knowledge of root words prefixes (un-, dis, in-, re-, anti-, super-, sub- ) and suffixes (-ous, -ly, -ion, -ian both to read aloud and to understand the meaning of unfamiliar words.</li><li>• Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li></ul>
Comprehension	<ul style="list-style-type: none"><li>• Choose books for specific purposes, including dictionaries to check for the meaning of unfamiliar words.</li><li>• Begin to recognise some different forms of poetry – list poems, shape poems, free verse etc</li><li>• Know and be able to retell a wider range of stories, including fairy stories, myths and legends.</li><li>• Know and recognise some of the literary conventions in text types covered.</li><li>• Discuss and record words and phrases that writers use to engage and impact on the reader.</li><li>• Read for meaning, checking that the text makes sense and correcting inaccurate reading.</li><li>• Identify how structure and presentation contribute to the meaning of texts.</li><li>• Explain and discuss understanding of books, poems and other material, both those read aloud to them and those read independently.</li><li>• Ask questions to improve understanding of a text.</li><li>• Listen to and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks</li><li>• Know that non-fiction books are structured in different ways and be able to use them effectively.</li><li>• Begin to understand that narrative books are structured in different ways. For example, quest stories and stories with dilemmas</li><li>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions.</li><li>• Predict what might happen from details stated and implied</li><li>• Identify main idea of a text drawn from more than one paragraph and summarising these.</li><li>• Explain the meaning of words in context.</li><li>• Retrieve and record information from fiction and non-fiction.</li></ul>
Supplementary	<ul style="list-style-type: none"><li>• Prepare poems and playscripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</li></ul>





# Roadmap of progress – Reading

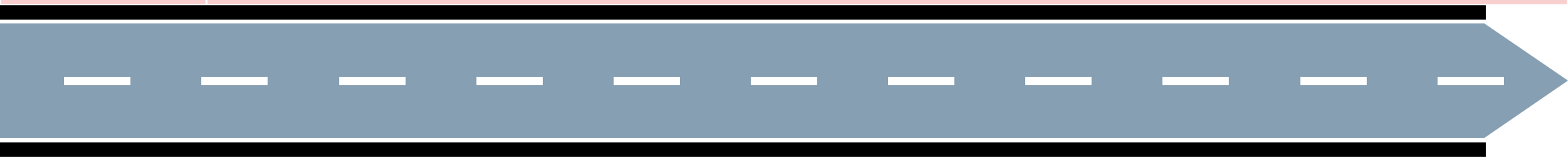
## Year 4

### Word reading

- Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.
- Apply knowledge of root words, prefixes (mis- un-, dis, in-, il-, ir- auto-, super-, sub-) and suffixes (-ous, -ly, -sion,-ion –ian) both to read aloud and to understand the meaning of unfamiliar words.
- Read further exception words, noting the unusual correspondences between spelling and sound, and when these occur in the word.

### Comprehension

- Experience, discuss and explain the structure of a range of: Fiction, for example - historical stories and fantasy stories. Poetry forms, for example – list poems, free verse, rhyming verse. Plays. Non-fiction reference books or textbooks.
- Know and be able to retell a wider range of stories, traditional tales and myths
- Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- Know which books to select for specific purposes, including dictionaries to check for the meaning of unfamiliar words and thesauruses to widen language choices.
- Discuss and record words and phrases that writers use to engage and impact on the reader.
- Know and recognise some of the literary conventions in text types covered.
- Begin to understand simple themes in books
- Read for meaning, checking that the text makes sense and correcting inaccurate reading.
- Identify some text type organisational features. For example, narrative, explanation, persuasion.
- Discuss books, poems and other works that are read aloud and independently, taking turns and listening to others' opinions.
- Express a personal point of view about a text, giving reasons.
- Make connections between other similar texts, based on prior knowledge and experience.
- Explain, listen to and discuss understanding of books, poems and other material, both those read aloud and those read independently.
- Explain why text types are organised in a certain way.
- Identify overview of the theme of a text.
- Identify how author has used precise word choices for effect to impact on the reader.
- Identify and summarise main ideas of a text.
- Infer meanings and begin to justify them with evidence from the text.
- Predict what might happen from details stated and deduced information
- Retrieve and record information from fiction and non-fiction.
- Explain the meaning of words in context.





# Roadmap of progress – Reading

## Year 5

### Word reading

- Engage the interest of the listener by varying their expression and vocabulary
- Adapt spoken language to the audience, purpose and context
- Explain the effect of using different language for different purposes
- Develop and express ideas and opinions, justifying a point of view with relevant detail.
- Show understanding of the main points, significant details and implied meanings in a discussion
- Listen carefully in discussions, make contributions and ask questions that are responsive to others' ideas and views
- Begin to use standard English in formal situations
- Begin to use hypothetical language to consider more than one possible outcome or solution
- Perform their own compositions, using appropriate intonation and volume so that meaning is clear
- Understand and begin to select the appropriate register according to the context

### Comprehension

- Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Read and become familiar with a range of books for a range of purposes that are structured in different ways, including myths, legends and traditional stories and books from other cultures and traditions.
- Recommend books to peers, giving reasons for their choices identifying and discussing themes and conventions in and across a wide range of writing
- Make comparisons between books.
- Check that the book is meaningful and discuss what has been understood.
- Use meaning-seeking strategies to explore the meaning of words in context.
- Use meaning – seeking strategies to explore the meaning of idiomatic and figurative language.
- Ask questions to improve understanding.
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions including justifying inferences with evidence from the text.
- Make predictions from details stated and implied information.
- Summarise the main ideas drawn from a text.
- Identify the effect of the context on a text. For example, historical or other cultures.
- Identify how language, structure and presentation contribute to the meaning of a text.





# Roadmap of progress – Reading

## Year 5 continued

### Comprehension

- Present an oral overview or summary of a text.
- Present the author's viewpoint of a text
- Present a personal point of view based on what has been read.
- Distinguish between statements of fact and opinion.
- Retrieve, record, collate and present information from non-fiction
- Identify and comment on writer's use of language for effect. For example, precisely chosen adjectives, similes and personification.
- Identify grammatical features used by writer – rhetorical questions, varied sentence lengths, varied sentence starters, empty words – to impact on the reader.
- Participate in discussions and raise queries 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.
- Make connections between other different versions of texts, other similar texts, prior knowledge and experience.

### Supplementary

- Perform poems or plays from memory, making careful choices about how they convey ideas about characters and situations by adapting expression and tone
- Learn poems by heart. For example, narrative verse, haiku
- Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.







# Roadmap of progress – Reading

## Year 6

### Word reading

- Talk confidently and fluently in a range of situations, using formal and Standard English as appropriate.
- Ask questions to develop and explain ideas including make contributions with reasons that take account of others' views.
- Make contributions to discussions, evaluating others' ideas and responding to them.
- Sustain and argue a point of view in a debate, using formal language of persuasion.
- Express possibilities using hypothetical and speculative language in science and when discussing reading
- Engage listeners through choice of vocabulary and register according to the context.

### Comprehension

- Read and discuss age appropriate texts including an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Read for a range of purposes including books that are structured in different ways.
- Read aloud with intonation that shows understanding
- Become familiar with and recommend a wide range of books, including modern fiction, fiction from our literary heritage, and books from other cultures and traditions giving reasons for their choices.
- Identify and discuss themes in a range of writing and across longer texts.
- Identify and discuss the conventions of different text types.
- Make comparisons within and across books.
- Use meaning-making strategies to explore the meaning of unfamiliar words and figurative and idiomatic language in context.
- Ask questions to extend understanding.
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and develop explanations
- Predict what might happen from details stated and implied from across a text.
- Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- Identify and explain the effect of the context on a text. For example, historical, geographical.
- Identify and explain how language, structure and presentation contribute to the meaning of a text.





# Roadmap of progress – Reading

## Year 6 continued

### Comprehension

- Explain the main purpose of a text and summarise it.
- Present and explain the author's viewpoint in a text.
- Present a counter-argument in response to others' points of view providing reasoned justifications for own views.
- Present and explain a personal point of view, giving reasons and evidence from text.
- Distinguish between statements of fact and opinion.
- Retrieve, record, present and collate information from non-fiction
- Find relevant information and evidence from a range of texts
- Record, collate and organise information or evidence appropriately
- Identify and comment on writer's choice of language.
- Identify and explain how writers use grammatical features for effect. For example, the use of short sentences to build tension.
- Show awareness of the writers' craft by commenting on use of language, grammatical features and structure of texts.
- 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.
- Express a personal point of view about a text, giving reasons linked to evidence from texts.
- Make connections between other similar texts, prior knowledge and experience and explain the links.
- Compare different versions of texts and explain the differences and similarities.
- Listen to and build on others' ideas and opinions about a text in discussion.

### Supplementary

- Perform their own compositions, using appropriate intonation and volume and expression so that literal and implied meaning is made clear.
- Perform poems or plays from memory, making deliberate choices about how they convey ideas about characters, contexts and atmosphere.
- Learn a range of poetry by heart. For example, narrative verse, sonnet.
- Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action