St Anne's RC Primary School

Reading: Whole-School Curriculum Progression Map

Reading – Word Reading	EYFS Development Matters	KS1		KS2			
	Nursery and Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	To enjoy rhyming and rhythmic activities. To show an awareness of rhyme and alliteration. To recognise rhythm in spoken words. To continue a rhyming string. To hear and say the initial sound in words. To segment the sounds in simple words and blend them together and know which letter represents some of them. To link sounds to letters, naming and sounding the letters of the alphabet. To use phonic knowledge to decode regular words and read them aloud accurately.	*To revise and consolidate the GPCs and the common exception words taught in reception year.* To apply phonic knowledge and skills as the route to decode words. To respond speedily, with the correct sound to graphemes for all 40+ phonemes including, where appropriate, alternative sounds for graphemes. To read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. To read words (including those of more than one syllable) containing taught GPCs. *To build on the root words that they can read already and read words containing -s, -es, -ing, -ed, er and -est endings.* To read words with contractions, e.g. I'm, I'll and we'll and understand that the apostrophe represents the omitted letter (s)	*To revise and consolidate the GPCs and the common exception words taught in Year 1.* To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. To accurately read words of two or more syllables that contain the same graphemes as above. *To be taught how to read suffixes by building on the root words that they can read already. The whole suffix should be taught as well as the letters that make it up.* To read most words containing common suffixes. *To be shown syllable boundaries and how to read each syllable separately before combining them to read the word*	To use phonic knowledge to decode quickly and accurately *(When reading longer words, children should attempt to match what they decode to words they may have already heard but may not have seen in print (for example, in reading 'technical' the pronunciation 'tetchnical' might not sound familiar, but 'teknical' should.)* To apply their growing knowledge of root words and prefixes including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- (etymology and morphology) to read and understand new words. To apply their growing knowledge of root words and suffixes/word endings including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian (etymology and morphology) to read and understand new words.	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. To apply knowledge of root words, prefixes and suffixes/word endings to read aloud fluently. To recognise where words are the exception to the rule.	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual clues e.g. to work out the correct pronunciation of homophones using the context of the sentence. To apply their growing knowledge of root words, prefixes, suffixes, and word endings (etymology and morphology) including -sion, tion, - cial, -tial, -ant/ -ance/ -ancy, -ent/ - ence/ -ency, -able/-ably, and -ible/- ibly to read and understand new words.	To read fluently with full knowledge of the Y5/Y6 common exception words, root words, prefixes, suffixes/word endings and to use this knowledge as well as contextual clues to decode any unfamiliar words with increasing speed and skill e.g. use knowledge of the word 'tolerate' to read and understand tolerance, intolerable, toleration, tolerant. To cope with different features of language such as abbreviations, colloquialisms, dialect and specialist vocabulary.
Reading Common Exception Words	To read some common irregular words.	To read most Year 1 common exception words, noting unusual correspondences between spelling and sound where these occur in the word.	To read most Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	To read most Y3 common exception words, noting unusual correspondences between spelling and sound where these occur in the word.	To read most Y3 and Y4 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	To read most Y5 common exception words, noting unusual correspondences between spelling and sound where these occur in the word.	To read most Y5 and Y6 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
Reading Fluently	To show interest in illustrations and print in books and print in the environment. To recognise familiar words and signs such as own name and advertising logos. To look and handle books independently (holds books the correct way up and turns pages). To ascribe meanings to marks that they see in different places. To begin to break the flow of speech into words. To begin to read words and simple sentences. To read and understand simple sentences	To read *and re-read* books aloud, that are consistent with their developing phonic knowledge and *knowledge of common exception words* To re-read to self-correct if meaning is lost	To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. To re-read these books to build fluency and confidence in word reading. To read most words quickly and accurately and fluently without overt sounding and blending, (approximately 90 words per minute as indicator but some children slower and still able to focus on comprehension) To check text makes sense to them as they read and self-correct at point of error	To read out loud confidently using punctuation accurately e.g. pausing appropriately, reading in phrases.	To read out loud confidently and accurately responding to punctuation such as commas, inverted commas and apostrophes. To discuss the meaning of new or unusual words in context e.g. lunchtime monitor, computer monitor, monitor the temperature.	To maintain fluency and accuracy when reading complex sentences, with subordinate clauses. To respond to more sophisticated punctuation (brackets, dashes, commas) To begin to explore how the same word can have different meanings in a new context e.g. attendance register, cash register, noticing something, register of voice, register of communication.	To maintain fluency and accuracy when reading more complex grammatical structures and more sophisticated punctuation (semi-colons, colons) To explore how the same word can have different meanings in different contexts e.g. dissolve, 'He dissolved into tears, Parliament was dissolved.'

Reading – Comprehension	EYFS	KS1		KS2			
	Nursery and Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	To know that information can be relayed in the form of print, that print carries meaning and, in English, is read from left to right and top to bottom. To listen to stories with increasing attention and recall. Holds the books up the correct way and turns pages. To listen to and join in with stories and poems, one-to-one and also in small groups. To know that information can be retrieved from books and computers. To understand humour, e.g. nonsense rhymes, jokes To enjoy an increasing range of books. To follow a story without pictures or props.	To listen to and discuss a wide range of stories, poems and non- fiction at a level beyond that at which they can read independently. To become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics (e.g. to know the voice telling the story is called the narrator) To recognise and join in with predictable phrases To learn to appreciate rhymes and poems commenting on rhymes, word choice, humour and favourite poems. Usually joins in with reciting some by heart To be able to tell the difference between fiction and non-fiction To understand that there are a range of non-fiction texts, e.g. different layouts for instructions, non-fiction books etc	To listen to, discuss and express 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. To become increasingly familiar with and re-tell a wider range of stories, fairy stories and traditional tales. To sustain interest in longer narratives e.g. a short chapter book To continue to build up a repertoire of poems (approximately 10) learned by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear. To explain differences between fiction and non-fiction. E.g. To understand that books can be used to find things out To be introduced to non-fiction books that are structured in different ways.	To listen to a wide range of contemporary and classic poetry, fiction, plays, non-fiction and reference books or textbooks *including whole books and not just extracts* To increase familiarity with a wide range of different narrative genres, including fairy stories, myths and legends and retell some of these orally. To recognise some different forms of poetry (for example free verse, narrative poetry) To prepare some poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. To be able to use *non-fiction* texts, *knowing what information they need to look for before they begin and using a* range of organisational features such as *content pages and indexes,* labels, diagrams and charts *to* locate, retrieve and record *information.* To read books that are structured in different ways and to read for a range of purposes.	To listen to and express views about a wide range of contemporary and classic poetry, fiction, plays, non-fiction and reference books or textbooks *including whole books and not just extracts* To become increasingly familiar with and be able to re-tell the main events from a wide range of different narrative genres, including fairy stories, and myths and legends. To recognise a wider range of poetic forms (for example cinquain, haiku, calligram, kenning) To begin to build up a repertoire of poems and play scripts to perform, showing understanding through intonation, tone, volume and action. To read books that are structured in different ways and to read for a range of purposes. To identify the structure and features of a range of non-fiction, narrative and poetry texts	To continue to read and discuss an increasingly wide range of contemporary and classic poetry, fiction, plays, non-fiction and reference books or textbooks *including whole books and not just extracts.* To increase familiarity with a wider range of books, including myths, legends, and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. To begin to learn a wider range of poetry by heart. To identify some different genres: e.g. fantasy, adventure, comedy, graphic novels, science fiction. To build up a repertoire of poems and play scripts to perform, showing understanding through intonation, tone, volume and action. To distinguish between statements of fact and opinion identifying that some statements are backed up with evidence and others are not. To retrieve, record and present information from non-fiction.	To continue to read and discuss an increasingly wide range of age-appropriate contemporary and classic poetry, fiction, plays, non-fiction and reference books or textbooks *including whole books and not just extracts* To identify, name and describe several different genres: e.g. espionage, mystery, historical fiction etc. To continue to increase familiarity with a wider range of books, including myths, legends, and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. To select and learn a wider range of poetry by heart To continue to build up a repertoire of poems and play scripts to perform, showing understanding through intonation, tone, volume and action so as to gain and maintain the interest of the audience. To distinguish opinions and assertions from facts, questioning what they read and looking for evidence to support questions within a text or in footnotes or references. To present information from non-fiction in an interesting format.
Activating prior knowledge	To be encouraged to link what they hear to their own experiences	To be encouraged to link what they read or hear to their own experiences e.g. to look at part of text e.g. title/chapter heading/picture on front cover and be able to explain what it makes them think of e.g. "This reminds me of…" "This makes me think of…" To draw on what they already know or on background information and vocabulary provided by the teacher which is unlikely to be part of a child's prior knowledge. To create visual images using visualisation, drawing or drama	To draw on what they already know or on background information and vocabulary provided by the teacher which is unlikely to be part of a child's prior knowledge. E.g. to be able to explain what they know/have learned about the topic. To create visual images using visualisation, drawing or drama	To draw on what they already know or on background information and vocabulary provided by the teacher. To recognise some features of the text that relate to its historical setting or social or cultural background – "The girls had on red flannel petticoats because that is what they wore then."	To draw on what they already know or on background information and vocabulary provided by the teacher. To make comments on how the reader's or writer's context makes a difference to the social, cultural or historical setting. "The island sounds really dangerous to us because we have not heard of these creatures."	To draw on what they already know or on background information and vocabulary provided by the teacher. To understand that texts reflect the time and culture in which they were written – "Hound of the Baskervilles would have been very scary for Victorian readers. "	To draw on what they already know or on background information and vocabulary provided by the teacher. To be able to explain the impact of the context on the text. E.g. Dickens wanted people to feel bad about the way the poor were treated then"

Explaining Vocabulary	To build up vocabulary that reflects the breadth of their experiences. To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.	To discuss word meanings, linking new meanings to those already known To begin to learn (through explanation, exploration and consolidation) the vocabulary necessary to understand the text/topic, the vocabulary that appears repeatedly and the vocabulary that is frequently encountered within the subject discipline but unlikely to be part of a child's prior knowledge. To draw on existing vocabulary (e.g. tooth and brush) to deduce the meaning of new words (toothbrush)	To discuss and clarify the meanings of words, linking new meanings to known vocabulary To begin to use dictionaries, glossaries and indexes to locate meanings and information *To use morphology (such as prefixes) & context to work out unknown words.* To learn (through explanation, exploration and consolidation) the vocabulary necessary to understand the text/topic, the vocabulary that appears repeatedly and the vocabulary that is frequently encountered within the subject discipline but unlikely to be part of a child's prior knowledge.	To use dictionaries glossaries and indexes to check meaning of words they have read To work out the meaning of words in context To continue to learn (through explanation, exploration and consolidation) the vocabulary necessary to understand the text/topic, the vocabulary that appears repeatedly and the vocabulary that is frequently encountered within the subject discipline but unlikely to be part of a child's prior knowledge.	To explain the meaning of words in context To continue to learn (through explanation, exploration and consolidation) the vocabulary necessary to understand the text/topic, the vocabulary that appears repeatedly and the vocabulary that is frequently encountered within the subject discipline but unlikely to be part of a child's prior knowledge. To independently use a dictionary to check the meaning of words encountered in reading.	To discuss their understanding and explore the meaning of words in context To use a range of strategies to identify and learn the vocabulary necessary to understand the text/topic, the vocabulary that appears repeatedly and the vocabulary that is frequently encountered within the subject discipline.	To discuss their understanding and explore the meaning of words in context To continue to use a range of strategies to identify and learn the vocabulary necessary to understand the text/topic, the vocabulary that appears repeatedly and the vocabulary that is frequently encountered within the subject discipline.
	To anticipate key events and phrases in rhymes and stories. To listen to stories accurately anticipating key events	To predict what might happen on the basis of what has been read so far To make simple predictions about the characters To predict events and endings	To predict what might happen on the basis of what has been read so far To predict with increasing accuracy during reading and then adapt prediction in the light of new information To predict some key events of a story based on story characters, plot and language read so far e.g. I think Sophie will get mucky because she gets too close to the animals and nobody will want to sit next to her on the bus back to school. To make predictions based on reading of other books by the author and own experiences.	To predict what might happen from details stated and implied. To predict events/character behaviour on the basis of setting/character descriptions To justify predictions with evidence from the text.	To predict what might happen from details stated and implied. To predict on the basis of mood or atmosphere how a character will behave in a particular setting/what events might take place. To make predictions with evidence from the text and with knowledge of wider reading.	To predict what might happen from details stated and implied. To use the clues the writer has planted to predict what might happen next. E.g. "I think Ginger will try and set the stray dog free because although she is terrified of dogs, she hates to see anything unfair. I know this because she just shouted at the school principal for taking down Mr. Wong's pictures even though she's scared of him too."	To predict what might happen from details stated and implied. To use detailed knowledge of similar text types to make reasoned predictions and to identify the clues the writer has planted for the reader. E.g. "I think we're being told about the yellow-spotted lizard and how it likes to live in holes because Stanley is going to get bitten by one. The author has made sure that we know the boys use holes to go to the toilet. Also, Magnet warns him and often when a character gets a warning it also warns the reader that something bad is going to happen."
Questioning	To begin to understand 'why' and 'how' questions. To answer 'how' and 'why' questions about their experiences and in response to stories or events	To ask and answer straight-forward how and why questions to a story.	To ask and answer questions To ask and find answers to questions in non-fiction, stories and poems.	To ask questions to improve understanding of a text, linking questions to own experiences/that of other characters. 'Perhaps he did that because (linking own experiences/that of other characters)'	To ask increasingly informed questions to improve understanding of a text e.g. 'I wonder if this is like …. because (linking to other texts)'	To refine questions to deepen understanding of a text e.g. can generate a further question based on an initial question that takes the group's thinking further	To generate open questions to explore a range of possibilities and justify responses in relation to the text e.g. If the water disappeared from Green Lake because of a curse, I wonder if it could be brought back somehow?' To record information in a form that can be easily retrieved and present information in ways that are coherent and useful to themselves and others.
Summarising	To join in with repeated refrains in rhymes and stories. To describe main story settings, events and principal characters To play cooperatively as part of a group to develop and act out a narrative.	To discuss significance of title and events. To identify the beginning, middle and end of stories	To discuss the sequence of events in books and how items of information are related. To identify the sequence of events e.g. answer questions such as 'Which event happened first? What happened before he fell over? To identify how non-fiction texts are sequenced To re-tell a familiar story referring to most of the key events and characters.	To identify some of the main ideas drawn from more than one paragraph and summarise these in one or two sentences using key vocabulary from the text. To retrieve and record information from non-fiction including extracting information from tables and charts	To identify main ideas drawn from more than one paragraph and summarise these. To be able to identify key information from text where there is competing (distracting) information To recognise the introduction, build-up, climax or conflict and resolution in narrative	To identify main ideas drawn from more than one paragraph, identifying key details that support the main ideas. To retrieve information, referring to more than one place in the text, and where there is competing (distracting) information To retrieve, record and present ideas from non-fiction in their own words using key vocabulary.	To identify main ideas drawn from more than one paragraph, identifying key details that support the main ideas and to produce a succinct summary, paraphrasing the main ideas. To summarise competing views To explain and justify an opinion on the resolution of an issue/whole narrative

	To use intonation, rhythm and phrasing to make the meaning clear to others. To develop preference for forms of expression. To use vocabulary and forms of speech that are increasingly influenced by their experiences of books. To respond to stories with relevant comments, questions or actions. To demonstrate understanding when talking with others about what they have read To express themselves effectively, showing awareness of listeners' needs. .	To participate in discussion about what is read to them, taking turns and listening to what others say To comment on things that interest them To say what they like and dislike about a text To express opinions about main events and characters in a story With support, to justify their views about texts they have had read to them e.g. using the word 'because'	*Pupils should be helped to consider the opinions of others. They should receive feedback on their discussions.* To participate in discussion, explain and discuss their understanding of books, poems and other works that are read to them and those which they read themselves, taking turns and listening to what others say To discuss favourite words and phrases. To make statements about characters/events and justify their opinions e.g. using the word 'because' To refer to the text for evidence (may look through book/text to help them remember)	*Help develop, agree on and evaluate the rules for effective discussion. There is an expectation that all pupils take part.* To participate in discussion, explain and discuss their understanding of books, poems and other works that are read to them and those which they read themselves, taking turns and listening to what others say To justify their views about what they have read, sometimes referring to the text to support their judgement. e.g. 'I think she is selfish/kind/angry because it says she…'	To participate in discussion, explain and discuss their understanding of books, poems and other works that are read to them and those which they read themselves, taking turns and listening to what others say To express personal preferences regarding the work of significant authors/poets To explain similarities and differences with own experiences To listen to the opinions of others and adjust own thinking/understanding where appropriate To identify key words and phrases as evidence when making a point To make connections between books by the same author – "Michael Morpurgo often starts his stories in the present but then goes back in time"	*To receive guidance about and feedback on the quality of their explanations and contributions to discussions.* To participate in discussion about books that are read to them and those which they read themselves, building on their own and others' ideas and challenging views courteously. To recommend books that they have read to their peers, giving reasons for their choices. To make comparisons within and across books comparing characters, considering viewpoints of authors and of fictional characters. To 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. To provide reasoned justifications for their views. *To compare settings, themes and other aspects of what read.*	To participate in discussion about books that are read to them and those which they read themselves, building on their own and others' ideas and challenging views courteously. To consider when a story was first published, and discuss the audience that the author had in mind, when reading texts from our literary heritage To begin to evaluate texts by comparing how different sources treat the same information. To explain how a personal response has altered at various points across a text as the narrative viewpoint changes e.g. 'I didn't like this character at the beginning because …. but now I understand why ….' To express and justify personal preferences regarding significant authors/poets To make comparisons within and between books and between versions of the same text, giving examples to support opinions: e.g. Stanley is a bit like Sirius Black because they are both held captive even though they are innocent.
	To begin to be aware of the way stories are structured.	*To begin to understand how written language can be structured in order, for example, to build surprise in narrative or to present facts in non-fiction* To identify typical phrases e.g. story openings and endings e.g. Once upon a time… To recognise patterns in texts, e.g. repeated phrases and refrains	To identify elements of an author's style e.g. familiar characters, settings or common themes To discuss how vocabulary choice affects meaning – 'Crept lets you know that he is trying to be quiet.' To recognise simple recurring literary language in stories and poetry e.g. "All fairy tales start with Once Upon a Time…" or "I'll huff and I'll puff"	To begin to identify themes and conventions in a wide range of books. E.g. triumph of good over evil or use of magical devices in fairy stories. To identify how language, structure and presentation contribute to meaning To identify a range standard words/phrases used at various stages of a narrative e.g. introduction, build up etc To analyse and compare plot structure To discuss words and phrases that capture the reader's interest and imagination. E.g. "the word crept is used to build tension. It lets you know that he is trying to be quiet but also that he was going slowly because he did not want to be caught."	To identify themes and conventions in a wide range of books. e.g. bullying, use of headings and sub- headings in non-fiction. To identify how language, structure and presentation contribute to meaning To identify the way descriptive language, figurative language and details are used to build an impression of a setting/character To identify how authors use language to set scenes, build tension or create suspense. E.g. the use precise vocabulary "They slipped into the room unnoticed" To summarise the way that the setting affects characters' appearance, actions and relationships e.g. 'The children in The Lion, The Witch and The Wardrobe are family and speak and act differently to the classmates in The Angel of Nitshill Road' To analyse how the structure of non-fiction relates to its purpose e.g. how the points in a persuasive speech lead you to the author's viewpoint.	To identify and discuss themes/ conventions in a wide range of books. e.g. heroism or loss/ first person in autobiographies. To discuss how authors use language, including figurative language, considering the impact on the reader. E.g. "I like the way the author uses animal-based images like Ginger having a furball of anxiety in her guts when she is in trouble at school." To identify how language, structure and presentation contribute to meaning To recognise the organisational and language features of a range of non-fiction texts such as balanced argument, explanation, persuasive argument. Understands meaning of different conjunctions used like whereas, consequently, furthermore. Can draw meaning from top tip/did you know fact panels and integrate this with what they have learned from the main text.	To identify, discuss and demonstrate their understanding of themes and conventions in a wide range of text types e.g. isolation, flashback in narrative, stories within stories. To identify how language, structure and presentation contribute to meaning To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. The author says Stanley's water canteen banged against his chest as he ran, reminding him every time that it hit that it was empty, empty, empty. The author repeats the word empty to echo the thumping of the canteen reminding Stanley how thirsty and desperate he is. To identify presentational features and demonstrate their understanding of how these help the reader draw meaning form the text e.g. use of pie charts, Venn diagrams, maps with keys in non-fiction texts.

	To suggest how a story might end. .	To making inferences on the basis of what is being said and done To use prior knowledge, context and vocabulary to understand text To recognise why a character might be feeling in a certain way To identify goals/motives of the main character on the basis of what they have said and done e.g. 'I think she wants her daddy to help her build a sandcastle because… *Role play can help pupils identify with and explore characters.*	To making inferences on the basis of what is being said and done *Role-play and drama techniques can help pupils to identify with and explore characters.* *To think about cause and effect in both narrative and non-fiction (e.g. what has prompted a character's behaviour in a story; why certain dates are commemorated annually.)* To demonstrate empathy with characters and recognise that different characters have different thoughts/feelings about, views on and responses to particular scenarios e.g. that the wolf would see the story of Red Riding Hood differently from the girl herself. To recognise that events might cause a change in character behaviour	To draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence. To infer characters' feelings, motives, behaviour and relationships based on descriptions and their actions in the story To identify with characters and makes links with own experiences when making judgements about the characters' actions	To draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence. To pull together clues from action, dialogue and description to infer meaning e.g. to infer characters' feelings and motives. To identify techniques used by the author to persuade the reader to feel sympathy or dislike.	To draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence. To cite evidence from different parts of the text to explain opinion on characters e.g. how they have changed during the story To recognise that characters may have different perspectives in the story To consider the time and place where a story is set and look for evidence of how that affects characters' behaviour and/or plot development	To draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence. To draw reasoned conclusions from non-fiction texts which present differences of opinion To draw reasoned conclusions about characters and justify opinions with evidence from different parts of the text e.g. 'Kate was a kind, happy person and it took Sam's death to turn her into a ruthless killer. If she and Sam had been left alone to be happy, I don't think she would have turned to a life of crime and revenge. ' To explain the intent of the author e.g. explain how the author has tried to manipulate the emotions/bias of the reader