

## English Curriculum: Reading Progression Map

WORD READING
Reception
<p>Pupils can:</p> <ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs</li> <li>• Read words consistent with their phonic knowledge by sound-blending</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</li> </ul>
Year 1
<p>Pupils can:</p> <ul style="list-style-type: none"> <li>• Apply phonic knowledge and skills to decode most words</li> <li>• Read accurately by blending sounds in unfamiliar words</li> <li>• Read common exception words</li> <li>• Read words of more than one syllable containing GPC</li> <li>• Read word contractions (I'll, I'm we'll etc)</li> <li>• Read books aloud that allow them to apply their developing phonic knowledge</li> <li>• Re-read books in order to build fluency and confidence</li> <li>• Read real and pseudo words</li> <li>• Read words with the suffixes -y -ed, -er, -ing and understand how these affect meaning</li> </ul>
Year 2
<p>Pupils can:</p> <ul style="list-style-type: none"> <li>• Continue to apply phonic knowledge and skills to decode unfamiliar words</li> <li>• Read accurately, blending sounds that contain known graphemes</li> <li>• Recognise alternative sounds for graphemes</li> <li>• Read common exception words</li> <li>• Read words containing common suffixes</li> </ul>



- Read words with the suffixes –est, –er, -ness, -ful, -less and –ly, and understand how these affect meaning
- Read most words quickly and fluently with little sounding out or blending
- Read and reread books aloud that are matched to their current phonics knowledge
- Sound out unfamiliar words accurately and automatically with little hesitation

### Year 3

Pupils can:

- Apply an increasing knowledge of root words, suffixes and prefixes
- Read further exception words
- Develop a wider range of vocabulary
- Use learnt strategies to work out unfamiliar words

### Year 4

Pupils can:

- Use knowledge of root words, suffixes and prefixes to understand new words (un-, dis-, mis-, in-, sub-, re-im-)
- Read further exception words, noticing unusual correspondences between spelling and sound
- Continue to use strategies to work out unfamiliar words
- Develop a wider range of vocabulary

### Year 5

Pupils can:

- Apply an increasing knowledge of root words, suffixes and prefixes, using these to understand new words (super-, anti-, auto -, inter-)
- Continue to develop a wide bank of vocabulary

### Year 6

Pupils can:

- Apply an increasing knowledge of root words, suffixes and prefixes, using these to understand new words (-ation, -our, -ous)
- Continue to develop a wide bank of vocabulary



## COMPREHENSION

### Reception

Pupils can:

- 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

### Year 1

Pupils can:

- Link what they have read to their own experiences
- Make predictions based on what has happened so far
- Clearly explain what has been read to them
- Participate in discussions about stories, taking turns and listening
- Discuss the significance of titles and events in a text
- Make simple inferences based on what has happened and what they already know (either from the text or what the teacher has told them)
- Notice when a sentence doesn't make sense and re-read it
- Explain the difference between fiction and non-fiction texts
- Discuss word meanings and make links with familiar vocabulary

### Year 2

Pupils can:

- Retrieve literal information from a text
- Discuss the sequence of events in stories and think about how information is related
- Become familiar with non-fiction books that are structured in different ways
- Discuss and clarify unfamiliar words and make links with known vocabulary



- Draw on experiences to make link between texts
- Check that a text makes sense as they are reading, self-correcting when necessary
- Ask and answer questions about a text
- Make predictions based on what has been read so far

### Year 3

Pupils can:

- Read books that are structured in different ways and read for purpose
- Ask or use a dictionary to find the meaning of unfamiliar vocabulary
- Explain the meaning of words in context
- When reading aloud show understanding through intonation, tone, volume and action
- Recognise some different types of poetry
- Identify and summarise the main ideas drawn from 1 or more paragraphs
- Predict what might happen from details that have been stated or implied
- Retrieve and record information from non-fiction texts
- Participate in discussion about texts, sharing and listening to others' ideas

### Year 4

Pupils can:

- Continue to read for purpose
- Use a dictionary to find the meaning of unfamiliar vocabulary
- Make links within texts based on information that has been implied
- Justify decisions they make about a text by extracting evidence and discussing
- Explain the meaning of words in context
- Discuss how vocabulary choices impact the reader
- Identify and summarise the main ideas drawn from 1 or more paragraphs
- Make predictions about texts based on information that has been implied, as well as drawing from personal experiences and knowledge
- Retrieve, record and present information found in information texts

### Year 5



Pupils can:

- Increase 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
- Make comparisons within a text
- Identify and summarise the main ideas drawn from 1 or more paragraphs, identifying key ideas to support the main ideas
- Distinguish between statements of fact and opinion
- Provide reasoned justifications for their views

#### Year 6

Pupils can:

- Continue to increase their familiarity with a wide range of books
- Make comparisons within and across different texts
- Draw inferences such as: inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- Explain and discuss their understanding of what they have read in ways such as formal presentation and debates
- Compare characters, settings and themes

### READING FOR PLEASURE

*\* All children should be exposed to a range of fiction/non-fiction/poetry each year*

#### Reception

Pupils should be given opportunities to:

- Recognise and join in with predictable phrases
- Become familiar with some key stories and traditional tales
- Appreciate rhymes and poems

#### Year 1

Pupils should be given opportunities to:

- Recognise and join in with predictable phrases
- Be familiar with key stories and traditional tales



- Appreciate rhymes and poems and learn some by heart
- Listen to a variety of stories, poems and non-fiction at a level beyond which they are able to access independently

## Year 2

Pupils should be given opportunities to:

- Retell a variety of traditional and fairy stories
- Build up a repertoire of poems learnt by heart
- Discuss their favourite words and phrases
- Listen to a variety of stories, classic and contemporary poems and non-fiction at a level beyond which they are able to access independently and share their views
- Share their favourite stories with others

## Year 3

Pupils should be given opportunities to:

- Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Discuss words and phrases that capture the reader's imagination
- 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
- Decide when a text does not engage them and change it for something new
- Share and write reviews on books they have enjoyed
- Perform some poems they have learned

## Year 4

Pupils should be given opportunities to:

- Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Discuss words and phrases that capture the reader's imagination
- 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
- Share and write reviews on books they have enjoyed
- Further develop their repertoire of learnt poems, and also their performance skills

## Year 5



Pupils should be given opportunities to:

- Recommend books they have enjoyed to their peers and younger children
- Learn a wide range of poetry by heart
- To perform poems and plays in groups and individually

#### **Year 6**

Pupils should be given opportunities to:

- Recommend books they have enjoyed to their peers and younger children
- Continue to learn a wider range of poetry by heart
- To perform poems and plays with audiences of adults and younger children

#### **STORY TIME**

Pupils should be given the opportunity to listen to a story being read to them daily