

Reading Progression Map

Nursery	
Word Reading <ul style="list-style-type: none"> • Notice some print, such as the first letter of their name, a bus or door number or a familiar logo. • 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, such as money and mother • Identify an object when given the initial sound. • Say the initial sound in a given word. • Clap the syllables in a word. 	Comprehension <ul style="list-style-type: none"> • Can listen to stories and understand what is happening. • Can identify familiar objects and properties, for example: Can you show me the big boat? • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom • Beginning to develop a narrative about a book they have read using props in play. • Can understand simple instructions like ‘Where’s your hat?’ or ‘What’s the boy in the picture doing?’ • Can understand action words by pointing to the right picture in the book. For example: ‘Who’s jumping?’ • Listen to a story and comment on the events. • Ask questions about a book. • Can understand simple questions about ‘who’, ‘what’ and ‘where’. • Name the characters from a familiar story. • Engage in extended conversations about stories, learning new vocabulary • Begin to answer how and why questions about the stories they hear
Reception	
Word Reading <p>As above and:</p> <ul style="list-style-type: none"> • Blend phonemes orally within VC and CVC words- move onto Phase 4. • Recognise and correctly enunciate GPCs introduced. • Read words consistent with their phonic knowledge by accurately sound blending. • Read words, sentences and decodable texts containing the 	Comprehension <p>As above and:</p> <ul style="list-style-type: none"> • Recite simple rhymes. • Explore new vocabulary, provided by an adult, linked to stories, non-fiction, rhymes and themes, word rap, vocabulary wall, word tree. • Use and show understanding of recently introduced vocabulary appropriately during discussions linked to non-fiction, thymes and themes, and when retelling stories. • Respond to questions using who, where, when and what linked to texts and illustrations. • Respond to questions about how and why something is happening. • Identify, describe and sequence the main characters in stories. • Explore what a character might say or feel and/or think. • Use actions and pictures to orally retell stories in their own words. • Role play stories using simple props and recently introduced vocabulary.

Reading Progression Map

<p>graphemes, ccvc, cvcc words, and two syllable words.</p> <ul style="list-style-type: none"> • Read words, sentences and decodable texts containing- Polysyllabic words containing specific graphemes with adjacent consonants. • Recognise upper case letters alongside lower case GPCs introduced to support decoding. • Distinguish between a word, a letter and a space. • Read words, sentences and decodable texts with the tricky words and high frequency words according to phonics programme trajectory progression 	<ul style="list-style-type: none"> • Say how they feel about stories, songs, rhymes, non-fiction and poems. • Understand the difference between text and illustrations in a range of text types. • Knows that in English print is read from left to right and top to bottom and print conveys meaning in a range of texts. • Hold a book correctly and turn pages from front to back. • Talk about the front cover, title and illustrations in stories. • Listen to stories or information that has been read to them, or they have read themselves. • Make predictions and anticipate key events based on illustrations and title in stories that have been read to them, or they have read themselves. • Use and show understanding of recently introduced vocabulary appropriately during discussions linked to non-fiction, thymes and themes, and when retelling stories. • Activate prior knowledge linked to your own experiences, e.g. tell me about your family, What do you know about where you live? • Look closely and discuss in more detail the illustrations to develop understanding of the story. • Discuss specific information in non-fiction texts e.g. labels, images, captions, contents page and glossary. • Use recently introduced vocabulary appropriately during discussions linked to non-fiction and when retelling stories
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Year 1

<p>Word Reading</p> <p>As above and:</p> <ul style="list-style-type: none"> • Read aloud accurately books that are consistent with their developing phonic knowledge. • Apply phonic knowledge and skills as the route to decode words. • Respond speedily with the correct sound to grapheme for the 44 phonemes. • Recognise and use the different ways of pronouncing 	<p>Comprehension</p> <p>As above and:</p> <p>Developing pleasure in reading and motivation to read</p> <ul style="list-style-type: none"> • Listen to and discuss a range of texts at a level beyond that at which they can read independently, including stories, non-fiction and poems. • Relate texts to own experiences. • Recognise and join in with language patterns and repetition. • Use patterns and repetition to support oral retelling, e.g. fairy stories, traditional tales and stories by well-known authors. • Orally retell familiar stories in a range of contexts e.g. small world, role play, storytelling. • Enjoy and recite rhymes and poems by heart. • Make personal reading choices and explain reasons for choices. <p>Understanding books which they can read themselves and those which are read to them</p> <ul style="list-style-type: none"> • Introduce and discuss key vocabulary, linking meanings of new words to those already known. • Activate prior knowledge e.g. what do you know about minibeasts?
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Reading Progression Map

<p>the same grapheme; e.g. ow in snow and cow.</p> <ul style="list-style-type: none"> • Read accurately by blending sounds in unfamiliar words. • Read common exception words, noting tricky parts (see below). • Read words containing –s, -es, -ing, -ed, -er, -est endings. • Split two and three syllable words into the separate syllables to support blending for reading. • Read words with contractions e.g. I’m, I’ll, we’ll and understand that the apostrophe represents the omitted letter. • Develop fluency, accuracy and confidence by re-reading books. • Read more challenging texts using phonics and common exception word recognition. 	<ul style="list-style-type: none"> • Check that texts make sense while reading and self-correct. • Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. • Give opinions and support with reasons e.g. I like the Little Red Hen because she... • Explain clearly their understanding of what is read to them. • Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how. • Identify and discuss the main events in stories. • Identify and discuss the main characters in stories. • Recall specific information in fiction and non-fiction texts. • Locate parts of text that give particular information, e.g. titles, contents page and labelled diagram. • Discuss the title and how it relates to the events in the whole story e.g. Peace at Last by Jill Murphy. • Make basic inferences about what is being said and done. • Make predictions based on what has been read so far. <p>Participating in discussion</p> <ul style="list-style-type: none"> • Listen to what others say. • Take turns.
Year 2	
<p>Word Reading</p> <p>As above and:</p> <ul style="list-style-type: none"> • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. 	<p>Comprehension</p> <p>As above and:</p> <p>Developing pleasure in reading and motivation to read</p> <ul style="list-style-type: none"> • Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories, non-fiction, and contemporary and classic poetry. • Orally retell a wider range of stories, fairy tales and traditional tales. • Sequence and discuss the main events in stories and recounts. • Read a range of non-fiction texts which are structured in different ways, including information, explanations, instructions, recounts, reports.

Reading Progression Map

- Re-read books to build up fluency and confidence in word reading.
- Read frequently encountered words quickly and accurately without overt sounding and blending.
- Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes.
- Read accurately words of two or more syllables that contain alternative sounds for grapheme e.g. shoulder, roundabout, grouping.
- Read longer and less familiar texts independently.
- Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent.
- Work out unfamiliar words by focusing on all letters in the word, e.g. not reading place for palace.
- Read words containing common suffixes e.g. -ness, -ment, -ful, -less -ly, -ing, -ed, -er, -est, -y.

- Recognise the use of repetitive language within a text or poem (e.g. run, run as fast as you can) and across texts (e.g. long, long ago in a land far away...).
- Learn and recite a range of poems using appropriate intonation.
- Make personal reading choices and explain reasons for choices.

Understanding books which they can read themselves and those which are read to them

- Identify, discuss and collect favourite words and phrases.
- Introduce and discuss words within the context of a text, linking new meanings to known vocabulary.
- Use morphology to work out the meaning of unfamiliar words e.g. terror, terrorised.
- Uses tone and intonation when reading aloud.
- Activate prior knowledge and raise questions e.g. What do we know? What do we want to know? What have we learned?
- Check that texts make sense while reading and self-correct.
- Demonstrate understanding of fiction and non-fiction texts by asking and answering who, what, where, when, why, how questions.
- Explain and discuss their understanding, giving opinions and supporting with reasons e.g. Hansel was clever when he put stones in his pocket because...
- Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text.
- Make inferences about characters and events using evidence from the text e.g. what is the character thinking, saying and feeling?
- Make predictions based on what has been read so far.
- Identify how specific information is organised within a non-fiction text e.g. sub-headings, contents, bullet points, glossary, diagrams.
- Locate information from non-fiction texts using the contents page, index, labelled diagrams and charts.

Participating in discussion

- Participate in discussion about what is read to them, taking turns and listening to what others say.
- Make contributions in whole class and group discussion.
- Consider other points of view.
- Listen and respond to contributions from others.

Reading Progression Map

<ul style="list-style-type: none"> • Read further common exception words, noting tricky parts (see below). 	
Year 3	
Word Reading	Comprehension
<p>As above and:</p> <ul style="list-style-type: none"> • Read books at an age appropriate interest level. • Use knowledge of root words to understand meanings of words. • Use prefixes to understand meanings e.g. un-, dis-, mis-, re-, pre-, im-, in-. • Use suffixes to understand meanings e.g. -ly, -ous. • Read and understand words from the Year 3 list (selected from the statutory Year ¾ word list) - see below. 	<p>As above and:</p> <p>Developing pleasure in reading and motivation to read</p> <ul style="list-style-type: none"> • Listen to and discuss a range of fiction, poetry, plays and non-fiction, e.g. fables, fairy tales, classic poetry, shape poetry, non-chronological reports, explanations. • Regularly listen to whole novels read aloud by the teacher. • Read a range of non-fiction texts, e.g. information, discussion, explanation, biography and persuasion. • Read books and texts for a range of purposes e.g. enjoyment, research, skills development, reference. • Recognise some different forms of poetry e.g. narrative, calligrams, shape poems. • Sequence and discuss the main events in stories. • Orally retell a range of stories, including less familiar fairy stories, fables and folk tales e.g. Grimm’s Fairy Tales. • Identify and discuss themes e.g. good over evil, weak and strong, wise and foolish, mean and generous, rich and poor. • Identify and discuss conventions e.g. numbers three and seven in fairy tales, magical sentence repeated several times. • Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action. <p>Understanding the text</p> <ul style="list-style-type: none"> • Identify, discuss and collect favourite words and phrases which capture the reader’s interest and imagination. • Explain the meaning of unfamiliar words by using the context. • Use dictionaries to check meanings of words they have read. • Use intonation, tone and volume when reading aloud. • Take note of punctuation when reading aloud. • Discuss their understanding of the text. • Raise questions during the reading process to deepen understanding e.g. I wonder why the character. • Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text. • Make predictions based on details stated. • Justify responses to the text using the PE prompt (Point + Evidence). • Discuss the purpose of paragraphs. • Identify a key idea in a paragraph. • Analyse and evaluate texts looking at language, structure and presentation e.g. persuasive letter, diary and calligram etc. <p>Retrieving and recording information from non-fiction</p>

Reading Progression Map

	<ul style="list-style-type: none"> • Prepare for research by identifying what is already known about the subject and key questions to structure the task. • Evaluate how specific information is organised within a non-fiction text e.g. text boxes, contents, bullet points, glossary, diagrams. • Quickly appraise a text to evaluate usefulness. • Navigate texts in print and on screen. • Record information from a range of non-fiction texts. <p>Participating in discussion</p> <ul style="list-style-type: none"> • Participate in discussion about what is read to them and books they have read independently. • Develop and agree on rules for effective discussion. • Take turns and listen to what others say. • Make and respond to contributions in a variety of group situations e.g. whole class, pairs, guided groups, book circles.
Year 4	
<p>Word Reading</p>	<p>Comprehension</p>
<p>As above and:</p> <ul style="list-style-type: none"> • Read books at an age appropriate interest level. • Use knowledge of root words to understand meanings of words. • Use prefixes to understand meanings e.g. in-, ir-, sub-, inter-super-, anti-, auto-. • Use suffixes to understand meanings e.g. -ation, -tion, -ssion, -cian, -sion. • Read and understand words from the Year 4 list (selected from the statutory Year ¾ word list - see below. 	<p>As above and:</p> <p>Developing pleasure in reading and motivation to read</p> <ul style="list-style-type: none"> • Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms e.g. fairy tales, folk tales, classic poetry, kennings, advertisements, formal speeches, magazines, electronic texts. • Regularly listen to whole novels read aloud by the teacher. • Read books and texts, which are structured in different ways, for a range of purposes and respond in a variety of ways. • Learn a range of poems by heart and rehearse for performance. • Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action. • Orally retell a range of stories, including less familiar fairy stories, myths and legends. <p>Understanding the text</p> <ul style="list-style-type: none"> • Identify, discuss and collect effective words and phrases which capture the reader’s interest and imagination e.g. metaphors, similes. • Explain the meaning of key vocabulary within the context of the text. • Use dictionaries to check meanings of words in the texts that they read. • Use punctuation to determine intonation and expression when reading aloud to a range of audiences. • Make predictions based on information stated and implied. • Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images. • Justify responses to the text using the PE prompt (Point + Evidence). • Identify, analyse and discuss themes e.g. safe and dangerous, just and unjust, origins of the earth, its people and animals.

Reading Progression Map

	<ul style="list-style-type: none"> • Draw inferences around characters’ thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence. • Identify main ideas drawn from more than one paragraph and summarise these e.g. character is evil because...1/2/3 reasons, Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons across a text. • Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning. • Recognise and analyse different forms of poetry e.g. haiku, limericks, kennings. <p>Retrieving and recording information from non-fiction</p> <ul style="list-style-type: none"> • Prepare for research by identifying what is already known about the subject and key questions to structure the task. • Navigate texts ,e.g. using contents and index pages, in order to locate and retrieve information in print and on screen. • Record information from a range of non-fiction texts. • Scan for dates, numbers and names. • Analyse and evaluate how specific information is organised within a non-fiction text e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams. • Explain how paragraphs are used to order or build up ideas, and how they are linked. <p>Participating in discussion</p> <ul style="list-style-type: none"> • Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say. • Develop, agree on and evaluate rules for effective discussion. • Make and respond to contributions in a variety of group situations e.g. whole class, independent reading groups, book circles.
Year 5	
Word Reading	Comprehension
<p>As above and:</p> <ul style="list-style-type: none"> • Read books at an age appropriate interest level. • Use knowledge of root words to understand meanings of words. • Apply knowledge of prefixes to understand meaning of new words, e.g. dis-, re-, pre-, mis-, over-. • Use suffixes to understand meanings e.g. -ant, -ance, - 	<p>As above and:</p> <p>Maintaining positive attitudes to reading</p> <ul style="list-style-type: none"> • Listen to and discuss a range of fiction, poetry and non-fiction which they might not choose to read themselves. • Regularly listen to whole novels read aloud by the teacher from an increasing range of authors. • Explore themes within and across texts e.g. loss, heroism, friendship. • Make comparisons within a text e.g. characters’ viewpoints of same events. • Recommend books to their peers with reasons for choices. • Read books and texts that are structured in different ways for a range of purposes. • Express preferences about a wider range of books including modern fiction, traditional stories, myths and legends. • Learn a wider range of poems by heart.

Reading Progression Map

<p>ancy, -ent, ence, -ency, -ible, -able, -ibly, -ably.</p> <ul style="list-style-type: none"> • Read and understand words from the Year 5 list (selected from the statutory Year 5/6 word list) - see below 	<ul style="list-style-type: none"> • Prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience. <p>Understanding texts they read independently and those which are read to them</p> <ul style="list-style-type: none"> • Explain the meaning of words within the context of the text. • Use punctuation to determine intonation and expression when reading aloud to a range of audiences. • Check that the book makes sense to them and demonstrate understanding e.g. through discussion, use of reading journals. • Demonstrate active reading strategies e.g. generating questions to refine thinking, noting thoughts in a reading journal. • Infer characters’ feelings, thoughts and motives from their actions and justify inferences with evidence. • Predict what might happen from information stated and implied. • Through close reading of the text, re-read and read ahead to locate clues to support understanding. • Scan for key words and text mark to locate key information. • Summarise main ideas drawn from more than one paragraph and identify key details which support this. • Justify opinions and elaborate by referring to the text, e.g. using the PEE prompt - Point + Evidence + Explanation. • Analyse the conventions of different types of writing e.g. use of first person in autobiographies and diaries. • Identify how language, structure and presentation contribute to meaning e.g. formal letter, informal diary, persuasive speech. <p>Evaluating the impact of the author’s use of language</p> <ul style="list-style-type: none"> • Explore, recognise and use the terms metaphor, simile, imagery. • Explain the effect on the reader of the authors’ choice of language. • Distinguish between statements of fact or opinion within a text. <p>Participating in discussion and debate</p> <ul style="list-style-type: none"> • 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. • Explain and discuss their understanding of what they have read, including through formal presentations and debates. • Prepare formal presentations individually or in groups. • Use notes to support presentation of information. • Respond to questions generated by a presentation. • Participate in debates on an issue related to reading (fiction or non-fiction).
<p>Year 6</p>	
<p>Word Reading</p>	<p>Comprehension</p>
<p>As above and:</p>	<p>As above and:</p>

Reading Progression Map

- Read books at an age appropriate interest level.
- Work out unfamiliar words by focusing on all letters in the word, e.g. not reading invitation for imitation.
- Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. un+happy+ness, dis+repute+able, dis+respect+ful, re+engage+ment.
- Use suffixes to understand meanings e.g. -cious, -tious, -tial, -cial.
- Read and understand words from the Year 6 list (selected from the statutory Year 5/6 word list) - see below.
- Use etymology to help the pronunciation of new words e.g. chef, chalet, machine, brochure – French in origin.

Maintaining positive attitudes to reading

- Listen to, read and discuss an increasingly wide range of fiction, poetry, plays and non-fiction.
- Regularly listen to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves.
- Independently read longer texts with sustained stamina and interest.
- Recommend books to their peers with detailed reasons for their opinions.
- Express preferences about a wider range of books including modern fiction, traditional stories, fiction from our literary heritage and books from other cultures.
- Learn a wider range of poems by heart.
- Prepare poems and play scripts to read aloud and perform using dramatic effects.

Understanding texts they read independently and those which are read to them

- Explain the meaning of new vocabulary within the context of the text.
- Demonstrate active reading strategies e.g. challenging peers with questions, justifying opinions, responding to different viewpoints within a group.
- Use a reading journal to record on-going reflections and responses to personal reading.
- Explore texts in groups and deepen comprehension through discussion.
- Provide reasoned justifications for their views.
- Justify opinions and elaborate by referring to the text e.g. using the PEE prompt – Point+Evidence+Explanation.
- Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. Point+Evidence+Explanation.
- Predict what might happen from information stated and implied.
- Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text.
- Make comparisons within and across texts e.g. similar events in different books such as being an evacuee in Carrie's War and Goodnight Mr Tom.
- Compare characters within and across texts.
- Compare texts written in different periods.
- Recognise themes within and across texts e.g. hope, peace, fortune, survival.
- Distinguish between statements of fact or opinion across a range of texts e.g. first-hand account of an event compared with a reported example such as Samuel Pepys' diary and a history textbook.
- Skim for gist.
- Scan for key information e.g. identify words and phrases which tell you the character is frustrated, or find words/phrases which suggest that a theme park is exciting.

Reading Progression Map

- Use a combination of skimming, scanning and close reading across a text to locate specific detail.
- Retrieve, record, make notes and present information from non-fiction, including texts used in other subjects.
- Analyse the conventions of different types of writing e.g. use of dialogue to indicate geographical and/or historical settings for a story.
- Identify how language, structure and presentation contribute to meaning e.g. persuasive leaflet, balanced argument.

Evaluating the impact of the author's use of language

- Explore, recognise and use the terms personification, analogy, style and effect.
- Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words, phrases and techniques.

Participating in discussion and debate

- Participate in discussions about books, building on their own and others' ideas and challenging views courteously.
- Explain and discuss their understanding of what they have read, including through formal presentations and debates.
- Prepare formal presentations individually or in groups.
- Use notes to support presentation of information.
- Respond to questions generated by a presentation.
- Participate in debates on issues related to reading (fiction/non-fiction).