Reading whole school progression map

Skills Word Reading	EYFS 30 – 50 months 40 – 60 months Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and Decoding	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 apply phonic knowledge and skills as the route to decode words.*	*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 use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.	*To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.*
		To blend sounds in unfamiliar words using the GPCs that they have been taught.	*To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.*	*To apply their growing knowledge of root words and prefixes to begin to read aloud.*	*To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*	To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/- ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.*	

	To use phonic knowledge to decode regular words and read them aloud accurately.	To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.	*To accurately read most words of two or more syllables.*	*To apply their growing knowledge of root words and suffixes/word endings to begin to read aloud.*			
		To read words containing taught GPCs	*To read most words containing common suffixes.**				
		To read words containing -s, -es, -ing, -ed and -est endings.					
		To read words with contractions, e.g. I'm, I'll and we'll.					
Common exception words	To read some common irregular words.	*To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.*	To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.	To begin to read Y3/Y4 exception words.*	*To read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and these occur in the word.*	To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	
Fluency	To show interest in illustrations and print in books and print in the environment. To recognise familiar words and signs such as	To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other	To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.			

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	strategies to work out words.	without undue hesitation.	
	To reread texts to build up fluency and confidence in word reading.	To reread these books to build up fluency and confidence in word reading.	
		To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.	

Skills Comprehension	EYFS 30 – 50 months 40 – 60 months Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding and correcting misunderstandings	To know that print carries meaning and, in English, is read from left to right and top to bottom. To understand humour,e.g. nonsense rhymes, jokes.	To check that a text makes sense to them as they read and to self-correct.	To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. To check that the text makes sense to them as they read and to correct inaccurate reading.				
Comparing, contrasting and commenting	To listen to stories with increasing attention and recall. To anticipate key events and phrases in rhymes and stories. To begin to be aware of the way stories are structured. To describe main story settings, events and principal characters.	*To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.*	*To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.*	*To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.*	*To discuss and compare texts from a wide variety of genres and writers.*	To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types. .	*To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.*

	To enjoy an increasing range of books. To follow a story without pictures or props. To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. To demonstrate understanding when talking with others about what they have read.	*To link what they have read or have read to them to their own experiences.*	To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.	To use appropriate terminology when discussing texts (plot, character, setting).	To read for a range of purposes.	To 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	*To recognise more complex themes in what they read (such as loss or heroism).*
		To retell familiar stories in increasing detail.	To discuss the sequence of events in books and how items of information are related.		*To identify themes and conventions in a wide range of books.*	*To identify main ideas drawn from more than one paragraph and to summarise these.*	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 join in with discussions about a text, taking turns and listening to what others say.	*To recognise simple recurring literary language in stories and poetry.*		*To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as*	To recommend texts to peers based on personal choice.	To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.

					numbering and headings).		
		To discuss the significance of titles and events	*To ask and answer questions about a text.*		*To identify how language, structure and presentation contribute to meaning.*		To draw out key information and to summarise the main ideas in a text.
			To make links between the text they are reading and other texts they have read (in texts that they can read independently)		*To identify main ideas drawn from more than one paragraph and summarise these.*		*To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.*
							To compare characters, settings and themes within a text and across more than one text.
Words in context and authorial choice	To build up vocabulary that reflects the breadth of their experiences. To extend vocabulary, especially by grouping and	*To discuss word meaning and link new meanings to those already known.*	*To discuss and clarify the meanings of words, linking new meanings to known vocabulary.*	To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.	*Discuss vocabulary used to capture readers' interest and imagination.*	*To discuss vocabulary used by the author to create effect including figurative language.*	*To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical*

	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.						*terminology such as metaphor, simile, analogy, imagery, style and effect.*
			To discuss their favourite words and phrases.	*To discuss authors' choice of words and phrases for effect.*		*To evaluate the use of authors' language and explain how it has created an impact on the reader.*	
Inference and prediction	To suggest how a story might end. 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 begin to make simple inferences.	*To make inferences on the basis of what is being said and done.*	*To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives*	*To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.*	*To draw inferences from characters' feelings, thoughts and motives.*	*To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).*
		To predict what might happen on the basis of what has been read so far.	*To predict what might happen on the basis of what has been read so far in a text.*	*To justify predictions using evidence from the text.*	*To justify predictions from details stated and implied.*	*To make predictions based on details stated and implied, justifying them in detail with evidence from the text.*	*To discuss how characters change and develop through texts by drawing inferences based on indirect clues.*
Poetry and performance	To listen to and join in with stories and poems, one-to-one and also in small groups.	*To recite simple poems by heart.*	*To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate*	*To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.*	*To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).*	To continually show an awareness of audience when reading out loud using intonation,	To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the

	To join in with repeated refrains in rhymes and stories. To use intonation, rhythm and phrasing to make the meaning clear to others. To develop preference for forms of expression. To play cooperatively as part of a group to develop and act out a narrative. To express themselves effectively, showing awareness of listeners' needs.		*intonation to make the meaning clear.*			tone, volume and action.	audience and for effect.
				To begin to use appropriate intonation and volume when reading aloud.	*To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.*		
Non-fiction	To know that information can be relayed in the form of print. To know that information can be retrieved from books and computers.		*To recognise that non- fiction books are often structured in different ways.*	*To retrieve and record information from non- fiction texts.*	*To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.*	*To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non- fiction texts.*	*To retrieve, record and present information from non-fiction texts.*
					To use dictionaries to check the meaning of words that they have read.		*To use non-fiction materials for purposeful information retrieval (e.g. in reading history,*

| | | | | | | | *geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).* |