

Reading Progression Map

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and decoding	Apply phonics knowledge and skills as the route to decode words. Use the GPCs that they have been taught to blend sounds in unfamiliar words. Give the correct sound to graphemes for all of the 40+ phonemes. Read words containing the GPCs they have been taught. Read words ending in -s, -es, -ing, -ed and -est. Read words with contractions e.g I'm and we'll.	Continue to apply phonics knowledge and skills as the route to decode words until automatic decoding has become embedded. Blend the sounds in words that contain the graphemes taught so far. Recognise alternative sounds for graphemes. Accurately read most words of two or more syllables. Read most words containing common suffixes from the NC.	Use their phonics knowledge to decode quickly and accurately. Apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud. Apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.	Read most words they encounter fluently. Attempt to decode any unfamiliar words with increasing speed and skill. Apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.	Read most words they encounter fluently. Attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. 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.	Read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings Decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.

Reading Progression Map

Fluency	Accurately read texts that correspond to their developing phonics knowledge. Reread books to build up fluency and confidence.	Read aloud books which closely match their improving phonics knowledge. Sound out unfamiliar words accurately, confidently and automatically. Read words accurately and fluently without overt sounding and blending. Reread books to build up fluency and confidence.	Continue to read aloud fluently and apply their growing phonics knowledge when encountering unfamiliar words to read approximately 90 words per minute in age-appropriate books. Apply their growing knowledge of root words, prefixes and suffixes to read aloud. Apply their growing knowledge of root words, prefixes and suffixes to understand the meaning of unfamiliar words. The teaching of comprehension should now take priority over word reading.	Continue to read aloud fluently and apply their growing phonics knowledge when encountering unfamiliar words to read approximately 90 words per minute in age-appropriate books. Apply their growing knowledge of root words, prefixes and suffixes to read aloud. Apply their growing knowledge of root words, prefixes and suffixes to understand the meaning of unfamiliar words. The teaching of comprehension should now take priority over word reading.	Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that they meet. Focus on all letters in a word when reading. While reading with or to pupils, teachers should focus on new vocabulary- both its pronunciation and meaning.	Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that they meet. Focus on all letters in a word when reading. While reading with or to pupils, teachers should focus on new vocabulary- both its pronunciation and meaning.
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Reading Progression Map

Listening to and discussing texts	Listen to and discuss a wide range of fiction, non-fiction and poetry which extends beyond the level they can read independently. Make links between what they have read or have read to them and their own experiences. Retell familiar stories in increasing detail. Participate in discussions about a text including taking turns and listening to what others say. Discuss the significance of titles and events.	Participate in discussion about books, poems and other works that are read to them (and which extend beyond the level they can read independently) Explain their understanding and express their views. Become increasingly familiar with, and retell, a wider range of stories, fairy stories and traditional tales. Discuss the sequence of events in a book and how information is related. Recognise simple recurring literary language in stories and poetry (e.g. Once upon a time,) Ask and answer questions about a text. Make links between texts.	Recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Use appropriate terminology when discussing a text (e.g. plot, character, setting)	Discuss and compare texts from a wide variety of genres and writers. Read for a range of purposes. Identify themes and conventions in a wide range of books. Refer to authorial style, overall themes (e.g. triumph of good over evil) and text features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings). Identify how language, structure and presentation contribute to meaning. Identify main ideas drawn from more than one paragraph and summarise these.	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. Participate in discussions about books that are read to them and those they can read independently. Build on their own ideas and others' ideas by challenging their views respectfully. Efficiently identify main ideas drawn from more than one paragraph and develop more succinct summaries of these. Develop personal tastes to be able to recommend texts to peers based on this personal choice.	Read for pleasure. Discuss, compare and evaluate (in depth) a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. Recognise more complex themes in what they read (such as loss or heroism). Explain and discuss their understanding of what they have read, including through formal presentations and debates, and use notes where necessary. Use feedback on the quality of their contributions and explanations in a discussion to improve. Efficiently identify main ideas drawn from more than one paragraph and succinctly summarise these.
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Reading Progression Map

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Developing Vocabulary and Understanding of Authorial Choice	Discuss word meaning. Make links between new word meanings and those already known.	Discuss and clarify the meanings of words. Make links between new meanings and known vocabulary. Discuss their favourite words and phrases.	Check that the text makes sense to them. Discuss their understanding and explain the meaning of words in context. Recognise authors choose words and phrases for effect. Discuss the authors' choice of words and phrases for effect.	Recognise authors choose vocabulary for effect and to capture the reader's interest and imagination. Discuss vocabulary used to capture the reader's interest and imagination.	Discuss vocabulary used by the author to create effect including figurative language. Identify the impact of authors' language and suggest the intended impact. Evaluate the effectiveness of vocabulary and whether it creates the desired impact.	Analyse and evaluate the use of language, including figurative language and how it is used for effect. Use technical terminology while discussing vocabulary such as metaphor, simile, analogy, imagery, style and effect.

Reading Progression Map

Inference and Prediction	Begin to make simple inferences. Predict what might happen using what has been read so far.	Make inferences on the basis of what is being said and done. Predict what might happen on the basis of what has been read so far in a text.	Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. Begin to justify predictions using evidence from the text.	Draw inferences from characters' feelings, thoughts and motives that justifies their actions Support their views with evidence from the text. Justify predictions from details stated and implied in a text	Draw inferences from characters' feelings, thoughts and motives. Make predictions based on details stated and implied. Justify predictions in detail with evidence from the text.	Consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters). Discuss how characters change and develop through texts by drawing inferences based on indirect clues.
Performance and Poetry	Recite simple poems by heart.	Continue to build up a repertoire of poems learnt by heart. Appreciate poems and recite some with appropriate intonation to make the meaning clear.	Prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. Begin to show an awareness of the audience when reading aloud. Begin to use appropriate intonation and volume when reading aloud.	Recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). Prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.	Consistently show an awareness of audience when reading out loud using intonation, tone, volume and action.	Confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.

Reading Progression Map

Non-Fiction		Recognise that non-fiction books are often structured in different ways.	Retrieve and record information from non-fiction texts.	Use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information. Use dictionaries to check the meaning of words that they have read.	Use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.	Retrieve, record and present information from non-fiction texts. 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).
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