Eastcote Primary Academy Reading Progression Map

Can children...

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word Reading	Say a sound for each letter in the alphabet and at least 10 digraphs; ● Read words consistent with their phonic knowledge by sound-blending; ● Read aloud simple sentences and books that are consistent with their phonic knowledge, including some	Read individual letters by saying the sounds for them. ● Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. ● Blend sounds into words, so that they can read short words made up of known letters– sound correspondences. ● Read some letter groups that each represent one sound and say sounds for	Apply phonic knowledge to decode words. ● Respond with the correct sound to graphemes for all 40+ phonemes, including alternative sounds. ● Read accurately by blending sounds in unfamiliar words containing GPCs taught. ● Read a range of simple common exception words e.g. the, said, they, once, she, friend, school. ●Read words with the endings -s, -es, -ing, -ed and -est.	Apply phonic knowledge and skills consistently to decode quickly and accurately. ● Decode alternative sounds for graphemes. ● Read words containing common suffixes such as: -ment, -less, -ness, -ful and -ly. ● Read a wider range of common exception words which have been taught, including most words from the YR2 Spelling appendix e.g. because, beautiful,	Read with fluency a range of age-appropriate text types from those specified for YRs 3 and 4. Read at a speed sufficient for them to focus on understanding. ● Read most common exception words by sight (including all those in the YR 2 Spelling appendix) noting unusual correspondence between spelling and sound. ● Know the full range of GPCs, and use phonic skills	Read with fluency a range of age-appropriate text types from those specified for YRs 3 and 4. Read at a speed sufficient for them to focus on understanding. ● Read most common exception words effortlessly, noting unusual correspondence between spelling and sound. ● Know the full range of GPCs, and use phonic skills consistently and automatically to address unfamiliar or challenging words. ● Determine the	Fluently and automatically read a range of age-appropriate texts from the following: modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or textbooks. ● Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. suspect/suspicious, change/changeable, receive/reception.	Fluently and effortlessly read the full range of age-appropriate texts: modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or textbooks. ● Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. ambitious, infectious, observation, innocence. ● Use appropriate intonation, tone and volume when

█	common exception words.	them. (ie. digraphs and trigraphs) ● Read a few common exception words matched to the school's phonic programme. ● Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. ● Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment..	● Read words of more than one syllable which contain GPCs known. ● Read contractions e.g. I'm, can't, we'll. Know that apostrophes represent omitted letters. ● Read some phonically-decodable books, closely matched to phonic knowledge. ● Read pseudo (alien) words with accuracy, including vowel digraphs and trigraphs.	everybody, should, whole, parents, money. ● Read most words without overtly segmenting and blending, once they are familiar. ● Read some phonically-decodable books with fluency; sound out unfamiliar words automatically.	consistently and automatically to address unfamiliar or challenging words. ● Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. disagree, misbehave, incorrect. ● Prepare poems and play scripts to read aloud and perform. Show appropriate intonation and volume when reciting or reading aloud.	meaning of new words by sometimes applying knowledge of root words and their affixes e.g. information, invasion, enclosure, mountainous. ● Prepare poems and scripts to read aloud and perform. Demonstrate understanding by using appropriate intonation and volume when reciting or reading aloud.	● Know securely the different pronunciations of words with the same letter-string e.g. bought, rough, cough, though, plough. ● Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear.	reciting or reading aloud to an audience, to make the meaning clear.

Comprehension								
	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole-class discussions and small group interactions. *(Communication and Language)* ● Offer explanations for why things might happen, making use of recently introduced vocabulary from stories,	Listen to and talk about stories to build familiarity and understanding. *(Communication and Language)* ● Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. *(Communication and Language)* ● Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. *(Communication and Language)*	Listen to, discuss and enjoy a wide range of poems and stories at a level beyond that which they can read independently. ● Become familiar with key stories, fairy stories and traditional tales; retell them; know their characteristics. ● Link what they read to their own experiences. ● Recognise and join in with predictable phrases in poems and stories. ● Appreciate some rhymes and poems; recite some by heart. ● Discuss the meanings of new words, linking them to words already known.	Fully engage with reading and take pleasure from books and texts. ● Listen to, discuss and express views about a wide range of contemporary and classic poetry, some of which they can read independently. ● Listen to, discuss and express views about a wide range of stories at a level beyond that which they can read independently. Take account of what others say. ● Show understanding of texts read independently; self-correct. ● Know and retell a wide range of stories, fairy stories and	Fully engage with and enjoy reading a range of texts, making choices and explaining preferences; begin to know preferred authors and text types; talk about books enjoyed both in and out of school. ● Listen to, discuss and express views about a wide range of fiction, poetry and plays – sometimes at a level beyond that which they can read independently. ● Listen to and discuss a range of non-fiction and reference or textbooks, that are structured in different ways; identify their particular characteristics; recognise typical presentational features.	Fully engage with and enjoy reading a range of texts, making choices and explaining preferences; know some text types; talk about books enjoyed both in and out of school, making textual references. ● Listen to, discuss and express views about a wide range of fiction, poetry and plays. ● Begin to justify comments. ● Listen to and discuss a range of non-fiction and reference or textbooks, that are structured in different ways; recognise typical presentational features.	Read and enjoy a growing repertoire of texts, both fiction and non-fiction. ● Be familiar with some of the text types specified in the YR 5-6 programme of study. ● Recommend books they have read to their peers, giving reasons. ● Discuss and comment on themes and conventions in a variety of genres. ● Read and recite age-appropriate poetry which has been learned by heart. ● Provide straightforward explanations for the purpose of the language, structure and presentation of texts e.g. bullet	Demonstrate a positive attitude by frequently reading a wide range of texts for pleasure, both fiction and non-fiction. ● Show familiarity with different text types specified in the YR 5-6 programme of study. ● Recommend books to others, giving reasons for their choices; state preferences. ● Accurately identify and comment on the features, themes and conventions across a range of writing, and understand their use. ● Demonstrate that they have learned a wide range of poetry by heart. ● Identify language,

	non-fiction, rhymes and poems when appropriate. *(Communication and Language)* ● Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. *(Literacy)* ● Anticipate – where appropriate – key events in stories. *(Literacy)*	● Engage in storytimes and non-fiction books. *(Communication and Language)* ● Listen carefully to and learn rhymes, poems and songs, paying attention to how they sound. *(Communication and Language)* ● Learn and use new vocabulary in different contexts and throughout the day. *(Communication and Language)* ● Engage in extended conversations about stories. *(Literacy)* ● Retell familiar stories and	● Listen to, discuss and enjoy a range of non-fiction texts; draw on what they already know, and on background information and vocabulary provided by the teacher. ● Check that texts make sense when reading; self-correct and re-read inaccurate reading. ● Talk about the significance of the title and events. ● Infer on the basis of what is said and done e.g. know that Jack is scared of the giant because he is hiding; the princess is sad because she has lost her ring.	traditional tales. ● Discuss the sequence of events in books and how items of information are related. ● Make inferences on the basis of what is said and done; predict according to what has been read so far. ● Discuss and express views about a range of non-fiction texts which are structured in different ways. ● Discuss and clarify the meaning of new words; discuss favourite words and phrases. ● Recognise simple recurring literary language in stories and poetry.	● Identify themes and conventions in a range of texts e.g. identify a theme of 'journeys' or 'invasion'; recognise the conventions of a fairy story or play; recognise how a non-fiction text is often organised and presented. ● Recognise some different forms of poetry, such as shape poems, free verse or narrative; explain their differences. ● Draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or	● Identify themes and conventions in a range of texts e.g. identify a theme of 'recycling' or 'changes in leisure activities'; recognise the conventions of a myth or play script; know how information is signposted in reference books. ● Recognise several different forms of poetry, such as free verse, rhyming, shape, narrative, humorous; explain their differences. ● Draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words. Draw comparisons. ● Predict what might credibly	points; how a letter is set out; introductory paragraphs. ● Discuss their understanding of the meaning of words in context, finding other words which are similar. ● Discuss and evaluate how authors use language, including figurative language (e.g. simile, imagery) and its effect on the reader. ● Readily ask questions to enhance understanding. ● Make comparisons within and across texts e.g. compare two ghost stories. ● Draw inferences and justify these with evidence from the text e.g.	structural and presentational features in texts (e.g. columns, bullet points, tables) and explain how they contribute to meaning. ● Use contextual evidence to make sense of the text; explore finer meanings of words; show, discuss and explore their understanding of the meaning of vocabulary in context. ● Identify the effect of language, including figurative; explain and evaluate its effect e.g. impact of a word or phrase on the reader; the suitability of a chosen simile; personification. ● During discussion, ask

● Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. *(Literacy)* ● Make use of props and materials when role playing characters in narratives and stories. *(Expressive Arts and Design)* ● Invent, adapt and recount	narratives using their own words and recently introduced vocabulary. *(Literacy)* ● Anticipate key events in stories (where appropriate). *(Literacy)* ● Use a range of recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play activities *(Literacy)* ● Develop storylines in their pretend play. *(Expressive Arts and Design)*	● Predict what might happen on the basis of what has been read so far e.g. the boy will be in trouble for stealing the buns. ● Participate in discussion about what is read to them, taking turns and listening to others. ● Explain clearly their understanding of what is read to them.	● Recite a repertoire of poems learnt by heart, using appropriate intonation.	words. ● Predict what might happen from details stated and implied. ● Explain the meaning of words in context; use a dictionary to check meanings. ● Check the text makes sense, reading to the punctuation and usually re-reading or self-checking. ● Explain and discuss their understanding of the text e.g. explain events; describe a character's actions. ● Retrieve and record information from non-fiction texts. ● Identify how language, structure and	happen from details stated and implied. ● Explain the meaning of words in context; use dictionary to check meaning. ● Check the text makes sense, reading to the punctuation and habitually re-reading. ● Explain and discuss their understanding of the text e.g. describe a sequence of events; the way a character changes; the different ways to make a cake. ● Identify and summarise main ideas drawn from more than one paragraph e.g. a poem about funny relatives; a persuasive message to	explain how a character's feelings changed and how they know this; make predictions. ● Distinguish fact from opinion with some success. ● Retrieve, record and present information from non-fiction texts. ● Summarise main ideas from more than one paragraph, identifying key details which support these. ● Participate in discussion about texts, expressing and justifying opinions, building on ideas and challenging others' views courteously. ● Explain what they know or have read, including through formal presentation and debate, using	pertinent questions to enhance understanding. ● Make accurate and appropriate comparisons within and across different texts. ● Make developed inferences e.g. characters' thoughts and motives, or identify an inferred atmosphere; explain and justify with textual evidence to support reasoning; make predictions which are securely rooted in the text. ● Distinguish between fact and opinion. ● Retrieve, record and present information from non-fiction texts. ● Identify key details which support main ideas; summarise

	narratives and stories with peers and their teacher. *(Expressive Arts and Design)* ● Sing a range of well-known nursery rhymes and songs. *(Expressive Arts and Design)* ● Perform songs, rhymes, poems and stories with others. *(Expressive Arts and*				presentation contribute to meaning e.g. that the word 'trembling' indicates that the kitten is scared; that the text box provides a list of quick facts. ● Discuss words and phrases that capture the reader's interest and imagination. ● During discussions about texts, ask questions to improve their understanding; take turns and listen to what others have to say.	recycle rubbish. ● Retrieve and record information from non-fiction texts. ● Identify how language, structure and presentation contribute to meaning e.g. that the word 'threatening' means that a storm is close and could be dangerous; the introduction leads you into the text; each paragraph describes a different character. ● Discuss words and phrases that capture the reader's interest and imagination. ● During discussion about texts, ask relevant questions to improve their understanding;	notes where necessary.	content drawn from more than one paragraph. ● Participate in discussion about texts, expressing and justifying opinions, building on ideas and challenging others' views courteously. ● Explain their understanding of what they have read, including through formal presentation and debate, maintaining a focus on the topic.

 						take turns and build on what others have to say.		
Fluency	To show interest in illustrations and print in books and print in the environment. To recognise familiar words and signs such as their 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	To read and understand simple sentences	To accurately read texts that are consistent with their developing phonic knowledge, that does not require them to use other strategies to work out words. To reread texts to build fluency and confidence in word reading.	To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. 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	At this stage,teachingcomprehensionskills shouldbetakingprecedenceoverteaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.	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.	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.	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.

	and simple sentences.							
Reading for Pleasure **Listening to and discussing texts** **Comparing, contrasting & 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 To enjoy an increasing range of books. To follow a story without pictures or props.	To listen to stories, accurately anticipate key events and respond to what they hear with relevant comments, questions or actions.	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 link what they have read or have read to them to their own experiences. To retell familiar stories in increasing detail. To join in with discussions about a text, taking turns and listening to what others say. To discuss the significance of titles and events. To recognise simple recurring literary language in stories and poetry. To ask and answer questions about atext.	To participate in discussion about books, poems and other works that are read to them (at a level beyond which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views. To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales. To discuss the sequence of events in books and how items of information are related.	To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. To use appropriate terminology when discussing texts (plot, character, setting).	To discuss and compare texts from a wide variety of genres and writers. To read for a range of purposes. To identify themes and conventions in a wide range of books. 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 numbering and headings). To identify how language, structure and presentation contribute to meaning. To identify main ideas drawn from more than one paragraph and summarise these.	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 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 identify main ideas drawn from more than one paragraph and to summarise these. To recommend texts to peers based on personal	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 recognise more complex themes in what they read (such as loss or heroism). 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 listen to guidance and feedback on the quality of their explanations and contributions to

			To make links between the text they are reading and other texts they have read(in text that they can read independently).					discussions and to make improvements when participating in discussions. To draw out key information and to summarise the main ideas in a text. 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.
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	To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.	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 discuss their favourite words and phrases.	To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. To discuss authors' choice of words and phrases for effect. To identify vocabulary that	Discuss vocabulary used to capture readers' interest and imagination.	To discuss vocabulary used by the author to create effect including figurative language. To evaluate the use of authors' language and explain how it has created an impact on the reader.	To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect. To identify and evaluate the effectiveness of an

<td style="background:orange;"></td>	words.				captures the reader's interest..			author's choice and use of language, explaining the 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 predict what might happen on the basis of what has been read so far.	To make inferences on the basis of what is being said and done. To predict what might happen on the basis of what has been read so far in a text.	To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. To justify predictions using evidence from the text.	To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.

To justify predictions from details stated and implied. | To draw inferences from characters' feelings, thoughts and motives with supporting evidence.

To make predictions based on details stated and implied, justifying them in detail with evidence from the text. | To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).

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 join in with repeated refrains in rhymes and stories. To use intonation, rhythm and phrasing to make the meaning clear to others.

 To develop | To express themselves effectively, showing awareness of listeners' needs | 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 intonation to make the meaning clear | To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.

To begin to use appropriate intonation and volume when reading aloud.

 To begin to recognise different forms of poetry (e.g. free | To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).

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 | To continually show an awareness of the audience when reading out loud using intonation, tone, volume and action.

To learn a wider range of poetry by heart | To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect. |

	preference for forms of expression. To play cooperatively as part of a group to develop and act out a narrative.				verse or narrative poetry)			
Non -fiction Structure and Organisation	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 using contents and glossary to locate it.	To retrieve and record information from non - fiction texts using contents and glossary to locate it.	To use all of the organisational devices available within a non - fiction text to retrieve, record and discuss information. To use dictionaries to check the meaning of words that they have read.	To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non -fiction texts. To distinguish between fact and opinion.	To retrieve, record and present information from non -fiction texts. 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 o reading a theatre programme or review). To recognise bias, fact and opinion.