

Eastcote Primary Academy - Reading Progression Map								
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>• print has meaning</li> <li>• print can have different purposes</li> <li>• we read English text from left to right and from top to bottom</li> <li>• the names of the different parts of a book</li> <li>• page sequencing</li> </ul> <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> <li>• spot and suggest rhymes</li> <li>• count or clap syllables in a word</li> <li>• recognise words with the same initial sound, such as money and mother</li> </ul>	<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them. (ie. digraphs and trigraphs)</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Apply phonic knowledge to decode words read aloud phonically- decodable texts</p> <p>re-read books to build fluency and confidence.</p> <p>Read simple sentences and understand the meaning.</p> <p>Speedily read all 40+ letters /groups for 40+ phonemes including alternative sounds for graphemes</p> <p>Read Year 1 common exception words noting unusual correspondences between spelling and sound (identifying where they appear)</p> <p>Read polysyllabic words containing taught GPCs read common suffixes (– s, –es, –ing, –ed, –er and –est)</p> <p>Read contractions and understand that the apostrophe represents the omitted letter(s)</p> <p>Read accurately by blending taught GPCs develop some fluency and expression, pausing at full stops. Begin to self-correct inaccurate reading.</p>	<p>Apply phonic decoding until automatic and reading is fluent read common suffixes (-ed, -ing,-er, -est, -y, -er, -ment, -ful, -ness, -less, -ly</p> <p>Re-read books to build up fluency and confidence in word reading</p> <p>Note punctuation to read with appropriate expression read accurately by blending, including alternative sounds for graphemes</p> <p>Read Year 2 common exception words, noting unusual correspondences</p> <p>Read aloud books matched to phonic knowledge by sounding out unfamiliar words</p> <p>Automatically read polysyllabic words containing above graphemes read most words quickly &amp; accurately without overt sounding and blending.</p> <p>Self-correct when a sentence has been read incorrectly.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words they meet</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words they meet</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>Apply their growing knowledge of root words, prefixes, and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.</p> <p>Respond to more sophisticated punctuation, maintaining fluency and accuracy when reading complex sentences with subordinate clauses.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.</p> <p>Cope with different features of language used in poems and prose, e.g. dialect, abbreviations, colloquialisms and specialist vocabulary. Understand how conjunctions can be used to indicate a change of tone.</p>

							Work out the pronunciation of homophones, using the context of the sentence.		
<b>Range of Reading</b>	<p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Enjoy listening to longer stories and can remember much of what happens</p>	<p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p>	<p>Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independentl</p>	<p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Read books that are structured in different ways and read for a range of purposes.</p>	<p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks that are structured in different ways and reading for a range of purposes.</p> <p>Select books independently, reading from a wide range of genres and authors, and express and explain own personal preferences</p>	<p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Read books that are structured in different ways and read for a range of purposes make comparisons within and across books</p> <p>Recognise texts that include more than one text type- e.g. persuasive letters.</p>		
<b>Familiarity of texts</b>	<p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Enjoy listening to longer stories and can remember much of what happens</p>	<p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Engage in storytimes.</p> <p>Engage in non-fiction books</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p>	<p>Recognise and join in with predictable phrases become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p> <p>Listen and identify main events or key points in a variety of poems, stories and non-fiction at a level beyond that at which they can read independently.</p>	<p>Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales, referring to most of the key events and characters.</p> <p>Find the answers to questions in non-fiction, stories and poems.</p> <p>Recognise simple recurring literary language in stories and poetry.</p>	<p>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally identify themes and conventions in a wide range of books.</p> <p>Use alphabetically ordered texts to find information.</p> <p>Begin to skim read to retrieve information from a paragraph of text.</p> <p>Use alphabetically ordered texts to find information.</p> <p>Begin to skim read to retrieve information from a paragraph of text</p>	<p>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally Retrieve and record information from fiction and non-fiction, by using navigational features in books, (e.g. contents pages and subheadings) and by skimming, scanning and text- marking.</p> <p>Identify and discuss themes and conventions in and across a wide range of writing.</p> <p>Retrieve and record information from fiction and non-fiction, by using navigational features in books, (e.g. contents pages and subheadings) and by skimming, scanning and text- marking.</p>			



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		Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actio	
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