Eastcote Primary Academy - Reading Progression Map								
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
coding	Understand the five key concepts	Read individual letters by saying	Apply phonic	Apply phonic	Apply their growing	Apply their growing	Apply their growing	Apply their growing
	about print:	the sounds for them.	knowledge to decode	decoding until	knowledge of root	knowledge of root	knowledge of root	knowledge of root
	 print has meaning 		words read aloud	automatic and	words, prefixes and	words, prefixes and	words, prefixes, and	words, prefixes and
	 print can have different 	Blend sounds into words, so that	phonically- decodable	reading is fluent read	suffixes (morphology	suffixes (morphology	suffixes (morphology	suffixes (morphology
	purposes	they can read short words made	texts	common suffixes (-ed,	and etymology), both	and etymology), both	and etymology), both	and etymology), both
	 we read English text from left 	up of known letter– sound		-ing,-	to read aloud and to			
	to right and from top to bottom	correspondences.	re-read books to build	er, -est, -y, -er, -	understand the	understand the	understand the	understand the
	the names of the different		fluency and	ment, -ful, -ness, -	meaning of new	meaning of new	meaning of new	meaning of new
	parts of a book	Read some letter groups that	confidence.	less, -ly	words they meet	words they meet	words that they	words that they
	 page sequencing 	each represent one sound and	L				meet.	meet.
		say sounds for them. (ie.	Read simple	Re-read books to	Read further	Read further		
	Develop their phonological	digraphs and trigraphs)	sentences and	build up fluency and	exception words,	exception words,	Respond to more	Cope with different
	awareness, so that they can:	<u>.</u>	understand the	confidence in word	noting the unusual	noting the unusual	sophisticated	features of language
	spot and suggest rhymes	Read a few common exception	meaning.	reading	correspondences	correspondences	punctuation,	used in poems and
	count or clap syllables in a	words matched to the school's			between spelling and	between spelling and	maintaining fluency	prose, e.g. dialect,
	word	phonic programme.	Speedily read all 40+	Note punctuation to	sound, and where	sound, and where	and accuracy when	abbreviations,
	recognise words with the	Dand since I also	letters /groups for	read with appropriate	these occur in the	these occur in the	reading complex	colloquialisms and
	same initial sound, such as money	Read simple phrases and	40+ phonemes	expression read	word.	word.	sentences with	specialist vocabulary.
	and mother	sentences made up of words	including alternative	accurately by			subordinate clauses.	Understand how
		with known letter–sound	sounds for	blending, including				conjunctions can be
		correspondences and, where	graphemes	alternative sounds for				used to indicate a
		necessary, a few exception	D	graphemes				change of tone.
		words.	Read Year 1 common	D				
		Do rood those books to build up	exception words	Read Year 2 common				
		Re-read these books to build up	noting unusual	exception words,				
		their confidence in word	correspondences	noting unusual				
		reading, their fluency and their understanding and enjoyment.	between spelling and sound (identifying	correspondences Read aloud books				
		dilderstanding and enjoyment.	where they appear)	matched to phonic				
			Read polysyllabic	knowledge by				
			words containing	sounding out				
			Words containing	unfamiliar words				
			taught GPCs read	Automatically read				
			common suffixes (– s,	polysyllabic words				
			es, eing, ed, er	containing above		1		
			and –est)	graphemes read most				
				words quickly &				
			Read contractions	accurately without				
			and understand that	overt sounding and		1		
			the apostrophe	blending.				
			represents the	Self-correct when a				
			omitted letter(s)	sentence has been				
			Read accurately by	read incorrectly.				
			blending taught GPCs	· ·				
			develop some fluency					
			and expression,			1		
			pausing at full stops.			1		
			Begin to self-correct					
			inaccurate reading.			1		
			1					

Dance of Booking	Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Enjoy listening to longer stories and can remember much of what	Read simple phrases and sentences made up of words with known letter—sound correspondences and, where necessary, a few exception words. Listen to and talk about stories to build familiarity and understanding. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	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 independent!	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Read books that are structured in different ways and read for a range of purposes.	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. Select books independently, reading from a wide range of genres and authors, and express and explain own personal preferences	Work out the pronunciation of homophones, using the context of the sentence. Continue to read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction and reference books or textbooks Read books that are structured in different ways and read for a range of purposes make comparisons within and across books	Continue to read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction and reference books or textbooks Read books that are structured in different ways and read for a range of purposes make comparisons within and across books. Recognise texts that include more than one text type- e.g. persuasive letters.	
Fanilarity of texts	know many rhymes, be able to talk about familiar books, and be able to tell a long story. Enjoy listening to longer stories and can remember much of what happens	Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Engage in storytimes. Engage in non-fiction books Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.	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. 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.	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. Find the answers to questions in nonfiction, stories and poems. Recognise simple recurring literary language in stories and poetry.	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. Use alphabetically ordered texts to find information. Begin to skim read to retrieve information from a paragraph of text. Use alphabetically ordered texts to find information. Begin to skim read to retrieve information from a paragraph of text.	Increase their familiarity with awide range of books, including fairy stories, myths and legends, and retell some of these orally Retrieve and record information from fiction and nonfiction, by using navigational features in books, (e.g. contents pages and subheadings) and by skimming, scanning and text- marking.	Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Identify and discuss themes and conventions in and across a wide range of writing. Retrieve and record information from fiction and nonfiction, by using navigational features in books, (e.g. contents pages and subheadings) and by skimming, scanning and text- marking.		

Developing vocabulary	Engage in extended conversations about stories, learning new	Retell familiar stories and narratives using their own words and recently introduced vocabulary. Use a range of recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play activities.			
	Enjoy listening to longer stories	Anticipate key events in stories (where appropriate) Engage in extended conversations about stories.		Identify and discuss themes and conventions in and across a wide range of writing.	

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Reading for pleasure	Sing a large repertoire of songs Know many rhymes, be able to talk about familiar books, and be able to tell a long story.	Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Engage in storytimes. Engage in non-fiction books	Listen to and discuss a wide range of fiction, non-fiction, and poetry at a level beyond that at which they can read independently. Link what they have read or have had read to them to their own experiences. Retell familiar stories in increasing detail. Join in with discussions about a text, taking turns and listening to what others say. Discuss the significance of titles and events. Recognise simple recurring literary language in stories and poetry. Ask and answer questions about a text.	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. Become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales. Discuss the sequence of events in books and how items of information are related.	Recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Use appropriate terminology when discussing texts (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 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.	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	Read for pleasure, discussing, comparing, contrasting, and evaluating in depth across a wide range of genres. 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, maintaining a focus on the topic and using notes where necessary. Listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.	
		Anticipate key events and p	phrases in rhymes a	and stories					
		Anticipate key events and p	Jinases in mynnes a	iiu stories.					
		Begin to be aware of the w	ray stories are struc	tured.					
		Describe main story setting	gs, events and princ	iple characters.					
		, , , , , , , , , , , , , , , , , , , ,	,						
		Enjoy an increasing range of	of books.						
		Follow a story without pict	ures or props.						

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