

Reading Curriculum Progression Map



| Word Reading: Phonics and Decoding | | | | | | | |
|---|---|---|---|---|---|--|---|
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Greater Depth |
| <p>Learners will be able:</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound- blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> | <p>Learners will be able:</p> <p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>To read words containing taught GPCs.</p> <p>To read words containing -s, -es, -ing, -ed and -est endings.</p> <p>To read words with contractions,</p> | <p>Learners will be able:</p> <p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables.</p> <p>To read most words containing common suffixes.</p> | <p>Learners will be able:</p> <p>To use their phonic knowledge to decode quickly and accurately (they may still need support to read longer unknown words).</p> <p>To 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.</p> <p>To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -</p> | <p>Learners will be able:</p> <p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.</p> | <p>Learners will be able:</p> <p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>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.</p> | <p>Learners will be able:</p> <p>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.</p> | <p>Children may be assessed as being greater depth in this curriculum area if they are able to meet the expected outcomes of the year group above their chronological age securely.</p> <p>Year 6s may be judged as greater depth if they are able to learn new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries</p> |

Reading Curriculum Progression Map

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|--|---------------------------|--|-------------------------------|--|--|--|--|
| | e.g. I'm, I'll and we'll. | | cian, to begin to read aloud. | | | | |
|--|---------------------------|--|-------------------------------|--|--|--|--|

Reading Curriculum Progression Map



Word Reading: Common Exception Words

| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Greater Depth |
|---|--|---|---|---|---|--|---|
| <p>Learners will be able:</p> <p>Read a few common exception words matched to Phonics Bug SSP.</p> | <p>Learners will be able:</p> <p>To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</p> | <p>Learners will be able:</p> <p>To read most Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> | <p>Learners will be able:</p> <p>To begin to read Y3/Y4 exception words.</p> | <p>Learners will be able:</p> <p>To read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and these occur in the word.</p> | <p>Learners will be able:</p> <p>To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p> | <p>Learners will be able:</p> <p>To read all Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p> | <p>Children may be assessed as being greater depth in this curriculum area if they are able to meet the expected outcomes of the year group above their chronological age securely.</p> <p>Year 6s may be judged as greater depth if they are able to learn new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries</p> |

Reading Curriculum Progression Map



Common Exception Words

| Year 1 | Year 2 | Years 3 & 4 | Years 5 & 6 |
|---|--|--|--|
| <p>the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and/or others, according to the programme used</p> | <p>door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used.</p> <p>Note: 'children' is not an exception to what has been taught so far but is included because of its relationship with 'child'.</p> | <p>accident(ally), actual(ly), address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy/business, calendar, caught, centre, century, certain, circle complete, consider, continue, decide, describe, different, difficult, disappear, early, earth eight/eighth enough exercise, experience, experiment, extreme, famous, favourite, February, forward(s), fruit grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest, island, knowledge, learn, length, library, material, medicine, mention, minute, natural, naughty, notice, occasion(ally), often, opposite, ordinary peculiar, perhaps, popular, position, possess(ion), possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though/although, thought, though, various, weight, woman/women</p> | <p>accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, community, competition, conscience*, conscious*, controversy, convenience, correspond, criticise (critic + ise), curiosity, definite, desperate, determined, develop, dictionary, disastrous, embarrass, environment, equip (-ped, -ment), especially, exaggerate, excellent, existence, explanation, familiar, foreign, forty, frequently, government, guarantee, harass, hindrance, identity, immediate(ly), individual, interfere, interrupt, language, leisure, lightning, marvellous, mischievous, muscle, necessary, neighbour, nuisance, occupy, occur, opportunity, parliament, persuade, physical, prejudice, privilege, profession, programme, pronunciation, queue, recognise, recommend, relevant, restaurant, rhyme, rhythm, sacrifice, secretary, shoulder, signature, sincere(ly), soldier, stomach, sufficient, suggest, symbol, system, temperature, thorough, twelfth, variety, vegetable, vehicle, yacht</p> |

Reading Curriculum Progression Map



| Word Reading: Fluency | | | | | | | |
|---|--|---|--|--------|--------|--|---------------|
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Greater Depth |
| <p>Learners will be able:</p> <p>Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</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 books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> | <p>Learners will be able:</p> <p>o accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</p> <p>To reread texts to build up fluency and confidence in word reading.</p> | <p>Learners will be able:</p> <p>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>To reread these books to build up fluency and confidence in word reading.</p> <p>To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</p> | <p>Learners will be able:</p> <p><i>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.</i></p> | | | <p>Children may be assessed as being greater depth in this curriculum area if they are able to meet the expected outcomes of the year group above their chronological age securely.</p> <p>Year 6s may be judged as greater depth if they are able to learn new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries.</p> | |

Bug Club Phonics Progression Map - <https://www.pearsonschoolsandfecolleges.co.uk/asset-library/pdf/Primary/Bug-Club/Bug-Club-Phonics-progression-chart-Sept-2021.pdf>

Reading Curriculum Progression Map



| Reading Comprehension: Understanding and Correcting Inaccuracies | | | |
|---|--|---|---|
| EYFS | Year 1 | Year 2 | Greater Depth |
| <p>Learners will be able:</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>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> | <p>Learners will be able:</p> <p>To check that a text makes sense to them as they read and to self-correct.</p> | <p>Learners will be able:</p> <p>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>To check that the text makes sense to them as they read and to correct inaccurate reading.</p> | <p>Children may be assessed as being greater depth in this curriculum area if they are able to meet the expected outcomes of the year group above their chronological age securely.</p> |

Reading Curriculum Progression Map

Reading Comprehension: Comparing, Contrasting and Commenting

| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Greater Depth |
|---|--|--|---|--|---|--|---|
| <p>Learners will be able:</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Retell a story once they have developed a deep familiarity with the text; either as exact repetition or in their own words.</p> | <p>Learners will be able:</p> <p>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.</p> <p>To link what they have read or have read to them to their own experiences.</p> <p>To retell familiar stories in increasing detail.</p> <p>To join in with discussions about a text, taking turns and listening to what others say.</p> <p>To discuss the significance of titles and events.</p> | <p>Learners will be able:</p> <p>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.</p> <p>To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p> <p>To discuss the sequence of events in books and how items of information are related.</p> | <p>Learners will be able:</p> <p>To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>To use appropriate terminology when discussing texts (plot, character, setting).</p> | <p>Learners will be able:</p> <p>To discuss and compare texts from a wide variety of genres and writers.</p> <p>To read for a range of purposes.</p> <p>To identify themes and conventions in a wide range of books.</p> <p>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).</p> <p>To identify how language, structure and presentation contribute to meaning.</p> | <p>Learners will be able:</p> <p>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.</p> <p>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.</p> <p>To identify main ideas drawn from more than one paragraph and to summarise these.</p> | <p>Learners will be able:</p> <p>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.</p> <p>To recognise more complex themes in what they read (such as loss or heroism).</p> <p>To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and</p> | <p>Children may be assessed as being greater depth in this curriculum area if they are able to meet the expected outcomes of the year group above their chronological age securely.</p> <p>Year 6s may be judged as greater depth if they are able to make critical comparisons across texts.</p> |

Reading Curriculum Progression Map

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| | | <p>To recognise simple recurring literary language in stories and poetry.</p> <p>To ask and answer questions about a text.</p> <p>To make links between the text they are reading and other texts they have read (in texts that they can read independently).</p> | | <p>To identify main ideas drawn from more than one paragraph and summarise these.</p> | <p>To recommend texts to peers based on personal choice.</p> | <p>using notes where necessary.</p> <p>To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.</p> <p>To draw out key information and to summarise the main ideas in a text.</p> <p>To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.</p> <p>To compare characters, settings and themes within a text and across more than one text.</p> | |
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Reading Curriculum Progression Map

Reading Comprehension: Words in Context and Authorial Choice

| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Greater Depth |
|---|---|--|---|---|--|---|---|
| <p>Learners will be able:</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary throughout the day. 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>Use new vocabulary in different contexts.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from</p> | <p>Learners will be able:</p> <p>To discuss word meaning and link new meanings to those already known.</p> | <p>Learners will be able:</p> <p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>To discuss their favourite words and phrases.</p> | <p>Learners will be able:</p> <p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>To discuss authors' choice of words and phrases for effect.</p> | <p>Learners will be able:</p> <p>Discuss vocabulary used to capture readers' interest and imagination.</p> | <p>Learners will be able:</p> <p>To discuss vocabulary used by the author to create effect including figurative language.</p> <p>To evaluate the use of authors' language and explain how it has created an impact on the reader.</p> | <p>Learners will be able:</p> <p>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.</p> | <p>Children may be assessed as being greater depth in this curriculum area if they are able to meet the expected outcomes of the year group above their chronological age securely.</p> <p>Year 6s may be judged as greater depth if they are able to know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning.</p> |

Reading Curriculum Progression Map

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| stories, non-fiction, rhymes and poems when appropriate. | | | | | | | |
|--|--|--|--|--|--|--|--|

Reading Curriculum Progression Map



| Reading Comprehension: Inference and Predication | | | | | | | |
|---|---|--|---|---|--|--|---|
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Greater Depth |
| <p>Learners will be able:</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Anticipate (where appropriate) key events in stories.</p> | <p>Learners will be able:</p> <p>To begin to make simple inferences.</p> <p>To predict what might happen based on what has been read so far.</p> | <p>Learners will be able:</p> <p>To make inferences on the basis of what is being said and done.</p> <p>To predict what might happen on the basis of what has been read so far in a text.</p> | <p>Learners will be able:</p> <p>To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p> <p>To justify predictions using evidence from the text.</p> | <p>Learners will be able:</p> <p>To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.</p> <p>To justify predictions from details stated and implied.</p> | <p>Learners will be able:</p> <p>To draw inferences from characters' feelings, thoughts and motives.</p> <p>To make predictions based on details stated and implied, justifying them in detail with evidence from the text.</p> | <p>Learners will be able:</p> <p>To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).</p> <p>To discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p> | <p>Children may be assessed as being greater depth in this curriculum area if they are able to meet the expected outcomes of the year group above their chronological age securely.</p> <p>Year 6s may be judged as greater depth if they are able to confidently and correctly make inferences, referring to evidence in the text.</p> |

Reading Curriculum Progression Map

| Reading Comprehension: Poetry and Performance | | | | | | | |
|--|--|--|---|--|---|---|---|
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Greater Depth |
| <p>Learners will be able:</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Invent, adapt and recount narratives and stories with their peers and their teacher.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</p> | <p>Learners will be able:</p> <p>To recite simple poems by heart.</p> | <p>Learners will be able:</p> <p>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.</p> | <p>Learners will be able:</p> <p>To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</p> <p>To begin to use appropriate intonation and volume when reading aloud.</p> | <p>Learners will be able:</p> <p>To recognise and discuss some different forms of poetry (e.g., free verse or narrative poetry).</p> <p>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.</p> | <p>Learners will be able:</p> <p>To continually show an awareness of audience when reading out loud using intonation, tone, volume, and actions.</p> | <p>Learners will be able:</p> <p>To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.</p> | <p>Children may be assessed as being greater depth in this curriculum area if they are able to meet the expected outcomes of the year group above their chronological age securely.</p> <p>Year 6s may be judged as greater depth if they are able to recognise a range of poetic conventions and understanding how these have been used. They should understand how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play.</p> |

Reading Curriculum Progression Map



| Reading Comprehension: Non-Fiction | | | | | | | |
|---|---|---|--|--|--|---|---|
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Greater Depth |
| <p>Learners will be able:</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> | <p>Learners will be able:</p> <p>To identify non-fiction books and some of their features.</p> | <p>Learners will be able:</p> <p>To recognise that non-fiction books are often structured in different ways.</p> | <p>Learners will be able:</p> <p>To retrieve and record information from non-fiction texts.</p> | <p>Learners will be able:</p> <p>To use all the organisational devices available within a non-fiction text to retrieve, record and discuss information.</p> <p>To use dictionaries to check the meaning of words that they have read.</p> | <p>Learners will be able:</p> <p>To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.</p> | <p>Learners will be able:</p> <p>To retrieve, record and present information from non-fiction texts.</p> <p>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).</p> | <p>Children may be assessed as being greater depth in this curriculum area if they are able to meet the expected outcomes of the year group above their chronological age securely.</p> <p>Year 6s may be judged as greater depth if they are able to securely know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, present meaning.</p> |