



Amotherby Primary School

Reading Progression Map

The programmes for study for reading at Key Stage 1 and 2 consist of two dimensions:

- Word reading
- Comprehension (both listening and reading)

	Word Reading						
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and Decoding	<p>GPCs and tricky words as organised by Little Wandle.</p> <p>Phase 2 (autumn) Phase 3 (Spring) Phase 4 (Summer)</p> <p>Read individual letters.</p> <p>Say a sound for each letter in alphabet and at least 10 digraphs.</p> <p>Read some letter groups that each represent one</p>	<p>Review Phase 3 and 4</p> <p>Phase 5 GPCs and tricky words as organised by Little Wandle</p> <p>Read aloud phonically-decodable texts as organised by Little Wandle.</p> <p>To apply phonic knowledge and skills as the route to decode words.</p>	<p>Secure phonic decoding until reading is fluent.</p> <p>Read accurately by blending, including alternative sounds for graphemes.</p> <p>Read accurately most words of two or more syllables containing these graphemes.</p> <p>Read most words containing common suffixes (appendix NC)</p>	<p>To read at brown/grey</p> <p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>To apply their growing knowledge of root words, prefixes and suffixes (appendix NC) both to read out loud and to</p>	<p>To read at grey/blue</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. (appendix NC)</p>	<p>To read at blue/dark red</p> <p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in NC appendix, both to read aloud and to understand the meaning of new words that they meet.</p>	<p>To read at independent</p> <p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in NC appendix bot to read aloud and to understand the meaning of new words they meet.</p>

	<p>sound and say sounds for them</p> <p>Read words consistent with their phonic knowledge by sound-blending.</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 GPCSs</p> <p>To read words containing s, es, ing, ed, er and est endings.</p> <p>Read other words of more than one syllable that contain GPCS</p>		<p>understand the meaning of new words they meet.</p>			
<p>Common Exception Words</p>	<p>Read a few common exception words matched to the school's phonic programme.</p>	<p>To read Year 1 common exception words, noting unusual correspondences between spelling and where these occur in words.</p>	<p>Read most common exception words noting unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>To read all Year 3 and Year 4 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>			<p>To read most Year 5 and 6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word</p>

<p>Fluency</p>	<p>Blend sounds into words, so that they can read short words made up of known 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 these books to build up confidence in the 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</p>	<p>To 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>To reread these books to build up fluency and confidence in word reading.</p> <p>Read most words accurately without overt sounding and blending, and sufficiently fluently, e.g. at over 90 words per minute, in age-appropriate texts, to allow them to focus on their understanding rather than on decoding.</p>	<p>Read books at age appropriate level.</p> <p>Read accurately at speed sufficient to focus on understanding not decoding.</p> <p>Read with appropriate intonation and expression.</p>	<p>Read age-appropriate books with confidence and fluency (including whole novels)</p> <p>Read aloud with intonation that shows understanding.</p>
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	common exception words.				
Reading Comprehension					
Understanding	<p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, poems and during role play.</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>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Listen to and talk about stories to build familiarity</p>	<p>Explain clearly their understanding of what is read to them.</p> <p>Draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Check that the text makes sense to them as they read and correct inaccurate reading.</p> <p>Discuss word meanings, linking new meanings to those already known.</p>	<p>Discuss the sequence of events in books and how items of information are related.</p> <p>Draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Check that the text makes sense to them as they read and correct inaccurate reading</p> <p>Explain what has happened so far in what they have read.</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and</p>	<p>To use dictionaries to check the meaning of words that they have read.</p> <p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Ask questions to improve their understanding of a text.</p> <p>Identify main ideas drawn from more than one paragraph and summarise these.</p>	<p>Check a book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Ask questions to improve their understanding.</p> <p>Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.</p> <p>Identify how language, structure and presentation contribute to meaning.</p>

	<p>and understanding.</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>those that they read for themselves.</p> <p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p>		
Range of Reading	<p>Engage in story times.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Describe their environment using knowledge from observation, discussion, stories,</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>Be encouraged to link what they read to their own experiences.</p> <p>Become very familiar with key stories, fairy stories and traditional tales, retelling them and</p>	<p>Make links between books they have read.</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 independently.</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 increase their familiarity with a wide range of books including fairy stories, myths, and legends retelling some of these orally.</p> <p>To read books that are structured in different ways and read for a range of purposes (e.g. pleasure/purpose_.</p> <p>To identify themes and conventions in a wide range of books.</p> <p>To identify main ideas drawn from more than one paragraph and summarise these.</p>	<p>Make comparisons within and across books.</p> <p>Recommend books that they have read to their peers, giving reasons for their choices.</p> <p>Participate in discussions about books that are read to them and those that they can themselves.</p> <p>Explain and discuss their understanding of what they have read, including through the formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p>Provide reasoned justifications for their own views.</p>

	non-fiction texts, maps.	<p>considering their particular characteristics.</p> <p>Recognise and join in with predictable phrases.</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say.</p>		<p>To participate in discussion about both books that are read to them and those they can read themselves, taking turns and listening to what others say.</p> <p>Develop strategies to choose and read a wider range of books including authors that they may have previously chosen.</p>	
Authorial Intent			<p>To discuss their favourite words and phrases and justify their reasons.</p>	<p>To discuss words and phrases used to capture readers' interest and imagination.</p> <p>To identify how language, structure and presentation contribute to meaning.</p>	<p>To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>
Inference and Prediction	Anticipate key events in stories.	<p>Discuss the significance of the title and events.</p> <p>Make inferences on the basis of what is being said and done.</p> <p>Predict what might happen on the basis of what has been read so far.</p>	<p>Answer and ask questions and make some inferences.</p> <p>Independently make references on the basis of what is being said and done.</p> <p>Make a plausible prediction about what might happen on the</p>	<p>To draw inferences such as inferring characters' feelings, thoughts and motives and justify inferences with evidence from the text.</p> <p>To justify predictions from details stated and implied.</p>	<p>To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying them in detail with evidence from the text.</p>

			basis of what has been read so far.		
Poetry and Performance	<p>Learn and sing a range of well known nursery rhymes, poems and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and try to move in time with music.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound. 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>Learn to appreciate rhymes and poems and to recite some by heart.</p> <p>To recite simple poems by heart.</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>Prepare poems and play scripts to read aloud and to perform, showing and understanding through intonation, tone, volume and action.</p> <p>To recognise and discuss some different forms of poetry.</p>	<p>Learn a wider range of poetry by heart.</p> <p>Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p>
Non-fiction	<p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with</p>		<p>To recognise non-fiction books that are structured in different ways.</p>	<p>To retrieve and record information from non-fiction texts.</p> <p>Know what information is needed to look for before beginning a task and know how to use a contents page and index to locate information and apply</p>	<p>Distinguish between statements of fact and opinion.</p> <p>Retrieve, record and present information from non-fiction.</p> <p>To use all of the organisational devices available within a non-fiction text to</p>

	<p>new knowledge and vocabulary.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>			<p>these skills across the curriculum independently.</p>	<p>retrieve, record and discuss information and apply across the curriculum independently.</p>
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