



## Whole-School Curriculum Progression Map for Reading



### Word Reading

Reading – Word Reading	EYFS	KS1		KS2			
	Three and Four-Year-Olds Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and Decoding	<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 words</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 letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</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>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with</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, e.g. I'm, I'll and we'll.</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>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 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 -cian, to begin to read aloud.*</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>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>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>



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	<p>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>						
Common Exception Words	<p>Read a few common exception words matched to the school's phonic programme ELS</p> <p>To read some common irregular words.</p>	<p>To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</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>To begin to read Y3/Y4 exception words.*</p>	<p>To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.</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>	



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## Comprehension

	EYFS	KS1		LKS2		UKS2	
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Prediction	Anticipate (where appropriate) key events in stories	<p>From a Year 1 text, predict what might happen on the basis of what has been read so far (Predicting, 1e)</p> <p>Discuss the significance of the title and front cover of a book (Predicting, 1e)</p> <p>Pupils can use their knowledge of what has been read so far to make predictions of what might happen next (Predicting, 1e)</p>	<p>From a Year 2 text, predict what might happen on the basis of what has been read so far (Predicting, 1e)</p> <p>Discuss the significance of the title and front cover of a book (Predicting, 1e)</p> <p>Pupils can use their knowledge of what has been read so far to make predictions of what might happen next/later (Predicting, 1e)</p>	<p>From a Year 3 text, pupils make a suitable prediction what might happen from details explicitly stated (Predicting, 2e)</p> <p>Pupils can make a suitable prediction, using details from the text and their own experience (Predicting, 2e)</p>	<p>From a Year 4 text, predict what might happen from details explicitly and implicitly stated (Predicting, 2e)</p> <p>Pupils can make suitable predictions about what is likely to happen in stories they read and can predict how characters might behave, using details from the text and their own experiences. (Predicting, 2e)</p>	<p>From a Year 5 text, predict what might happen from details stated and implied, using evidence to support their understanding (Predicting, 2e)</p> <p>Pupils should use the evidence they have drawn from the text to justify their answer. (Predicting, 2e)</p>	<p>From a Year 6 text, predict what might happen from details stated and implied, using evidence to support their understanding (Predicting, 2e)</p> <p>Pupils make accurate predictions based on synthesis of information from across the text and from experiences from other books and wider world. (Predicting, 2e, Synthesise, 2f, comparison, 2h)</p>



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Clarification	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary</p>	<p>From a Year 1 text, check that the text makes sense to them as they read and correct themselves so that reading makes sense (Clarifying 1a)</p> <p>Pupils can make links between their own experiences and prior knowledge and the text (Clarifying 1a)</p> <p>They are able to read, use and understand new vocabulary given by the teacher. (Clarifying 1a)</p> <p>Pupils can ask questions about the events and characters in these books (Clarifying 1a)</p>	<p>From a Year 2 text, check that the text makes sense to them as they read and correct inaccurate reading (Clarifying 1a)</p> <p>Pupils can make links between their own experiences and prior knowledge and the text. (Clarifying 1a)</p> <p>They are able to read, use and understand new vocabulary given by the teacher, or with support use a dictionary to find the meaning of new vocabulary. (Clarifying 1a)</p> <p>Pupils are aware when their reading does not make sense and will use a range of strategies to gain</p>	<p>From a Year 3 text, check that the text makes sense to them through discussion with a teacher (Clarifying, 2a)</p> <p>From a Year 3 text, explain the meaning of words in a context through the text and their own understanding of the world (Clarifying, 2a)</p> <p>Pupils can make links between their own experiences and prior knowledge and the text. (Clarifying, 2a)</p> <p>Pupils can question themselves to increase their understanding of a text at the</p>	<p>From a Year 4 text, check that the text makes sense to them through discussion with a peer (Clarifying, 2a)</p> <p>From a Year 4 text, explain the meaning of words using taught strategies (Clarifying, 2a)</p> <p>Pupils can make links between their own experiences and prior knowledge and the text. (Clarifying, 2a)</p> <p>Pupils can ask themselves questions of an age-appropriate text when reading independently (Clarifying, 2a)</p> <p>Pupils can use a</p>	<p>From a Year 5 text, check that the book makes sense to them through discussion using evidence to support their answer (Clarifying, 2a)</p> <p>From a Year 5 text, explore the meaning of words in a context using taught strategies, including etymology and morphology (Clarifying, 2a)</p> <p>Pupils can make links between their own experiences and prior knowledge and the text. (Clarifying, 2a)</p> <p>Pupils can ask themselves questions of an</p>	<p>From a Year 6 text, check that the book makes sense to them independently and using evidence to support their answer (Clarifying, 2a)</p> <p>From a Year 6 text, explore the meaning of words in a context using taught strategies, including etymology and morphology from Key Stage 2 (Clarifying, 2a)</p> <p>Pupils can make links between their own experiences and prior knowledge and the text. (Clarifying, 2a)</p> <p>Pupils can independently</p>
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			<p>sense (Clarifying 1a) Pupils can ask questions about the events and characters in these books to other pupils. (Clarifying 1a)</p>	<p>appropriate level. (Clarifying, 2a) Pupils can use a dictionary with support to find the meaning of new words identified within a text. (Clarifying, 2a)</p>	<p>dictionary to find the meaning of new words identified within a text. (Clarifying, 2a)</p>	<p>age-appropriate text when reading independently (Clarifying, 2a) Pupils can independently identify new words identified within a text and use a dictionary to find the meaning. (Clarifying, 2a)</p>	<p>identify new words identified within a text and use a dictionary to find the meaning. (Clarifying, 2a) Pupils are beginning to pose and respond to questions with reference to significant events, characters and plots to improve their understanding. (Clarifying, 2a)</p>
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# Whole-School Curriculum Progression Map for Reading



Summarisation	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary	From a Year 1 text, identify the sequence of events (Sequencing, 1c)	From a Year 2 text, identify and explain the sequence of events (Sequencing, 1c) Pupils can identify a character's actions throughout the text. (Sequencing, 1c)	From a Year 3 text, identify the main ideas drawn from more than one paragraph (Summarising, 2c) Pupils can identify the sequence of events throughout an extended text (Summarising, 2c) Pupils can identify a character's actions/feelings throughout the text. (Summarising, 2c)	From a Year 4 text, identify the main ideas drawn from more than one paragraph and retell using their own words (Summarising, 2c) Pupils can identify the sequence of events throughout an extended text (Summarising, 2c) Pupils can identify a character's actions/feelings/d evelopment throughout the text. (Summarising, 2c)	From a Year 5 text, pupils can identify the sequence of events throughout an extended text, identifying key details that support the main ideas (Summarising, 2c) Pupils can identify multiple character's actions/feelings/d evelopment throughout the text. (Summarising, 2c) Pupils can summarise the theme of a text. (summarising, 2c)	From a Year 6 text, ask questions to improve their understanding of themes and wider context of the text (Summarising, 2c) From a Year 6 text, pupils can identify the sequence of events and main ideas throughout an extended text,, identifying key details that support the main ideas and using evidence to support their answer (Summarising, 2c)
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							Pupils can differentiate between the main points and the supporting details (Summarising, 2c)
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Inference		<p>From a Year 1 text, make inferences on the basis of what is being said (Inferring, 1d)</p> <p>Pupils can make inferences on characters' actions within a text (Inferring, 1d)</p> <p>Pupils can show a deeper level of understanding by explaining their thoughts (Inferring, 1d)</p>	<p>From a Year 2 text, make inferences on the basis of what is being said and done (Inferring, 1d)</p> <p>Pupils make inferences based on what characters say and do, including more subtle inference (Inferring, 1d)</p> <p>Pupils can show a deeper level of understanding by explaining their thoughts (Inferring, 1d)</p>	<p>From a Year 3 text, infer characters' feelings and thoughts from their actions (Inferring, 2d)</p> <p>Pupils can link inference to "what is hinted" and discuss with support (Inferring, 2d)</p> <p>With increasing independence, pupils can make simple inference from independent reading and begin to explain their thinking with reference to the text when prompted (Inferring, 2d)</p>	<p>From a Year 4 text, infer characters' feelings, thoughts and motives from their actions (Inferring, 2d)</p> <p>Pupils can draw inferences based on a single point of reference in a text: How a character might be feeling/thinking from their actions. (Inferring, 2d)</p> <p>Pupils can support their ideas with evidence from the text (Inferring, 2d)</p>	<p>From a Year 5 text, infer characters' feelings, thoughts and motives from their actions, justifying with evidence from various points in a text (Inferring, 2d)</p> <p>Pupils start to make links between what they have read and what they have inferred, identifying deeper meaning or sub-plots that might be developing (Inferring, 2d)</p>	<p>From a Year 6 text, infer characters' feelings, thoughts and motives from their actions, justifying with precise evidence (Inferring, 2d)</p> <p>Pupils comments are securely based in textual evidence and identify different layers of meaning, with some attempt at detailed exploration of them. (Inferring, 2d)</p> <p>Pupils can identify the relevant points, including summary and synthesis of information from different sources or different places in the same text (Inferring, 2d)</p>
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Retrieval		<p>From a Year 1 text, be able to ask and answer simple questions (Retrieving, 1b)</p> <p>To be able to recall simple facts about what they have read, including names and places. (Retrieving, 1b)</p>	<p>From a Year 2 text, be able to ask and answer simple questions in fiction, non-fiction and poetry (Retrieving, 1b)</p> <p>To be able to recall simple facts about what they have read, including names, places and feelings. (Retrieving, 1b)</p>	<p>From a Year 3 text, be able to retrieve information from fiction, non-fiction and poetry (Retrieving, 2b)</p> <p>Pupils are able to use contents pages and indexes to locate information quickly and accurately (Retrieving, 2b)</p> <p>To be able to recall facts about what they have read, including names, places and feelings (Retrieving, 2b)</p>	<p>From a Year 4 text, be able to retrieve and record information from fiction and non-fiction (Retrieving, 2b)</p> <p>Pupils are clear about the information they are searching for and can identify the means to locate it.</p> <p>Pupils can locate information confidently and efficiently by using appropriate searching skills</p>	<p>From a Year 5 text, be able to identify, retrieve and record information from fiction and non-fiction after discussion with a teacher (Retrieving, 2b)</p> <p>Pupils can locate information confidently and efficiently by using appropriate searching skills (skimming, scanning, text-marking, ICT search engines). They can record and present information in a form that is understandable to themselves and others.</p>	<p>From a Year 6 text, be able to identify, retrieve and record information from fiction and non-fiction independently (Retrieving, 2b)</p> <p>Pupils can appraise a text quickly and effectively and evaluate its use for a specific purpose using the skills of skimming, scanning and efficient reading so that retrieval is fast and effective.</p>
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Evaluation		<b>Pupils can discuss as a class their opinions on the text</b>	<b>Pupils can discuss as a class their opinions on the text, giving specific examples</b>	From a Year 3 text, identify how language can contribute to meaning (Evaluating, 2g) Pupils can identify effective vocabulary within the context of a text. (Evaluating, 2g) Pupils can orally explain their opinions on a text and how it compares to other texts or experiences. (Evaluating, 2g)	From a Year 4 text, identify how language and presentation can contribute to meaning (Evaluating, 2g) Pupils can identify effective vocabulary within the context of a text. (Evaluating, 2g) Pupils can orally explain their thoughts, feelings and opinions on a text using evidence to support their answer (Evaluating, 2g) Pupils can explain their thoughts on the text and how it compares to other texts or experiences (Evaluating, 2g)	From a Year 5 text, identify how language, presentation and structure contribute to meaning (Evaluating, 2g) Discuss and evaluate how authors use language considering the impact on the reader (Evaluating, 2g) Distinguish between statements of fact and opinion with peer support (Evaluating, 2g)	From a Year 6 text, identify how language, presentation and structure contribute to meaning and evaluate its effectiveness (Evaluating, 2g) Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader (Evaluating, 2g) Distinguish between statements of fact and opinion independently (Evaluating, 2g)



# Whole-School Curriculum Progression Map for Reading



Synthesis		From a Year 1 text, pupils can link texts and world experience	From a Year 2 text, pupils can link texts and world experience, to understand the context of what they have read	From a Year 3 text, pupils can link texts and world experience, to understand the context of what they have read Pupils can share the links they have made to other pupils with support from the teacher Pupils can ask questions to make further links	From a Year 4 text, pupils can link texts and world experience, to understand the context of what they have read Pupils can share the links they have made to other pupils Pupils can ask questions to make further links	From a Year 5 text, pupils can link whole texts or shorter extracts from the text to other books they have read and their own world experience, to understand the context of what they have read Pupils can share the links they have made to other pupils Pupils can share the links they have made when answering different question types Pupils can ask questions to make further links	From a Year 6 text, pupils can link whole texts or shorter extracts from the text to other books they have read and their own world experience, making links to understand the context of what they have read Pupils can share the links they have made to other pupils Pupils can share the links they have made when answering different question types Pupils can ask questions to make further links
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