



WOORE PRIMARY & NURSERY SCHOOL

English Reading Progression Map

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding	<p>30 - 50 Months</p> <p>Enjoy rhyming and rhythmic activities.</p> <p>Show an awareness of rhyme and alliteration.</p> <p>Recognise rhyme in spoken words.</p> <p>Recognise familiar words and signs such as own name and advertising logos.</p> <p>40-60 Months</p> <p>Continue a rhyming string.</p> <p>Hear and say the initial sound in words.</p> <p>Segment the sounds in simple words and blend them together and know which letter represents some of them.</p>	<p>Apply phonics knowledge and skills as the route to decode words.</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including alternative sounds for graphemes.</p> <p>Read accurately by blending sounds in unfamiliar words containing taught GPCs.</p> <p>Read common exception words</p> <p>Read common suffixes (-s, -es, -ing, -ed etc)</p> <p>Read multisyllabic words containing taught GPCs.</p> <p>Read contractions and understanding the use of the apostrophe.</p> <p>Read aloud phonically-decodable texts.</p>	<p>Continue to apply phonic knowledge and skills to decode words until reading is fluent.</p> <p>Read accurately by blending, including alternative sounds for graphemes.</p> <p>Read multisyllabic words containing these graphemes.</p> <p>Read common suffixes.</p> <p>Read common exception words, noting unusual correspondences.</p> <p>Read most words quickly and accurately without overt sounding and blending.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words that they meet.</p> <p>Read further common exception words, noting the unusual correspondence between spelling and sounds and where these occur in the word.</p> <p>To apply their growing knowledge of root words and prefixes, including dis-, mis-, un-, re-</p> <p>To apply their growing knowledge of root words and suffixes - ture,-sure,-ly,-al,-le,-ally,-ary</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.</p> <p>Read further common exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>To apply their growing knowledge of root words and prefixes, including in-, im-, ir-, il-, sub-, inter-, auto-, anti-, ex-, non-, bi-, re-</p> <p>To apply their growing knowledge of root words and suffixes</p> <p>-ation, -tion, -sion, -ssion, -cian, -ous,</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>To apply their growing knowledge of root words, prefixes and suffixes/word endings, including -ious, -cious, -tious, -cial, -tial, -ant, -ance, -ent, -ence, -able, -ible, -ably, -ibly, -fer, -ity, -ship, -ate, -ise, -ify, -en, -ive, de-, re-</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>To apply their growing knowledge of root words, prefixes and suffixes/word endings, including -ant, -ance, -ent, -ence, -ce/-cy, -se/-sy, micro-, mini-, -er, -or, -ar, -ably, -ible, -able, -ible, over-, -ful</p>

	<p>Link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Begin to break the flow of speech into words.</p> <p>Begin to read words and simple sentences.</p> <p><u>Early Learning Goals</u></p> <p>Use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>Read some common irregular words.</p> <p>Read and understand simple sentences.</p>	<p>Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies.</p>					
Range of Reading	<p><u>30 - 50 Months</u></p> <p>Listen to stories with increasing attention and recall.</p> <p>Show interest in illustrations and print in books and print in the environment.</p>	<p>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>Being encouraged to link what they read or hear read to their own experiences.</p>	<p>Listening to, discussing and expressing 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>Begin to listen and discuss a wide range of fiction, poetry, plays, non-fiction and reference or textbooks.</p> <p>Begin to read books that are structured in different ways and reading for a range of purposes.</p>	<p>Confidently listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or textbooks.</p> <p>Confidently read books that are structured in different ways and reading for a range of purposes.</p>	<p>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference or text books.</p> <p>Reading books that are structure in different ways and reading for a range of purposes.</p>	<p>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference or text books.</p> <p>Reading books that are structure in different ways and reading for a range of purposes.</p>

	<p><u>40 - 60 Months</u></p> <p>Understand humour.</p> <p>Enjoy an increasing range of books.</p> <p><u>Early Learning Goal</u></p> <p>Listen to stories accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>Demonstrate understanding when talking with others about what they have read.</p>					<p>Begin to make comparisons within and across books.</p>	<p>Confidently make comparisons within and across books.</p>
<p>Familiarity with texts</p>	<p><u>30 - 50 Months</u></p> <p>Anticipate key events and phrases in rhymes and stories.</p>	<p>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p>	<p>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</p> <p>Recognising simple recurring literary</p>	<p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends and retelling some of these orally.</p>	<p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends and retelling some of these orally</p>	<p>Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books</p>	<p>Recognise more complex themes in what they read.</p> <p>Distinguish independently between statements of fact and opinion, providing</p>

	<p>Begin to be aware of the way stories are structured.</p> <p>Know that the print carries meaning and in English is read from left to right and top to bottom.</p> <p>Describe main story settings, events and principle characters.</p> <p>Look at and handle books independently (holds books the correct way up and turns pages).</p> <p><u>40 - 60 Months</u></p> <p>Follow a story without pictures or props.</p>	Recognising and joining in with predictable phrases.	language in stories and poetry.	Identifying themes and conventions in a wide range of books.	<p>Identify themes and conventions in a wide range of books.</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Identify main ideas drawn from more than one paragraph and summarise them.</p>	<p>from other cultures and traditions.</p> <p>Identifying and discussing themes and conventions in and across a wide range of writing.</p> <p>Identify the characteristics of text types (such as use of the first person in diaries and autobiographies) and differences between the text types.</p> <p>Identify main ideas drawn from more than one paragraph and to summarise these.</p>	<p>reasoned justifications for their views.</p> <p>Compare characters, settings and themes within a text and across more than one text.</p>
Poetry and Performance	<p><u>30 - 50 Months</u></p> <p>Listen to and join in with stories and poems, one-to-one and also in small groups.</p>	Learning to appreciate rhymes and poems, and to recite some by heart.	Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.	Prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.	<p>Recognise and discuss some different forms of poetry (e.g. free verse, narrative).</p> <p>Prepare and perform poems and play scripts with appropriate</p>	<p>To continually show an awareness of audience when reading aloud using intonation, tone, volume and action.</p> <p>Learn a wide range of poetry by heart,</p>	To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and the effect.

	<p>Join in with repeated refrains in rhymes and stories.</p> <p>Develop preferences for forms of expression.</p> <p><u>40 - 60 Months</u></p> <p>Play cooperatively as part of a group to develop and act out a narrative.</p> <p><u>Early Learning Goals</u></p> <p>Express themselves effectively, showing awareness of listeners' needs.</p>			<p>Begin to use appropriate intonation and volume when reading aloud.</p>	<p>techniques (intonation, tone, volume, action) to show awareness of the audience when reading aloud.</p>	<p>preparing poems and plays to read aloud.</p>	
<p>Word meanings</p>	<p><u>30 - 50 Months</u></p> <p>Build up vocabulary that reflects the breadth of their experiences.</p>	<p>Discussing word meanings, linking new meaning to those already known.</p>	<p>Discussing and clarifying the meanings of words, linking new meaning to known vocabulary.</p> <p>Discussing their favourite words and phrases.</p>	<p>Using dictionaries to check the meaning of words that they have read.</p>	<p>Using dictionaries to check the meaning of words that they have read.</p>	<p>Exploring the meaning of words in context.</p>	<p>Exploring the meaning of words in context.</p>

	<p><u>40 - 60 Months</u></p> <p>Extend vocabulary especially by grouping and naming, exploring the meaning of sounds and new words.</p> <p>Use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p>						
Understanding	<p><u>40 - 60 Months</u></p> <p>Ascribe meaning to marks that they see in different places.</p> <p><u>Early Learning Goals.</u></p> <p>Read and understand simple sentences.</p>	<p>Drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading.</p>	<p>Discussing the sequence of events in books and how items of information are related.</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Checking that the texts makes sense to them as they read and correcting inaccurate reading.</p>	<p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Begin to ask questions to improve their understanding of a text.</p> <p>Begin to identify main ideas drawn from more than one paragraph and summarise these.</p>	<p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Confidently ask questions to improve their understanding of a text.</p> <p>Confidently identify main ideas drawn from more than one paragraph and summarise these.</p>	<p>Check that the books makes sense to them, discussing their understanding.</p> <p>Confidently ask questions to improve their understanding, summarising the main ideas drawn from more than one paragraph, including key details to support their main ideas.</p>	<p>Draw out key information and to summarise the main ideas in a text.</p> <p>Check that the books makes sense to them, discussing their understanding.</p> <p>Confidently and securely ask questions to improve their understanding, summarising the main ideas drawn from more than one paragraph, including key details to support their main ideas.</p>

<p>Inference</p>	<p><u>30 - 50 Months</u></p> <p>Begin to understand 'why' and 'how' questions.</p> <p><u>Early Learning Goals</u></p> <p>Answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	<p>Discussing the significance of the titles and events.</p> <p>Making inferences on the basis of what is being said and done.</p>	<p>Making inferences on the basis of what is being said and done.</p> <p>Answering and asking questions.</p>	<p>Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p>	<p>Draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.</p>	<p>Draw inferences from characters' feelings, thoughts and motives.</p>	<p>Consider different accounts on the same events and discuss viewpoints (both authors and of fictional characters).</p> <p>Discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p>
<p>Prediction</p>	<p><u>30 - 50 Months</u></p> <p>Suggest how a story might end.</p>	<p>Predicting what might happen on the basis of what has been read so far.</p>	<p>Predicting what might happen on the basis of what has been read so far.</p>	<p>Justify predictions using evidence from the text.</p>	<p>Justify predictions from details stated and implied.</p>	<p>Make predictions based on details stated and implied, justifying them in detail with evidence from the text.</p>	<p>Make predictions based on details stated and implied, justifying them in detail with evidence from the text.</p>
<p>Authorial Intent</p>		<p>Begin to talk about their favourite words and phrases with their teacher or peers.</p>	<p>Discuss their favourite words and phrases.</p>	<p>Discussing words and phrases that captures the reader's interest and imagination.</p> <p>Identifying how language, structure and presentation contribute to meaning.</p> <p>Discuss authors' choice of words and phrases for effect.</p>	<p>To refer to authorial style, overall themes (triumph or good over evil) and features (greetings in letters, a diary written in the first person or the use of presentational devices such as numbering, headings).</p> <p>Discuss vocabulary used to capture readers' interest and imagination.</p>	<p>Discuss vocabulary used by the author to create effect including figurative language.</p> <p>Evaluate the use of authors' language and explain how it has created an impact on the reader.</p>	<p>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>Non-Fiction</p>	<p>30 – 50 Months</p> <p>Know that information can be relayed in the form of print.</p> <p>40 – 60 Months</p> <p>Know that information can be retrieved from books and computers.</p>	<p>Share and discuss non-fiction books.</p>	<p>Being introduced to non-fiction books that are structured in different ways.</p>	<p>Retrieve and record information from non-fiction.</p>	<p>Use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.</p> <p>Use dictionaries to check the meaning of words that they have read.</p>	<p>Distinguish between statements of fact and opinion.</p> <p>Use knowledge of texts and organisational devices to retrieve, record and present information from non-fiction.</p>	<p>Retrieve, record and present information from non-fiction texts.</p> <p>Use non-fictional materials for purposeful information retrieval and in contexts where pupils are generally motivated to find out information.</p>
<p>Discussing Reading</p>	<p>Early Learning Goal</p> <p>Demonstrate understanding when talking with others about what they have read.</p>	<p>Participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Explain clearly their understanding of what is read to them.</p>	<p>Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.</p> <p>Explain and discuss their understanding of books, poems and other materials, both those that they listen to and those that they read for themselves.</p>	<p>To begin to use appropriate terminology when discussing texts (plot, character, setting).</p> <p>Begin to participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	<p>Confidently participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	<p>Recommend texts to peers based on personal choice.</p> <p>Participate in discussion about books, building on their own and others/ ideas and challenging views of courteously.</p> <p>Being to explain and discuss their understanding of that they have read, including through formal presentations and debates.</p> <p>Being to provide reasoned justifications for their views.</p> <p>Read for pleasure, discussing and comparing and evaluating in depth across of wide range of genres, including myths,</p>	<p>Recommend texts to peers based on personal choice.</p> <p>Confidently participate in discussion about books, building on their own and others/ ideas and challenging views of courteously.</p> <p>Confidently explain and discuss their understanding of what they have read, including through formal presentations and debates maintain a focus on the topic of using notes where necessary.</p> <p>Read for pleasure, discussing and comparing and evaluating in depth across of wide range of genres, including myths,</p>

						legends, traditional stories, modern fiction, fiction from our heritage and books from other cultures and traditions.	legends, traditional stories, modern fiction, fiction from our heritage and books from other cultures and traditions.
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