



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>	<p>Recognising and joining in with predictable phrases.</p>	<p>language in stories and poetry.</p>	<p>Identifying themes and conventions in a wide range of books.</p>	<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>
<p>Poetry and Performance</p>	<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>	<p>Learning to appreciate rhymes and poems, and to recite some by heart.</p>	<p>Continuing 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 and perform poems and play scripts that show some awareness of the audience when reading aloud.</p>	<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>	<p>To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and the effect.</p>

	<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>

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