Beam County Primary School: Progression Map Subject: Reading

Key Concepts

Read words accurately (decoding and fluency) Understanding texts (literal and subtle nuances of text)

Nursery	Reception	EYFS End	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	KS2 End
		Points							Points
sounds.		To read aloud common exception words, simple	To apply phonic knowledge and skills as the route to decode words. To blend sounds in unfamiliar	To continue to apply phonic knowledge and skills as the route to decode words until automaticity has become	To use their phonic knowledge to decode quickly and accurately (may still need support to read	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill,	To read fluently with full knowledge of all Y5/Y6 exception words, root words, prefixes, suffixes/word	To apply a growing knowledge of root words, prefixes and suffixes.
the alphabet an digraphs. To read words c their phonic kno	nd at least 10 consistent with	sentences and books consistent with their phonic	words using the GPCs that they have been taught. To respond	embedded and reading is fluent. Read accurately by blending the	longer unknown words). To apply their	To apply their knowledge of root words, prefixes and suffixes/word	recognising their meaning through contextual cues. To apply their	endings and to decode any unfamiliar words with increasing speed and skill,	sumixes.
sound blending		knowledge	speedily, giving the correct sound	sounds in words that contain the	growing knowledge of	endings to read aloud fluently.	growing knowledge of root	recognising their meaning through	
To read words c adjacent conso	-		to graphemes for all of the 40+ phonemes.	taught graphemes, especially recognising	root words and prefixes, including in-, im-, il-, ir-, dis-,	To read all Y3/Y4 exception words, discussing the	words, prefixes and suffixes/word endings, including -sion, -	contextual cues.	
			To read words containing taught GPCs.	alternative sounds for graphemes.	mis-, un-, re-, sub-, inter-, super-, anti- and auto- to	unusual correspondences between spelling and sound and	tion, -cial, -tial, - ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -		
			To read words containing -s, -es, -ing, -ed and -est endings.	To accurately read most words of two or more syllables.	begin to read aloud. To apply their	where these occur in the word.	ible/ibly, to read aloud fluently. To read most		
			To read words	To read most	growing knowledge of		Y5/Y6 exception words, discussing		
			with contractions, e.g. I'm, I'll and we'll.	words containing common suffixes.	root words and suffixes/word endings,		the unusual correspondences between spelling		
				To read most Y1/Y2 common	including - ation, -ly, -ous,		and sound and where these		



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To read Y1	exception words,	-ture, -sure, -	occur in the	
common	noting unusual	sion, -tion, -	word.	
exception words,	correspondences	ssion and -		
noting unusual	between spelling	cian, to begin		
correspondences	and sound, where	to read aloud.		
between spelling	these occur in the			
and sound and	word.	To begin to		
where these		read Y3/Y4		
occur in words.	To read aloud	exception		
	books (closely	words.		
To accurately	matched to their			
read texts that	improving phonic			
are consistent	knowledge),			
with their	sounding out			
developing	unfamiliar words			
phonic	accurately,			
knowledge, that	automatically			
do not require	and without			
them to use other	undue hesitation.			
strategies to work				
out words.	To read words			
	accurately and			
To reread texts to	fluently without			
build up fluency	overt sounding			
and confidence in	and blending, e.g.			
word reading.	at over 90 words			
word reading.	per minute, in			
	age-appropriate texts.			

Literacy: Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words NC Alignment

KS1

Teachers should also ensure that pupils continue to learn new grapheme-phoneme correspondences (GPCs) and revise and consolidate those learnt earlier. The understanding that the letter(s) on the page represent the sounds in spoken words should underpin pupils' reading and spelling of all words. They should be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil's level of word reading knowledge.

KS2

Pupils' spelling of common words should be correct, including common exception words and other words that they have learnt. Pupils should spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology.

To engage in extended	To discuss,	To link what they	To show	To recognise,	To discuss and	To participate in	To read for	To read,
conversations about stories.	with relevant	have read or have	understanding by	listen to and	compare texts	discussions	pleasure,	compare,
		read to them to	drawing on what	discuss a wide	from a wide	about books that	discussing,	• •
To listen and join in with stories.	questions	their own	they already	range of	variety of genres	are read to them	comparing and	discuss and
	and	experiences.	know or on	fiction, poetry,	and writers.	and those they	evaluating in	monitor own
Listen attentively and respond	comments,		background	plays, non-		can read for	depth across a	comprehension
to what they hear with relevant			information and	fiction and		themselves,	wide range of	

questions, comments and actions when being read to.what they hear and readTo join in with discussions about a text, taking turns and listening to what ofters sy.To joanticipate in textbooks.reference books or textbooks.To iodentify themes and or on and other's ideas and conventions in a wide range of books.building on their temms and conventions in a wide range of books.genres, including myths, legands, traditional traditional traditional traditional traditional traditional traditional traditional discussion about appropriate books, poemsbuilding on their to lose textbooks.genres, including myths, legands, traditional traditional traditional traditional traditional traditional traditional traditional appropriate books, poemsTo use appropriate terminologybuilding on their textbooks.genres, including myths, legands, traditional traditional traditional traditional traditional traditional terminologygenres, including textbooks.for an increasingly wide range of books.70 isten to and discuss avide range of fiction, roon-fiction ad poetry at alevel texts coar read independently.To interve and they can read they can read to read independently.To interve and texts opers setting).To use texts opers texts opers texts opers texts opers texts opersTo recognise and traditions.To recognise texts opers a lob setting).To recognise texts opers a lob set record information retrieve, record information retrieve, record information retrive, record information r
Inear and readabout a text, taking turns and uistening to what others say.teacher.textbooks.conventions in a wide range of books.indices and challenging views stories, modern foction, foction, poetry, non-fiction and beyond that at read and toserthy read and toseff- correct.indices and taxing turns and the sequence of ther views.indices and appropriate text books.indices and wide range of books.indices and challenging views stories, modern from our literary from our literary from our literary non-fiction and beyond at which they can read independentlytext books.indices and challenging views to use books.indices and challenging views stories, modern from our literary to text books from other cultures and traditions.indices and yoes stories, modern fotion, poetry, non-fiction and beyond at which text booksNon-fiction and poetry at a level beyond that at read independently.to text s (plot, them selve, can read independentlyto retrieve and record independentlyto self- record independentlyto self- record inder standing read and to self- correct.to self- record inde
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To make links topic and using
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they have read (in To listen to
texts that they guidance and
can read feedback on the
independently). quality of their
explanations
To discuss their and
favourite words contributions to
and phrases. discussions and
to make
To ask and improvements
answer questions when
about a text. participating in
discussions.

I	T	I	
	To recognise that		To distinguish
	non-fiction books		independently
	are often		between
	structured in		statements of
	different ways.		fact and opinion,
			providing
	To check that the		reasoned
	text makes sense		justifications for
	to them as they		their views.
	read and to		
	correct		To compare
	inaccurate		characters,
	reading.		settings and
			themes within a
			text and across
			more than one
			text.
			To consider
			different
			accounts of the
			same event and
			to discuss
			viewpoints
			viewpoints
			To use non-
			fiction materials
			for purposeful
			information
			retrieval and in
			contexts where
			pupils are
			genuinely
			motivated to find
			out information

Literacy: Comprehension develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together.

NC Alignment

KS1

Teachers must make sure that pupils listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books. The sooner that pupils can read well and do so frequently, the sooner they will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum.

KS2

They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should be reading widely and frequently, outside as well as in school, for pleasure and information with good understanding.

using their own words and recently introduced vocabulary.	stories in their own words using To	cories in ocreasing detail. o recite simple oems by heart.	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.	To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. To begin to use appropriate intonation and volume when reading aloud.	To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.	To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.	To read aloud with appropriate fluency and perform a variety of text types so that meaning is clear to the audience.
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C&L: Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

NC Alignment

KS1

The sooner that pupils can read well and do so frequently, the sooner they will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum. Pupils should be able to retell some familiar stories that have been read to and discussed with them or that they have acted out during year 1.

KS2

They should be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words.

To recognise a range of familiar logos, their own and other children's names in print format. Use and understand recently introduced vocabulary during discussions about stories, non- fiction, rhymes and poems and during role-play. To use recently introduced vocabulary in context during discussions around books.	To discuss word meaning and link new meanings to those already known.	To discuss and clarify the meanings of words, linking new meanings to known vocabulary.	To discuss their understanding and explain the meaning of words in context.	Discuss vocabulary used to capture readers' interest and imagination.	To check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context	To explore the meanings of new words in context from a range of genres.
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Early Learning Areas

C&L: Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive.

NC Alignment

KS1

Children will need to hear, share and discuss a wide range of high quality books to develop a love of reading and broaden their vocabulary. They should also make sure that pupils listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books.

KS2

They should be able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read.

things might happen, making use of recently introduced vocabulary from stories, non- fiction, rhymes and poems when appropriate. p are b h	To offer explanations for why characters perform actions or events happen within books.	To make inferences on the basis of what is being said and done.	To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.	To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.	To draw inferences from characters' feelings, thoughts and motives.	To discuss how characters change and develop through texts by drawing inferences based on indirect clues.	To confidently draw and justify inferences.
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Literacy: Comprehension develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together.

NC Alignment

KS1

The sooner that pupils can read well and do so frequently, the sooner they will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum. KS2

They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. Teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading

Anticipate – where appropriate –	To anticipate	To predict what	To predict what	To justify	To justify	To make predictions based on details	To confidently
	10 anticipate						To connuently
key events in stories.	kev events	might happen on	might happen on	predictions	predictions from	stated and implied, justifying them in	justify
		the basis of what	the basis of what	using evidence	details stated and	detail with evidence from the text.	, ,
	coming up in	has been read so	has been read so	from the text.	implied.		predictions
	stories.	far.	far in a text.		paodi		from details
							stated.

Early Learning Areas

Literacy: Comprehension develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together.

NC Alignment

KS1

The sooner that pupils can read well and do so frequently, the sooner they will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum.

KS2

They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. Teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading

Demonstrate understanding of	To retell the	To become increasingly familiar with	To identify main ideas drawn from	To identify main	To draw out key	To succinctly
what has been read to them by retelling stories and narratives using their own words and	key events in stories and	and to retell a wide range of stories, fairy stories and traditional tales.	more than one paragraph and summarise these.	ideas drawn from more than one paragraph and to	information and to summarise the main ideas in	summarise the main details
recently introduced vocabulary.	narratives that they			summarise these.	a text.	from more than one paragraph.

To engage physically with books the right way up, follow text from left to right and understand that pages are sequenced.	To read for a range of purposes. To refer to authorial style, overall themes and features	To read a wide range of genres, identifying the characteristics of text types and differences between text types.	To analyse and evaluate the use of language, including figurative language and how it is used for	To identify how language, structure and presentation contribute to
	To identify how language, structure and presentation contribute to meaning. To recognise and discuss some different forms of poetry.	To discuss vocabulary used by the author to create effect including figurative language. To evaluate the use of authors' language and explain how it has created an impact on the reader.	effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.	meaning.

KS1

The sooner that pupils can read well and do so frequently, the sooner they will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum

KS2

Hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these.