

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 Points	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	KS2 End Points
<p>To identify and articulate initial and final sounds in words.</p> <p>To distinguish between different sounds.</p> <p>To say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>To read words consistent with their phonic knowledge by sound blending.</p> <p>To read words containing adjacent consonants.</p>	<p>To read aloud common exception words, simple sentences and books consistent with their phonic knowledge</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 automaticity has become embedded and reading is fluent.</p> <p>Read accurately by blending the sounds in words that contain the taught graphemes, 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 read most Y1/Y2 common</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,</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 all Y3/Y4 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</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 most Y5/Y6 exception words, discussing the unusual correspondences between spelling and sound and where these</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>	<p>To apply a growing knowledge of root words, prefixes and suffixes.</p>	

		<p>To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</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>exception words, noting unusual correspondences between spelling and sound, where these occur in the word.</p> <p>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</p>	<p>-ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.</p> <p>To begin to read Y3/Y4 exception words.</p>		<p>occur in the word.</p>		
<p>Early Learning Areas 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</p> <p>NC Alignment</p> <p>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.</p> <p>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.</p>								
<p>To engage in extended conversations about stories.</p> <p>To listen and join in with stories.</p> <p>Listen attentively and respond to what they hear with relevant</p>	<p>To discuss, with relevant questions and comments,</p>	<p>To link what they have read or have read to them to their own experiences.</p>	<p>To show understanding by drawing on what they already know or on background information and</p>	<p>To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and</p>	<p>To discuss and compare texts from a wide variety of genres and writers.</p>	<p>To participate in discussions about books that are read to them and those they can read for themselves,</p>	<p>To read for pleasure, discussing, comparing and evaluating in depth across a wide range of</p>	<p>To read, compare, discuss and monitor own comprehension</p>

<p>questions, comments and actions when being read to.</p>	<p>what they hear and read</p>	<p>To join in with discussions about a text, taking turns and listening to what others say.</p> <p>To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.</p> <p>To check that a text makes sense to them as they read and to self-correct.</p>	<p>vocabulary provided by the teacher.</p> <p>To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.</p> <p>To discuss the sequence of events in books and how items of information are related.</p> <p>To make links between the text they are reading and other texts they have read (in texts that they can read independently).</p> <p>To discuss their favourite words and phrases.</p> <p>To ask and answer questions about a text.</p>	<p>reference books or textbooks.</p> <p>To use appropriate terminology when discussing texts (plot, character, setting).</p> <p>To retrieve and record information from non-fiction texts.</p>	<p>To identify themes and conventions in a wide range of books.</p>	<p>building on their own and others' ideas and challenging views courteously.</p> <p>To recommend texts to peers based on personal choice.</p> <p>To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.</p>	<p>genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p> <p>To recognise more complex themes in what they read (such as loss or heroism).</p> <p>To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p>To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.</p>	<p>for an increasingly wide range of fiction, poetry, non-fiction and text books.</p>
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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

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.

Retelling stories and narratives using their own words and recently introduced vocabulary.	To retell stories in their own words using recently introduced vocabulary	To retell familiar stories in increasing detail. To recite simple poems 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.
<p>Early Learning Areas 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.</p> <p>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.</p> <p>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.</p>							
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.
<p>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.</p> <p>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.</p> <p>KS2 They should be able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read.</p>							

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	To offer explanations for why characters perform actions or events happen within books.	To begin to make simple inferences.	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.
<p>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.</p> <p>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.</p> <p>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</p>								
Anticipate – where appropriate – key events in stories.	To anticipate key events coming up in stories.	To predict what might happen on the basis of what has been read so far.	To predict what might happen on the basis of what has been read so far in a text.	To justify predictions using evidence from the text.	To justify predictions from details stated and implied.	To make predictions based on details stated and implied, justifying them in detail with evidence from the text.	To confidently justify predictions from details stated.	
<p>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.</p> <p>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.</p> <p>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</p>								
Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	To retell the key events in stories and narratives that they	To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.	To identify main ideas drawn from more than one paragraph and summarise these.		To identify main ideas drawn from more than one paragraph and to summarise these.	To draw out key information and to summarise the main ideas in a text.	To succinctly summarise the main details from more than one paragraph.	

	have heard and read.							
<p>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.</p> <p>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.</p> <p>KS2 Summarise and present a familiar story in their own words</p>								
To engage physically with books the right way up, follow text from left to right and understand that pages are sequenced.	To understand pages are sequenced in books whilst engaging physically with their own copy.	To discuss the significance of titles and events.	To recognise simple recurring literary language in stories and poetry. To recognise that non-fiction books are often structured in different ways.	To discuss authors' choice of words and phrases for effect.	To read for a range of purposes. To refer to authorial style, overall themes and features To identify how language, structure and presentation contribute to meaning. To recognise and discuss some different forms of poetry.	To read a wide range of genres, identifying the characteristics of text types and differences between text types. 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.	To 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.	To identify how language, structure and presentation contribute to meaning.
<p>Early Learning Areas Literacy: Language comprehension (necessary for both reading and writing) starts from birth</p> <p>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</p> <p>KS2 Hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these.</p>								