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
_	_	<u>Points</u>							<u>Points</u>
sounds. To say a sound the alphabet and digraphs. To read words of	s in words. etween different for each letter in ad at least 10	To read aloud common exception words, simple sentences and books consistent with their	To apply phonic knowledge and skills as the route to decode words. To blend sounds in unfamiliar words using the GPCs that they have been taught.	To continue to apply phonic knowledge and skills as the route to decode words until automaticity has become embedded and reading is fluent. Read accurately	To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. To apply their knowledge of root words, prefixes	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.	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	To apply a growing knowledge of root words, prefixes and suffixes.
their phonic kno sound blending	0 ,	phonic knowledge	To respond speedily, giving the correct sound	by blending the sounds in words that contain the	To apply their growing knowledge of	and suffixes/word endings to read aloud fluently.	To apply their growing knowledge of root	speed and skill, recognising their meaning through	
To read words of adjacent conso	•		to graphemes for all of the 40+ phonemes. To read words containing taught GPCs.	taught graphemes, especially recognising alternative sounds for graphemes.	root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti-	To read all Y3/Y4 exception words, discussing the unusual correspondences between spelling	words, prefixes and suffixes/word endings, including-sion, - tion, -cial, -tial, - ant/-ance/-ency, -ent/-ence/-ency,	contextual cues.	
			To read words containing -s, -es, -ing, -ed and -est endings. To read words with contractions, e.g.	To accurately read most words of two or more syllables. To read most words containing common suffixes.	and auto- to begin to read aloud. To apply their growing knowledge of root words and suffixes/word	and sound and where these occur in the word.	-able/-ably and - ible/ibly, to read aloud fluently. To read most Y5/Y6 exception words, discussing the unusual correspondences		
			I'm, I'll and we'll.	To read most Y1/Y2 common	endings, including - ation, -ly, -ous,		between spelling 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	Word.	read Y3/Y4				
		occur in words.	To read aloud	exception				
		occui ili wolus.	books (closely	words.				
		To accurately	matched to their	words.				
		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					
			per minute, in					
			age-appropriate					
			texts.					
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	what they	To join in with	information and	fiction and	To identify	themselves,	wide range of	for an
questions, comments and	1	discussions	vocabulary	reference	themes and	building on their	genres, including	
actions when being read to.	hear and	about a text,	provided by the	books or	conventions in a	own and others'	myths, legends,	increasingly
_	read	taking turns and	teacher.	textbooks.	wide range of	ideas and	traditional	wide range of
		listening to what			books.	challenging views	stories, modern	fiction, poetry,
		others say.	To participate in	To use		courteously.	fiction, fiction	non-fiction and
			discussion about	appropriate		-	from our literary	
		To listen to and	books, poems	terminology		To recommend	heritage and	text books.
		discuss a wide	and other works	when		texts to peers	books from	
		range of fiction,	that are read to	discussing		based on	other cultures	
		non-fiction and	them (at a level	texts (plot,		personal choice.	and traditions.	
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correct		correct				

Retelling stories and narratives	To retell	To retell familiar	inaccurate reading.	To prepare and p	erform poems and	To continually	To compare characters, settings and themes within a text and across more than one text. To consider different accounts of the same event and to discuss viewpoints To use nonfiction materials for purposeful information retrieval and in contexts where pupils are genuinely motivated to find out information	To read aloud
using their own words and recently introduced vocabulary.	stories in their own words using recently introduced vocabulary	stories in increasing detail. To recite simple poems by heart.	build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.	play scripts that awareness of the reading aloud. To begin to use a intonation and voaloud.	e audience when	show an awareness of audience when reading out loud using intonation, tone, volume and action.	perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.	with appropriate fluency and perform a variety of text types so that meaning is clear to the audience.
To recognise a range of familiar logos, their own and other children's names in print format. Use and understand recently introduced vocabulary during	To use recently introduced vocabulary in context	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 bot to them, discussing understanding and meaning of words in	their exploring the	To explore the meanings of new words in context from a range of genres.

discussions about stories, non- fiction, rhymes and poems and during role-play. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non- fiction, rhymes and poems when appropriate.	during discussions around books. 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.
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.
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 have heard and read.	To become increasi and to retell a wide fairy stories and tran	range of stories,	To identify main i more than one pa summarise these	aragraph and	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.
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	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,	To read a wide range of genres, identifying the characteristics of text types and differences between text types. To discuss vocabulary used	To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as	To identify how language, structure and presentation contribute to meaning.

with their own copy.		structure and presentation contribute to meaning. To recognise and discuss some	by the author to create effect including figurative language.	metaphor, simile, analogy, imagery, style and effect.	
		different forms of poetry.	use of authors' language and explain how it has created an impact on the reader.		