

Church Preen Primary School – Reading Progression map

	EYFS	KS1	KS1	KS2	KS2		
Word Reading Objectives	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and decoding	<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words.</p> <p>Read some letter groups</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondence, including some common exception words.</p>	<p>To apply phonics skills to decode words.</p> <p>To speedily read all 40+ letters/groups for 40+ phonemes</p> <p>Read accurately by blending taught GPC's</p> <p>To read common suffixes (-s, -es, -ing, -ed etc.)</p> <p>To read multisyllable words containing taught GPC's</p> <p>To read contractions</p> <p>To read aloud phonically decodable text.</p>	<p>To secure phonic decoding until reading is fluent.</p> <p>To read accurately by blending.</p> <p>To accurately blend alternative sounds for graphemes.</p> <p>To read multi-syllable words containing these graphemes.</p> <p>To read common suffixes</p> <p>To read exception words, noting unusual correspondences</p> <p>To read most words quickly and accurately without overt sounding and blending.</p>	<p>To use their phonic knowledge to decode quickly and accurately. (Children 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, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.*</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 most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual clues.</p> <p>To apply their growing knowledge of root words, prefixes and suffixes including :</p> <p>-sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.*</p>	<p>To read fluently with knowledge of all year 5/year 6 exception words, root words, prefixes, suffixes and word endings.</p> <p>To decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual clues.</p>
Common	Read a few	To read Y1	To read Y1 and y2	To begin to read Y3/4	To read all Y3/Y4	To read most Y5/Y6	

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Exception Words	common exception words matched to the school's phonic programme.	common exception words, noting unusual correspondences between spelling and sound and where these occur in words.	common exception words*, noting unusual correspondences between spelling and sound and where these occur in a word.	common exception words	exception words*, discussing the unusual correspondences between spelling and these occur in the word.	exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	
Fluency	To blend sounds into words Read simple phrases and sentences made up of words with known letter-sound correspondences Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	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. To re-read texts to build up fluency and confidence in word reading.	To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation To reread these books to build up fluency and confidence in word reading.	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary
Reading Comprehension objectives							
Understanding and	Listen to and	To check that the text makes sense to	To show understanding by drawing on what they	Checking that the text makes sense to them	Identify the main ideas from more than one	Summarising the main ideas drawn	Summarising the main ideas drawn

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correcting inaccuracies	talk about stories to build familiarity and understanding. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	them. To self-correct. To draw on what they already know or on background information and vocabulary provided by the teacher. To explain clearly their understanding of what is read to them.	already know or on background information and vocabulary provided by the teacher. To check that the text makes sense to them as they read and to correct inaccurate reading.	through discussion and explanation. Ask questions to improve their understanding of the text. Identify the main ideas drawn from one paragraph and summarising these	paragraph and summarising these. Checking that the text makes sense to them	from more than one paragraph. Checking that the text makes sense to them	from more than one paragraph Checking that the text makes sense to them
Connecting and becoming familiar with texts (compare/contrast & comment)	To enjoy an increasing range of books. Retell the story, once they have developed a deep familiarity with the text Compare and contrast characters from stories, including figures from the past.	To become very familiar with key stories To link what they read or have read to them with their own experiences To retell familiar stories in increasing detail. To recognise and join in with predictable phrases To join in with discussions about a text and listen to what others have to say.	To become increasingly familiar with a wider range of texts To retell familiar stories and traditional tales To participate in discussions about books, poems and other works that are read to them and those that they can read themselves, taking it in turns to listen to what others have to say. To discuss the sequence of events in books and how items of information are related.	To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. To check that the text makes sense to them as they read and to correct inaccurate reading. To increase their familiarity with a wide range of books both fiction and non-fiction.	To discuss and compare texts from a wide variety of genres and writers. To read for a range of purposes. To identify themes and conventions in a wide range of books. To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).	To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types. To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and	To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. To recognise more complex themes such as loss or heroism

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						<p>challenging views courteously.</p> <p>To identify main ideas drawn from more than one paragraph and to summarise these.</p> <p>To recommend texts to peers based on personal choice.</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 make improvements. To draw out key information and summarise the main ideas in a text.</p> <p>To distinguish independently between statements of fact</p>
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							<p>and opinion, providing reasoned justifications for their views.</p> <p>To compare characters, settings and themes within a text and across more than one text.</p>
Non - Fiction	To know that information can be retrieved from books and computers.	To discuss features and lay-out	To recognise that non-fiction books are often structured in different ways.	Retrieve and record information from non-fiction texts.	<p>To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.</p> <p>To use dictionaries to check the meaning of words that they have read.</p>	To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.	<p>To retrieve, record and present information from non-fiction texts.</p> <p>To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre</p>

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							programme or review).
Poetry and Performance	Engage in story times. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Learn rhymes, poems and songs.	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.	Prepare poems and playscripts to read aloud and to perform, showing understanding through intonation, tone, volume and action Recognise some different forms of poetry	To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience 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.
Vocabulary	To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. To use vocabulary and forms of speech that are increasingly influenced by	To discuss word meanings To link word meanings with those already known.	To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To discuss their favourite words and phrases.	Use dictionaries to check the meaning of words that they have read. Discuss words and phrases that capture the reader's interest and imagination. Identify how language contributes to meaning	Discuss vocabulary used to capture readers' interest and imagination.	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.

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	their experiences of books						
Inference	Communication and language	To begin to make simple inferences based on what is said or done. Develop inference through the use of pictures.	Make inferences on the basis of what is said and done. To ask and answer questions.	To ask and answer questions appropriately including some simple inference questions based on a character's 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 consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).
Prediction	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	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 based on 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 discuss how characters change and develop through texts by drawing inferences based on indirect clues.
Retrieval	To describe main story settings, events and principal	Develop their retrieval through images	Ask and answer retrieval questions Explain and discuss their understanding of a wide	To retrieve and record information from a fiction text. Use evidence from the text to explain their	To retrieve and record information from a fiction text. Use evidence from the text to explain their	To retrieve and record information from a fiction text. Use evidence from the text to explain	To retrieve and record information from a fiction text. Use evidence from the text to explain

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	characters		range of books and genres. Use evidence from the text to explain their answers.	answers.	answers.	their answers.	their answers.
Sequencing	To follow a story without pictures or props.	To retell familiar stories orally To sequence the events of a story they are familiar with using pictures and simple sentences.	To discuss how events are sequenced in books. Explain how ideas or information are related.	Identify how language, structure and presentation contribute to meaning. Identify the main ideas drawn from one paragraph and summarise these.	Identify the main ideas drawn from more than one paragraph and summarise these	Summarising the main ideas drawn from more than one paragraph. Identifying key details to support main ideas.	Summarising the main ideas drawn from more than one paragraph. Identifying key details to support main ideas.