

**Little Houghton CEVA Primary School  
Progression Map – Reading**

**Word Reading.**

	<b>EYFS</b> 3-4 Year Olds	<b>EYFS:</b> Reception	<b>ELGs</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Phonics and Decoding</b>	<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> <li>● spot and suggest rhymes</li> <li>● count or clap syllables in words</li> <li>● recognise words with the same initial sound, such as money and mother</li> </ul>	<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</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 automatic decoding has become embedded and reading is fluent.</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, 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 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, -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 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 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>
<b>Common Exception Words</b>		<p>Read a few common exception words matched to the school's phonic programme.</p>	<p>To read some common irregular words.</p>	<p>To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</p>	<p>To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>To begin to read Y3/Y4 exception words.*</p>	<p>To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.</p>	<p>To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>	
<b>Fluency</b>	<p>Enjoy listening to longer stories and can remember much of what happens.</p>	<p>Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their</p>	<p><b>Read at around 25wpm</b></p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p><b>Read at around 70wpm</b></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><b>Read at around 90wpm</b></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 reread these books to build up fluency and confidence in word reading.</p>	<p>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.</p> <p>To begin to use appropriate intonation and volume when reading aloud.</p> <p>Read at around:</p> <p><b>Y3: 110wpm</b> <b>Y4: 140wpm</b> <b>Y5/6: Y4: 150-200wpm</b></p>			

		understanding and enjoyment.			To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.				
<b>Correcting inaccuracies</b>	<p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions</p>	<p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>	<p>To check that a text makes sense to them as they read and to self- correct.</p>	<p>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>To check that the text makes sense to them as they read and to correct inaccurate reading.</p>				
<b>Poetry &amp; Performance</b>	<p>Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p>Remember and sing entire songs.</p> <p>Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs.</p> <p>Create their own songs, or improvise a song around one they know.</p>	<p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Learn rhymes, poems and songs.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in their pretend play.</p>	<p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Invent, adapt and recount narratives and stories with their peers and their teacher.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</p>	<p>To recite simple poems by heart.</p>	<p>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.</p>	<p>To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</p> <p>To begin to use appropriate intonation and volume when reading aloud.</p>	<p>To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).</p> <p>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.</p>	<p>To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.</p>	<p>To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.</p>

## Comprehension

	EYFS 3-4 Year Olds	EYFS Reception	ELGs	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Vocabulary and Word Meaning/ Choice of Language</b>	<p>Use a wider range of vocabulary.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p>	<p>Learn new vocabulary.</p> <p>Use new vocabulary throughout the day.</p> <p>Use new vocabulary in different contexts.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>	<p>To discuss word meaning and link new meanings to those already known.</p>	<p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>To discuss their favourite words and phrases.</p>	<p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>To discuss authors' choice of words and phrases for effect.</p>	<p>Discuss vocabulary used to capture readers' interest and imagination.</p>	<p>To discuss vocabulary used by the author to create effect including figurative language.</p> <p>To evaluate the use of authors' language and explain how it has created an impact on the reader.</p>	<p>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.</p>
<b>Retrieval</b>			<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and some from the story</p>	<p>To discuss the significance of titles and events.</p> <p>To answer simple retrieval question where the word can be easily found in the text.</p> <p>Answer simple question about characters, settings and events</p> <p>Identify some facts they have learnt from a non fiction book</p> <p>Identify the title, author</p>	<p>To begin to scan the text to locate answers</p> <p>To answer retrieval questions where the question word does not match the text word</p> <p>To begin to retrieve information from non-fiction texts that are structured in different ways</p> <p>To justify their answers by finding key words</p>	<p>Become more familiar with retrieving facts and information where question words and text language vary.</p> <p>Locate and discuss words and phrases they find interesting.</p>	<p>Develop their reading retrieval skills, working across a wider range of text types.</p> <p>Skim a whole text first to select which paragraph or section of text and answer may be found in.</p>	<p>To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.</p> <p>Children can retrieve key details and being to find quotations from a whole text</p> <p>Children are learning to locate the author or poet's point of view, either where explicitly</p>	<p>To retrieve, record and present information from non-fiction texts.</p> <p>During text discussion, maintain focus on the subject</p> <p>Independently locate information and provide reasoned justifications for their views</p> <p>Routinely find accurate quotations from a whole text</p>

				and blurb of a book	and phrases in the text			stated or where it can be retrieved through using similar words and phrases.	Retrieve and summarise details to support opinions and predictions, using skimming, scanning and text-marking to support answers to questions
<b>Inference</b>	Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"		Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	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 consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).  To discuss how characters change and develop through texts by drawing inferences based on indirect clues.
<b>Prediction</b>			Join in with repeated refrains in stories  Anticipate (where appropriate) key events in stories.	To predict what might happen on the basis of what has been read so far.  Predict what a book might be about, and whether it is fiction or non-fiction, using the title and front cover.	To predict what might happen on the basis of what has been read so far in a text.  To predict what might happen based upon a skim reading of the illustrations.	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.	
<b>Summarising</b>	Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.		Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	To retell familiar stories in increasing detail.	To discuss the sequence of events in books and how items of information are related.	Summarise main details from more than one paragraph in a few sentences, using vocabulary from the text	To identify main ideas drawn from more than one paragraph, using vocabulary from the text	Summarise main ideas in a series of sentences from more than one place within an age-appropriate text using own words and key vocabulary from	To recognise more complex themes in what they read (such as loss or heroism). To explain and discuss their understanding of what they have read, including through formal presentations and debates,
<b>Structure</b>	Understand the five key concepts about print: print has meaning  <ul style="list-style-type: none"> <li>the names of different parts of a book</li> <li>print can have different purposes</li> <li>page sequencing</li> <li>we read English text from left to right and from top to bottom</li> </ul>			Sequence pictures for the beginning, middle and end of a story they hav read	To recognise that non-fiction books are often structured in different ways.  Sequence events from a story, giving reasons for their choices	To retrieve and record information from non-fiction texts.  Begin to discuss how language, structure and presentation help the reader to understand the text	To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.	To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.	To retrieve, record and present information from non-fiction texts.  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

	Engage in non-fiction books.  Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary								information leaflets before a gallery or museum visit or reading a theatre programme or review).
<b>Comparisons</b>	Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.	Compare and contrast characters from stories, including figures from the past.  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.	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.  Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	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.  To link what they have read or have read to them to their own experiences.  To join in with discussions about a text, taking turns and listening to what others say.  To discuss the significance of titles and events.	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.  To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.	To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.  To use appropriate terminology when discussing texts (plot, character, setting).	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 challenging views courteously.	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.