

Reading Progression Map

Reading Expectations	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding	<ul style="list-style-type: none"> applying phonic knowledge to decode words speedily reading all 40+ letters/groups for 40+ phonemes reading accurately by blending taught GPC reading common exception words reading common suffixes (-s, -es, -ing, -ed, etc.) reading multi-syllable words containing taught GPCs reading contractions and understanding use of apostrophe 	<ul style="list-style-type: none"> securing phonic decoding until reading is fluent reading accurately by blending, including alternative sounds for graphemes reading multi-syllable words containing these graphemes reading common suffixes reading exception words, noting unusual correspondences reading most words quickly & accurately without overt sounding and blending 	<ul style="list-style-type: none"> applying their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet reading further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the work 	<ul style="list-style-type: none"> applying their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet reading further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the work 	<ul style="list-style-type: none"> applying their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet 	<ul style="list-style-type: none"> applying their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet
Fluency	<ul style="list-style-type: none"> accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words rereading texts to build up fluency and confidence in word reading 	<ul style="list-style-type: none"> reading aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation rereading these books to build up fluency and confidence in word reading reading words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts 	<ul style="list-style-type: none"> beginning to use appropriate intonation and volume when reading aloud reading aloud books sounding out longer unknown words accurately, automatically and without undue hesitation understanding specific link between reading and acquisition of vocabulary for writing 	<ul style="list-style-type: none"> reading aloud books automatically and without undue hesitation developing an awareness of audience when reading out loud using intonation, tone, volume and action understanding specific link between reading and acquisition of vocabulary for writing 	<ul style="list-style-type: none"> reading out loud using intonation, tone, volume and action continually showing an awareness of audience understanding specific link between reading and acquisition of vocabulary for writing 	<ul style="list-style-type: none"> reading out loud confidently using a wide range of devices to engage the audience and for effect understanding specific link between reading and acquisition of vocabulary for writing
Range of Texts	<ul style="list-style-type: none"> listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently being encouraged to link what they read or hear to their own experiences 	<ul style="list-style-type: none"> listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently 	<ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes 	<ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes 	<ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes making comparisons within and across books 	<ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes making comparisons within and across books
Poetry & Performance	<ul style="list-style-type: none"> learning to appreciate rhymes and poems, and to recite some by heart 	<ul style="list-style-type: none"> continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action recognising some different forms of poetry 	<ul style="list-style-type: none"> preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action recognising some different forms of poetry 	<ul style="list-style-type: none"> learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience 	<ul style="list-style-type: none"> learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
Word Meanings	<ul style="list-style-type: none"> discussing word meanings, linking new meanings to those already known 	<ul style="list-style-type: none"> discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases 	<ul style="list-style-type: none"> using dictionaries to check the meaning of words that they have read 	<ul style="list-style-type: none"> using dictionaries to check the meaning of words that they have read 		
Understanding	<ul style="list-style-type: none"> drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading 	<ul style="list-style-type: none"> discussing the sequence of events in books and how items of information are related drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading 	<ul style="list-style-type: none"> checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context asking questions to improve their understanding of a text identifying main ideas drawn from more than one paragraph and summarising these 	<ul style="list-style-type: none"> checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context asking questions to improve their understanding of a text identifying main ideas drawn from more than one paragraph and summarising these 	<ul style="list-style-type: none"> checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas 	<ul style="list-style-type: none"> checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas
Inference	<ul style="list-style-type: none"> discussing the significance of the title and events making inferences on the basis of what is being said and done 	<ul style="list-style-type: none"> making inferences on the basis of what is being said and done answering and asking questions 	<ul style="list-style-type: none"> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<ul style="list-style-type: none"> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<ul style="list-style-type: none"> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<ul style="list-style-type: none"> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
Prediction	<ul style="list-style-type: none"> predicting what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> predicting what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> predicting what might happen from details stated and implied 	<ul style="list-style-type: none"> predicting what might happen from details stated and implied 	<ul style="list-style-type: none"> predicting what might happen from details stated and implied 	<ul style="list-style-type: none"> predicting what might happen from details stated and implied
Authorial Intent			<ul style="list-style-type: none"> discussing words and phrases that capture the reader's interest and imagination identifying how language, structure, and presentation contribute to meaning 	<ul style="list-style-type: none"> discussing words and phrases that capture the reader's interest and imagination discuss and evaluate how authors use language, including figurative language, structure, and presentation contribute to meaning 	<ul style="list-style-type: none"> distinguishing how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language, considering the impact on the reader 	<ul style="list-style-type: none"> identifying how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
Non-fiction		<ul style="list-style-type: none"> being introduced to non-fiction books that are structured in different ways 	<ul style="list-style-type: none"> retrieve and record information from non-fiction 	<ul style="list-style-type: none"> retrieve and record information from non-fiction 	<ul style="list-style-type: none"> distinguish between statements of fact and opinion retrieve, record and present information from nonfiction 	<ul style="list-style-type: none"> distinguish between statements of fact and opinion retrieve, record and present information from nonfiction
Book Talk	<ul style="list-style-type: none"> participating in discussions about what is read to them, taking turns and listening to what others say explaining clearly their understanding of what is read to them 	<ul style="list-style-type: none"> participating in discussions about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say explaining and discussing their understanding of all reading material 	<ul style="list-style-type: none"> participating in discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say 	<ul style="list-style-type: none"> participating in discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say 	<ul style="list-style-type: none"> recommending books that they have read to their peers, giving reasons for their choices participating in discussions about books, building on their own and others' ideas and challenging views courteously explaining and discussing their understanding of what they have read, including through formal presentations and debates, providing reasoned justifications for their views 	<ul style="list-style-type: none"> recommending books that they have read to their peers, giving reasons for their choices participating in discussions about books, building on their own and others' ideas and challenging views courteously explaining and discussing their understanding of what they have read, including through formal presentations and debates, providing reasoned justifications for their views