



Progression Map

Subject: Reading

Nursery	Reception
<p>3 and 4-year-olds will be learning to:</p> <p>Develop their phonological awareness, so that they can: spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound, such as money and mother</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Children in reception will be learning to:</p> <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 known letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</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 these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>ELG: Comprehension Children at the expected level of development will: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; Anticipate – where appropriate – key events in stories; Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>ELG: Word Reading Children at the expected level of development will: Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>



Progression Map

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Spoken Language					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Listen and respond appropriately to adults and their peers Ask relevant questions to extend their understanding and knowledge Use relevant strategies to build their vocabulary Articulate and justify answers, arguments and opinions Give well-structured descriptions, explanations and narratives Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently with an increasing command of Standard English Participate in discussions, presentations, performances, role play and debates Gain, maintain and monitor the interest of the</p>	<p>Listen and respond appropriately to adults and their peers Ask relevant questions to extend their understanding and knowledge Use relevant strategies to build their vocabulary Articulate and justify answers, arguments and opinions Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently with an increasing command of Standard English Participate in discussions, presentations, performances, role play/improvisations</p>	<p>Listen and respond appropriately to adults and their peers Ask relevant questions to extend their understanding and knowledge Use relevant strategies to build their vocabulary Articulate and justify answers, arguments and opinions Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently with an increasing command of Standard English Participate in discussions, presentations, performances, role play/improvisations</p>	<p>Listen and respond appropriately to adults and their peers Ask relevant questions to extend their understanding and knowledge Use relevant strategies to build their vocabulary Articulate and justify answers, arguments and opinions Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently with an increasing command of Standard English Participate in discussions, presentations, performances, role play/improvisations</p>	<p>Listen and respond appropriately to adults and their peers Ask relevant questions to extend their understanding and knowledge Use relevant strategies to build their vocabulary Articulate and justify answers, arguments and opinions Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently with an increasing command of Standard English Participate in discussions, presentations, performances, role play/improvisations</p>	<p>Listen and respond appropriately to adults and their peers Ask relevant questions to extend their understanding and knowledge Use relevant strategies to build their vocabulary Articulate and justify answers, arguments and opinions Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently with an increasing command of Standard English Participate in discussions, presentations, performances, role play/improvisations</p>



Progression Map

Subject: Reading

listener(s) Consider different viewpoints, attending to and building on contributions of others Select and use appropriate registers for effective communication	and debates Gain, maintain and monitor the interest of the listener(s) Consider and evaluate different viewpoints, attending to and building on the contributions of others Select and use appropriate registers for effective communication	and debates Gain, maintain and monitor the interest of the listener(s) Consider and evaluate different viewpoints, attending to and building on the contributions of others Select and use appropriate registers for effective communication	and debates Gain, maintain and monitor the interest of the listener(s) Consider and evaluate different viewpoints, attending to and building on the contributions of others Select and use appropriate registers for effective communication	and debates Gain, maintain and monitor the interest of the listener(s) Consider and evaluate different viewpoints, attending to and building on the contributions of others Select and use appropriate registers for effective communication	and debates Gain, maintain and monitor the interest of the listener(s) Consider and evaluate different viewpoints, attending to and building on the contributions of others Select and use appropriate registers for effective communication
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Progression Map

Subject: Reading

Word Reading					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Apply phonic knowledge and skills as the route to decode words</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</p> <p>Read other words of more than one syllable that contain taught GPCs</p> <p>Read words with contractions, and understand that the apostrophe represents the omitted letter(s)</p>	<p>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>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>Read accurately words of two or more syllables that contain the same graphemes as above</p> <p>Read words containing common suffixes</p> <p>Read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>Apply 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.</p>	<p>Apply 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.</p>



Progression Map

Subject: Reading

<p>Read books aloud, accurately that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words Reread books to build up their fluency and confidence in word reading.</p>	<p>out unfamiliar words accurately, automatically and without undue hesitation Reread these books to build up their fluency and confidence in word reading</p>				
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Reading Comprehension

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Develop pleasure in reading, motivation to read, vocabulary and understanding. Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Link what they read or hear to their own experiences Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics Recognise and join in with predictable phrases Learn to appreciate rhymes and poems To recite rhymes and</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding. Listen to, discuss and express 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 Discuss the sequence of events in books and how items of information are related Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales Be introduced to non-fiction books that are structured in different ways</p>	<p>Develop positive attitudes to reading, and an understanding of what they read. Discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Read books that are structured in different ways and read for a range of purposes Use dictionaries to check the meaning of words that they have read Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally Identify themes and conventions in a wide</p>	<p>Develop positive attitudes to reading, and an understanding of what they read. Discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Read books that are structured in different ways and read for a range of purposes Use dictionaries to check the meaning of words that they have read Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally Identify themes and conventions in a wide</p>	<p>Maintain positive attitudes to reading and an understanding of what they read. Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Read books that are structured in different ways Read for a range of purposes Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p>	<p>Maintain positive attitudes to reading and an understanding of what they read. Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Read books that are structured in different ways Read for a range of purposes Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions Recommend books that</p>



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<p>poems by heart Discuss word meanings, linking new meanings to those already known Develop understanding by drawing on what they already know or on background information and vocabulary provided by the teacher Check that the text makes sense to them as they read and correcting inaccurate reading Discuss the significance of the title and events Make inferences on the basis of what is being said and done Predict what might happen on the basis of what has been read so far Participate in discussion about what is read to them, taking turns and listening to what others say Explain clearly their understanding of what is read to them</p>	<p>Recognising simple recurring literary language in stories and poetry Discuss and clarify the meanings of words, linking new meanings to known vocabulary Discuss their favourite words and phrases Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear Develop understanding by drawing on what they already know or on background information and vocabulary provided by the teacher Check that the text makes sense to them as they read, and correcting inaccurate reading Make inferences on the basis of what is being said and done Answer and ask questions Predict what might happen on the basis of what has been read so far Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves,</p>	<p>range of books Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action Discuss words and phrases that capture the reader's interest and imagination Recognise some different forms of poetry In books read independently: Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context Ask questions to improve their understanding of a text Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence Predict what might happen from details stated and implied Identify main ideas drawn from more than one paragraph and summarise these Identify how language, structure, and presentation contribute to meaning</p>	<p>range of books Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action Discuss words and phrases that capture the reader's interest and imagination Recognise some different forms of poetry In books read independently: Check that the text makes sense to them, discussing their understanding and explain the meaning of words in context Ask questions to improve their understanding of a text Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence Predict what might happen from details stated and implied Identify main ideas drawn from more than one paragraph and summarise these Identify how language, structure, and presentation contribute to meaning</p>	<p>Recommend books that they have read to their peers, giving reasons for their choices Identify and discuss themes and conventions in and across a wide range of writing Make comparisons within and across books Learn a wider range of poetry by heart Prepare 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 Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Ask questions to improve their understanding Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence Predict what might happen from details stated and implied Summarise the main ideas drawn from more than one</p>	<p>they have read to their peers, giving reasons for their choices Identify and discuss themes and conventions in and across a wide range of writing Make comparisons within and across books Learn a wider range of poetry by heart Prepare 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 Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Ask questions to improve their understanding Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence Predict what might happen from details stated and implied Summarise the main ideas drawn from more than one paragraph, identifying key</p>



Progression Map

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	<p>taking turns and listening to what others say Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>	<p>Retrieve and record information from non-fiction Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</p>	<p>Retrieve and record information from non-fiction Participate 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</p>	<p>paragraph, identifying key details that support the main ideas Identify how language, structure and presentation contribute to meaning Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Distinguish between statements of fact and opinion Retrieve, record and present information from non-fiction 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 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 Provide reasoned justifications for their views</p>	<p>details that support the main ideas Identify how language, structure and presentation contribute to meaning Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Distinguish between statements of fact and opinion Retrieve, record and present information from non-fiction 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 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 Provide reasoned justifications for their views</p>
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St Mary's Farnham Royal Church of England Primary School

We aspire to grow as a community through FAITH as a FAMILY. Thriving for all our FUTURES enabling us to FLOURISH



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