



Subject: Reading Progression Map

Term:	Nursery	EY	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn								
Knowledge and vocabulary	<p>Pupils to be exposed to hearing sounds, completing sound walks.</p> <p>2-3 years Understand single words in context</p> <p>Enjoy songs and rhymes, tuning in and paying attention.</p> <p>Enjoy sharing books with an adult. Pay attention and respond to the pictures or the words.</p> <p>3-4 years Enjoy listening to longer stories and can remember much of what happens.</p> <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> • print has meaning • print can have different purposes 	<p>Autumn 1</p> <p>Single sounds: m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, r, j, v, y, w, z, x,</p> <p>Autumn 2 th/ch/qu/ng/nk/sh</p> <p>CVC words CVCC CCVC</p> <p>Tricky words</p> <p>Alien (nonsense) words *appropriate to sounds taught</p> <p>Context around core texts and authors: Dear Zoo, Shark in the Park, Owl Babies, Barry the Fish, Norman the Slug,</p>	<p>Teach letter names</p> <p>Review set 1 and 2 speed sounds</p> <p>Introduce set 3 sounds: ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure</p> <p>Context around core texts and authors: Lost and Found, Rainbow Fish, The Lonely Beast, Jolly Postman</p>	<p>Multi-syllabic words</p> <p>Context around core texts and authors: Day on our planet, The Day you Begin, The Bear and the Piano</p>	<p>Context around core texts and authors: The Sheep Pig - Dick King Smith</p> <p>Running on a Patchwork of Earth - Jonny Zucker</p>	<p>Context around core texts and authors: The Sheep Pig - Dick King Smith</p> <p>Running on a Patchwork of Earth - Jonny Zucker</p>	<p>Context around core texts and authors: Survivors - David Long</p> <p>Journey to Jo'Burg - Beverly Naidoo</p>	<p>Context around core texts and authors: Welcome to Nowhere - Elizabeth Laird</p> <p>Goodnight Mr Tom - Michelle Magorian</p>

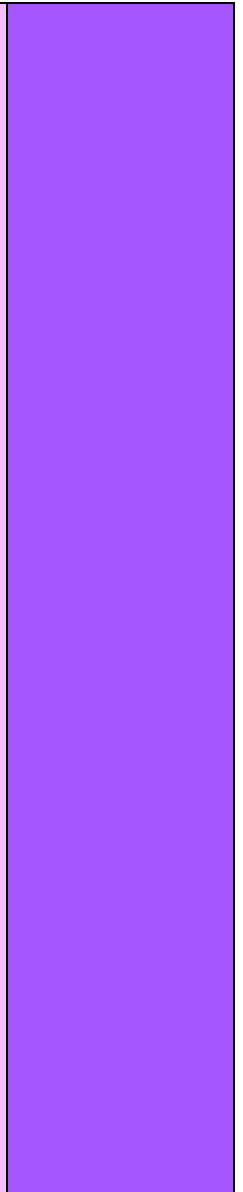
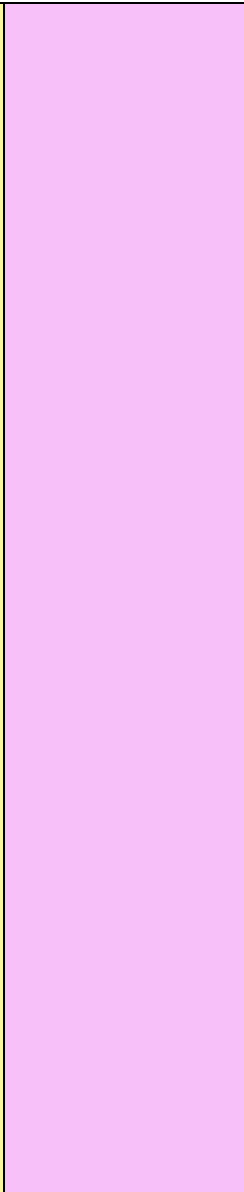
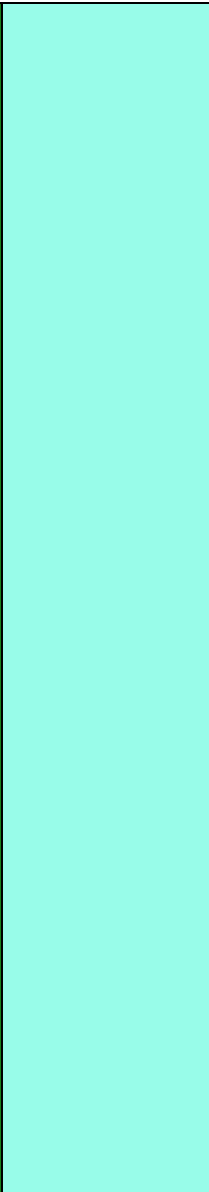
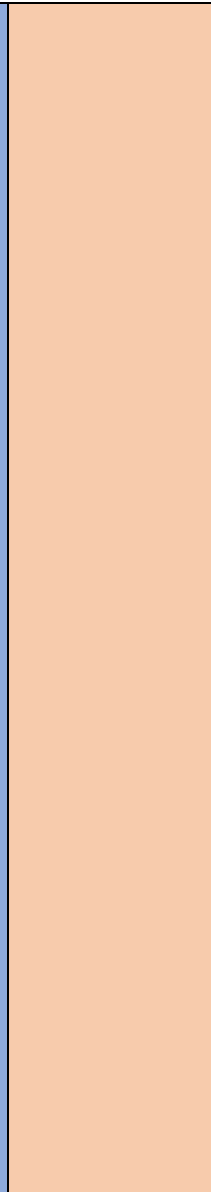


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- we read English text from left to right and from top to bottom
 - the names of the different parts of a book
 - page sequencing.
- Develop their phonological awareness, so that they can:
- spot and suggest rhymes
 - count or clap syllables in a word
 - recognise words with the same initial sound, such as money and mother.

Context around core texts and authors:
Pip and posy New friends, Making New Friends,
A Squash and a Squeeze,
Wow said the Owl,
Ten Little Fingers and Ten Little Toes, From Head to Toe, Two Homes

Monkey Puzzle,
Gruffalo,
Stickman, Under the stars,
Kindness Grows,
Once there were Giants





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Spring								
Knowledge and vocabulary	<p>Pupils to be exposed to hearing sounds, completing sound walks.</p> <p>2-3 years Use the speech sounds p, b, m, w. Pronounce:</p> <ul style="list-style-type: none"> • l/r/w/y • f/th • s/sh/ch/dz/j • multi-syllabic words such as 'banana' and 'computer' <p>Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</p> <p>Repeat words and phrases from familiar stories.</p> <p>Ask questions about the book. Make comments and shares their own ideas.</p>	<p>Recap set 1 letter sounds</p> <p>Recap special friends sh/th/ch/qu/ng/nj</p> <p>Introduce set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy</p> <p>CCVCC words</p> <p>Context around core texts and authors: Grandpa, Hospital Dog, Mog and the Bet, Pattan's Pumpkin, Mr Wolf's pancake, The Queen's Knickers, Gingerbread Man, Jack and the Beanstalk</p>	<p>Teach letter names</p> <p>Review set 1 and 2 speed sounds</p> <p>Continue set 3 sounds: ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure</p> <p>Context around core texts and authors: Ruby's Worry, The Magic Mega Hair Swap, Penguin's Hidden Talent, Look Up. The Mountain in the Door</p>	<p>To know the different genres and their similarities and differences.</p> <p>To name a range of books from the same author.</p> <p>To talk about their favourite books and authors.</p> <p>Context around core texts and authors: Three Wolves and the Big Bad Pig, LRRH, Previously, Meerkat Mail,</p>	<p>Perry Angel's Suitcase - Glenda Millard</p> <p>Beowulf - Rob Lloyd James</p>	<p>Perry Angel's Suitcase - Glenda Millard</p> <p>Beowulf - Rob Lloyd James</p>	<p>There's a Boy in the Girls' Bathroom - Louis Sacher</p> <p>Greek Myths - Geraldine Mcaughrean</p>	<p>Suffragettes: The Battle for Equality - David Roberts</p> <p>Romeo and Juliet - Shakespeare</p> <p>The tempest - Shakespeare</p>



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Develop play around favourite stories using props.

3-4 years

Single sounds: m, a, s, d, t, i, n, p, g, o, c
(start when cohort ready)

Know many rhymes, be able to talk about familiar books, and be able to tell a long story.

Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.

Develop their pronunciation but may have

problems saying:

- some sounds: r, j, th, ch, and sh

- multi-syllabic words such as 'pterodactyl',

Amazing
Grace



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	<p>'planetarium' or 'hippopotamus'.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Context around core texts and authors: We are all equal- P Crumble (SLS)</p> <p>Handa's Surprise, A gift for Amma, You Choose your dreams, Gingerbread man, Little Red Hen, The Ugly Duckling</p>							
Summer								
Knowledge and vocabulary	<p>2-3 years</p> <p>Listen to simple stories and understand what is happening, with the help of the pictures.</p> <p>Notice some print, such as the first letter of their name, a bus or</p>	<p>Continue Set 2 words and recap set 1 and special friends</p> <p>CCVCC and longer words</p> <p>Context around core texts and authors:</p>	<p>Teach letter names</p> <p>Review set 1 and 2 speed sounds</p> <p>Recap set 3 sounds: ea, oi, a-e, i-e, o-e, u-e, aw, are,</p>	<p>To know what inference is and understand characters' thoughts and feeling.</p> <p>Learn how to evaluate books that</p>	<p>Charlie and the Chocolate Factory - Roald Dahl</p> <p>There is a Viking in my Bed - Jeremy Strong</p>	<p>Charlie and the Chocolate Factory - Roald Dahl</p> <p>There is a Viking in my Bed - Jeremy Strong</p>	<p>Street Child - Berlie Doherty</p> <p>I wish I was there...</p> <p>Tutankhamun's Tomb - Sue Reid</p>	<p>Holes - Louis Sacher</p> <p>Wonder - R J Palacio</p>



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	<p>door number, or a familiar logo.</p> <p>3-4 years Single sounds k,u,b,f,e,l,h,r,j,v,y, w,z,x.</p> <p>Context around core texts and authors: Happy Hatch Day , Tadpoles Promise The hungry caterpillar, Jack and the beanstalk, Barry the fish with fingers, Oi Frog, Dear Zoo, Owl Babies, Shark in the park, We are going on a bear hunt.</p>	<p>Tadpole's promise, The hungry caterpillar, Chicken Licken, Supertato, Superworm, Zog, The kiss that missed, The lion inside</p>	<p>ur, er, ow, ai, oa, ew, ire, ear, ure</p> <p>Reading longer words and identifying tricky words by sight Phonic screening test</p> <p>Context around core texts and authors: Jar of Happiness, Cops and Robbers, Traditional Tales, Burglar Bill, George and the Dragon</p>	<p>they like and dislike.</p> <p>Context around core texts and authors: The Day the Crayons Quit. The Owl who was Afraid of the Dark</p>				
	Nursery	EY	1	2	3	4	5	6
Skills	Pupils discussing print and giving it meaning.	WORD READING Teach children to orally blend using	WORD READING	WORD READING Consolidate their phonics	WORD READING Applying their growing	WORD READING Apply their growing knowledge of root words,	WORD READING Apply their understanding of new words making	WORD READING Apply their understanding of



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		<p>'fred talk' and word time lessons.</p> <p>To enjoy rhyming and rhythmic activities.</p> <p>To show an awareness of rhyme and alliteration.</p> <p>To recognise rhythm in spoken words.</p> <p>To continue a rhyming string.</p> <p>To hear and say the initial sound in words.</p> <p>To segment sounds in simple words and blend them together and know which letter represents some of them.</p> <p>To link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>To use phonic knowledge to</p>	<p>Apply phonic knowledge to decode words.</p> <p>Speedily read all 40+ letters/groups for 40+ phonemes.</p> <p>Read accurately by blending taught GPC</p> <p>Read common exception words.</p> <p>Read common suffixes (-s, -es, -ing, -ed, etc.)</p> <p>Read multisyllable words containing taught GPCs.</p> <p>Read contractions and understanding use of apostrophe.</p> <p>Read aloud phonically-decodable texts</p>	<p>knowledge and apply it to new and unfamiliar texts</p> <p>To read year 1 and 2 common exception words</p> <p>Read accurately words of two or more syllables that contain the same graphemes.</p> <p>Read words containing common suffixes.</p> <p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>knowledge of root words, prefixes and suffixes taught in KS1 and Year 3, when reading aloud and explaining the meaning of new words.</p> <p>Reading some further exception words, noting the unusual correspondences between spelling and sounds and where these occur in the word.</p> <p>COMPRE-HENSION</p> <p>To use taught skills to use dictionaries to check meaning of words, when prompted.</p> <p>Predicting what might happen from details</p>	<p>prefixes and suffixes taught in KS1 to LKS2, when reading aloud and explaining the meaning of new words.</p> <p>Independently read further exception words, explaining the unusual correspondence between the spelling and sound and where these occur in the word.</p> <p>To explain which reading strategies support them and how.</p> <p>COMPRE-HENSION</p> <p>To use taught skills to use dictionaries to check meaning of words, when prompted.</p> <p>Predicting what might happen from details stated and implied.</p>	<p>reference to known root words, prefixes and suffixes taught throughout KS1 to Year 5.</p> <p>Apply their knowledge of morphology and etymology to explain unfamiliar words.</p> <p>COMPRE-HENSION</p> <p>Apply their understanding of how to use a dictionary to become increasingly more independent in checking the meaning of words that they have read.</p> <p>Predicting what might happen from details stated and implied.</p> <p>Asking questions to improve their understanding of the text ensuring a better</p>	<p>new words making reference to known root words, prefixes and suffixes taught throughout KS1 and KS2.</p> <p>They can apply their knowledge of morphology and etymology to explain unfamiliar words.</p> <p>COMPRE-HENSION</p> <p>Independently using dictionaries to check to meaning of words that they have read.</p> <p>To use their word knowledge to find synonyms for words in a whole text.</p> <p>Predicting what might happen from details stated and implied.</p>
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		<p>decode regular words and read them aloud accurately.</p> <p>COMPREHENSION</p> <p>To listen to stories with increasing attention and recall. To enjoy an increasing range of books. To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. To demonstrate understanding when talking with others about what they have read.</p> <p>INFERENCE</p> <p>To begin to</p>	<p>COMPREHENSION</p> <p>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>Being encouraged to link what they read or hear read to their own experiences.</p> <p>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>*recognising and joining in with</p>	<p>Read most words quickly and accurately, without overt sounding and blending,</p> <p>Read unfamiliar words accurately, automatically and without undue hesitation</p> <p>reread these books to build up their fluency and confidence in word reading</p> <p>COMPREHENSION</p> <p>Apply taught strategies for finding out the meaning of new and unfamiliar words</p> <p>Retrieve and record information from fiction and non-fiction, based on a</p>	<p>stated and implied.</p> <p>Asking questions to improve their understanding of a text</p> <p>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these. To explain the meaning of the words, making references to a section of text or paragraph.</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from</p>	<p>Asking questions to improve their understanding of a text</p> <p>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these.</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Drawing on what they already know or on background information and vocabulary to help deepen understanding of the text.</p>	<p>understanding the characters and their motivations</p> <p>Checking that the book makes sense to them, discussing their understanding and explaining the meaning of words in context. Using context clues to try and ascertain meaning of unfamiliar vocabulary.</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence, which may be found across different</p>	<p>Asking questions to improve their understanding of the text ensuring a better understanding the characters and their motivations</p> <p>Checking that the book makes sense to them, discussing their understanding and explaining the meaning of words in context. Using context clues to try and ascertain meaning of unfamiliar vocabulary.</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>Drawing inferences such</p>
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		<p>understand 'why' and 'how' questions. To answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>Prediction To anticipate key events and phrases in rhymes and stories. To suggest how a story might end.</p>	<p>predictable phrases</p> <p>Learning to appreciate rhymes and poems, and to recite some by heart.</p> <p>Discussing word meanings, linking new meanings to those already known.</p> <p>Understand both the books they can already read accurately and fluently and those they listen to by: Prediction what might happen on the basis of what has been read so far. Discussing the significance of the title and events. Asking wondering</p>	<p>specific question.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction.</p> <p>Discuss the sequence of events in books and how items of information are related.</p> <p>Identify non-fiction books that are structured in different ways.</p> <p>Recognise simple</p>	<p>their actions, and justifying inferences with evidence. Drawing on what they already know or on background information and vocabulary to help deepen understanding of the text.</p> <p>Identifying how language, structure and presentation contribute to meaning</p> <p>To retrieve and record information from fiction and non - fiction from a passage. To explain the difference between statements of fact and opinion. Retrieve, record and</p>	<p>Identifying how language, structure and presentation contribute to meaning</p> <p>To retrieve and record information from fiction and non - fiction from a passage. To explain the difference between statements of fact and opinion. Retrieve, record and present information from given texts</p> <p>To discuss, identify and evaluate words and phrases that capture the reader's interest and imagination from a page of text.</p>	<p>paragraphs or chapters of a text Drawing on what they already know or on background information, vocabulary and different known texts to help enrich understanding of what they are reading.</p> <p>Identifying how language, structure and presentation contribute to meaning</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Retrieve To retrieve and record information from a variety of text genres.</p>	<p>as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence which may be found across different paragraphs or chapters of a text.</p> <p>Drawing on what they already know or on background information, vocabulary and different known texts to help enrich understanding of what they are reading.</p> <p>Identifying how language, structure and presentation contribute to meaning</p>
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			<p>questions about what might happen next or why did the character do that.</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>Making inferences on the basis of what is being said and done.</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher.</p>	<p>recurring literary language in stories and poetry.</p> <p>Discuss and clarifying the meanings of words, linking new meanings to known vocabulary. Discuss their favourite words and phrases continuing 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>Understand both the books that they can already read accurately and fluently and</p>	<p>present information from given texts</p> <p>To identify words and phrases that capture the reader's interest and imagination from a short passage.</p> <p>Retrieve, record and present information from a variety of text genres.</p>		<p>To explain the difference between statements of fact and opinion using examples from the text.</p>	<p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Retrieve and record information from a variety of text genres.</p> <p>To explain the difference between statements of fact and opinion using examples from the text.</p>
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those that
they listen to
by:
Predicting what
might happen
on the basis of
what has been
read so far.
Answering and
asking
questions
Checking that
the text makes
sense to them
as they read
and correcting
inaccurate
reading
Making
inferences on
the basis of
what is being
said and done.
Drawing on
what they
already know or
on background
information and
vocabulary
provided by the
teacher.



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