

Progression Map - Reading



In age appropriate texts, children can:

Assessment areas	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonemic and Phonological awareness	-identifying and joining in with rhyming patterns. -Can clap the syllables in a word. -Identify the predictable phrases.	-Segments 3 to 4 multi-syllabic words and can tell how many syllables are in the words. -Some awareness of language features used within texts including predictable phrases and rhyme.	To continue to build on phonemic awareness to maintain listening skills.				
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Phonics	-Phonemes are represented with a range of symbols. - Can read CVC words accurately. -Can say a sound for each letter in the	-Accurately read all 40+ phonemes. -Segments CCVC and CVCC words (blends). -Responds speedily with the correct sound for all	-Uses knowledge of alternative pronunciations to read many unfamiliar words. - Reads accurately words of two or more syllables	-Using knowledge of alternative pronunciations to read most unfamiliar words.			

	alphabet and at least 10 digraphs.	40+ phonemes, including, where applicable, alternative pronunciations for graphemes. - Knows all consonants, consonant digraphs/trigraphs - Sound out many unfamiliar words accurately - Identify real and nonsense words	that contain the familiar grapheme-phoneme correspondences (GPCs).				
Assessment areas	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding of text	-Uses phonics knowledge to decode regular words and read them aloud accurately.	- Can read many common exception words without needing to blend out aloud.	- Can read most common exception words without needing to blend out aloud.	-Many common exception words (from the Y3/4 list) read accurately including	-Most common exception words (from the Y3/4 list) read accurately including	-Many common exception words (from the Y5/6 list) read accurately including	-Most common exception words (from the Y5/6 list) read accurately including those with unusual correspondences between

	-Can read some common irregular words. -Can read aloud and make sense of simple sentences and books that are consistent with their phonic knowledge, including some common exception words/ high frequency words.	-Can read some words with prefixes and suffixes (in line with the statutory requirements for spelling) and build on the root words that can be read already to ascertain meaning.	-Can read many words with suffixes (in line with the statutory requirements for spelling) and build on the root words that can be read already to ascertain meaning.	- those with unusual correspondences between spellings and sounds. - Can read many words with prefixes and suffixes (in line with the statutory requirements for spelling Y3/4) and build on the root words that can be read already to ascertain meaning.	- those with unusual correspondences between spellings and sounds. -Can read most words with prefixes and suffixes (in line with the statutory requirements for spelling Y3/4) and build on the root words that can be read already to ascertain meaning.	- those with unusual correspondences between spellings and sounds. -Can read many words with prefixes and suffixes (in line with the statutory requirements for spelling Y5/6) and build on the root words that can be read already to ascertain meaning.	- spellings and sounds. -Can read most words with prefixes and suffixes (in line with the statutory requirements for spelling Y5/6) and build on the root words that can be read already to ascertain meaning.
Blending and Fluency	-Can sight read some high frequency words. -Can blend some sounds aloud.	-Blends CCVC and CVCC into a words (blends). -Can read accurately by blending the sounds in words that contain the graphemes	- To read accurately by blending sounds in unfamiliar words. -Can read fluently and automatically books matched	-Able to read many words effortlessly and work out how to pronounce unfamiliar words with increasing automaticity.	-Able to read most words effortlessly and work out how to pronounce unfamiliar words with increasing automaticity.	-Able to demonstrate an increasing fluency across all subjects and not just in English.	-Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear.

		taught, especially recognising alternative sounds for graphemes. -Reads fluently and confidently books which are matched to phonic knowledge.	to phonic knowledge. -Demonstrate they can read accurately with fluency that is sufficient for them to focus on understanding what they read rather than on decoding individual words. -Can appreciate and recite some poems with appropriate intonation.		-To prepare readings with appropriate intonation to show their understanding.		
Assessment areas	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Literal response to text	-Recall some simple points from familiar texts. -Some pages/sections of interest are located (e.g. favourite characters/events/).	-Some specific information is recalled, e.g. names of characters, main events. -Generally clear about where to locate information, e.g. about	-Can discuss the sequence of events in stories and how items are related in non-fiction. Can identify key points in a non-fiction text. -Summarise what has	-Relevant points are identified in a non-fiction text and the importance explained. -Identifying the most relevant points from a text,	-Identifying the main ideas drawn from more than one paragraph and summarising these. -Clearly summarise the main	-To move easily across a text (using skills of skimming and scanning) to locate information and answer literal questions.	-Relevant points are clearly identified, including summary and synthesis of information from different sources or different places in the text. -Literal responses incorporate

	information/pictures). -Recognising and joining in with predictable phrases. -Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	characters or information on topics. -Become familiar with key stories. - Able to sequence some familiar stories that have been read and discussed with them or that they have acted out. -Recognising simple recurring literary language in stories and poetry.	happened so far in a story. -generally secure understanding of literal events in whole texts. -Check the text makes sense as they read and correcting inaccurate reading. -Recognise when a literal response to a question is required. -Literal responses to texts that are structured in different ways. -Answering and asking simple literal questions. -Some literal responses may be backed up with evidence from the text.	including those selected from different places in the text. -Retrieve and record appropriate information from a non-fiction book. - Literal responses mostly supported by evidence from the text or quotation.	ideas from specific chapters.	-To summarise main and supporting ideas within specific chapters and paragraphs. -Asking, as well as answering, literal questions of a range of texts.	appropriate textual reference and quotation to support their main argument or ideas. -They show an increased ability to draw on knowledge of other sources to develop a point being made.
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Assessment areas	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Deduction and Inferential response to text	-Can demonstrate understanding when talking to others about what they have read. To develop the foundation of prediction - can listen to stories accurately anticipating key events.	Predict what might happen on the basis of what has been read to them.	-Able to answer questions in discussion with the teacher and make simple inferences about a book that is known to them. -Justify their views about what has been read based on deductions of characters' feelings and behaviours. -Identify cause and effect in both narrative and non-fiction (e.g. what has prompted a character's behaviour in a	-To provide inferential responses from different parts of a story, considering how the viewpoint of the reader may change. - Recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories	-Identify simple themes identified within similar texts. -Able to deduce and infer information and provide evidence in the text to support opinions on characters and their actions.	-Recognise themes in what is read, such as loss or heroism. - Compare characters, settings, themes and other aspects of what is read. -Provides reasoned justifications for their views about a book. - Can make inferences based on evidence from different points in the text and	- Can provide developed explanations for key information and events and for characters' actions and motivations. - Make deductive and inferential responses drawing on evidence from more than one text.

			story; why certain dates are commemorated annually in a non-fiction text). - Ask relevant questions, requiring an inferential response linked to different types of text. - Predict what will happen on the basis of what they have read. -To understand the difference between a literal and a deductive/inferential response.	and folk tales. - Able to draw inferences such as inferring characters' feelings, thoughts and motivations from their actions, and justify their inferences with evidence. - Can predict what might happen from details stated and implied.		account for the facts and opinions. To understand the difference between a deductive and an inferential response.	
Assessment areas	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding	To identify, through images	To understand the impact of	To recognise the impact of a	-Uses their knowledge	-Awareness and	-Recognises the key	-Discuss the purpose(s) of the

authorial techniques	why something has been included.	a text/illustration – how has the author/illustrator made you feel/think/question? -Awareness that texts can be structured in a certain order.	text/illustration and state how the author/illustrator has achieved this. -Identify the words and phrases which engage the reader. -Comment on general text structure and presentation. - Awareness that texts are structured in different ways. -To identify the plot structure of a story. -Recognises language features used within texts; including recurring words and phrases for effect. Recognises the features of non-fiction, such as the use of bullet	of authorial techniques to apply these in their own writing. -Understands how written language can be structured such as how to build surprise in narratives and the characteristic features of non-fiction. -Can identify the key organisational features of the text. -Recognise the conventions of different types of writing such as the greeting in letters, a diary written in the first person or the	identification of some different conventions used across a range of texts. -Understands some of the technical and figurative language terms needed for discussing what is heard and read such as metaphor, simile, analogy, imagery, style and effect.	conventions used across a range of text types. -Awareness of the writers' viewpoint and how the author has achieved this. -Begin to use metalanguage to explain language features.	language that is read and understand why sentences are constructed as they are. Justify the author's choice in the use of a specific technique/vocabulary. -Identify / explain how the choice of language enhances the meaning of texts. Identify and explain the impact on the reader of a range of plot structures.
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			points and subheadings.	use of presentation al devices such as numbering and headings in instructions			
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Wider reading and connecting texts	-To look at books and listen to stories. -Able to join in with familiar stories, rhymes, poems and non-fiction texts -Can select their own stories and justify the selection.	-Can listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. -Discuss the significance of the title and main events. -Able to participate in discussions about what is read to them and listens to what others have to say. -Can listen to stories, poems and non-fiction that cannot yet be read independently. -Able to read books selected independently. -To bring knowledge and understanding	Consider the information understood and check it makes sense in the context of what they already know about the topic. -Can retell a range of stories, fairy stories and traditional tales. -Understands that non-fiction books are structured in different ways. -Can listen to and discuss a wide range of stories, poems, plays and information books. -Able to respond to text and discuss their preferences with reference to their favourite characters and	-Justify their views about books written at an age appropriate interest level. -Can take part in a discussion about texts, considering the opinions of others. -Able to listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks . -Able to read books that are structured in different ways and read for a range of purposes.	-Can read, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, making connections where appropriate. - Recommend books to others, giving reasons for their choices; state preferences.	-Accurately identify the purpose of different texts. -Increases 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. -Decides on the quality and effectiveness of a text by skimming to gain an impression.	-Applies the skills of information retrieval e.g. in reading history, geography and science textbooks, and in contexts where they are motivated to find out information, reading leaflets before a gallery or museum visit or a theatre review. - Explain their understanding of what they have read, including through formal presentation and debates, maintaining a focus on the topic.
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		from texts read in a range of contexts – home and school.	to books with similar themes. -Exercise their choice in selecting books at an appropriate pitch. -Make appropriate comparisons between texts.	To make connections between a range of texts.			
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