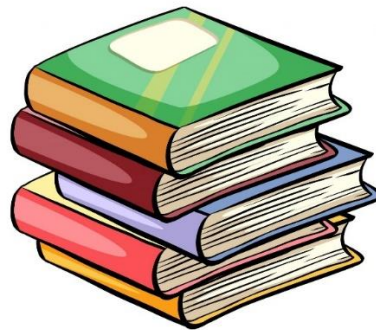




Our Lady of Lourdes RCPS

Whole School Reading Progression Map



Word Reading	EYFS (30-50 months to ELGs)	Key Stage 1		Key Stage 2			
	30-50 months 40-60 months Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and Decoding	To enjoy rhyming and rhythmic activities To show an awareness of rhyme and alliteration To recognise rhythm in spoken words	To apply phonic knowledge and skills as a route to decode words. To blend sounds in unfamiliar words using the GPC's that they have been taught.	To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.	To use phonic knowledge to decode quickly and accurately (may still need support to read longer, unknown words) 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.	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill recognising their meaning through contextual cues. 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.	To read fluently with full knowledge of all Y5/6 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.
	To continue a rhyming string To hear and say the initial sound in words	To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.	To read accurately by blending the sounds in words that contain the graphemes taught so far especially recognising alternative sounds for graphemes.				
	To segment the sounds in simple words, blend them together and know which letter represents some of them.	To read words containing taught GPCs. To read words containing –s, -es,	To accurately read most words of two or more syllables.	To apply their growing knowledge of root words and			

	To link sounds to letters, naming and sounding the letters of the alphabet. To use phonic knowledge to decode regular words and read them aloud accurately.	-ing, -ed and –est endings To read words with contractions, e.g. I'm, I'll and we'll	To read most words containing common suffixes.	suffixes/word endings including –ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and –cian to read aloud.			
Common Exception Words	To read some common irregular words	To read Y1 common exception words noting unusual correspondences between spelling and sound and where these occur in words.	To read most Y1 and Y2 common exception words noting unusual correspondences between spelling and sound and where these occur in the word.	To begin to read Y3/4 exception words	To read all Y3/4 exception words, discussing the unusual correspondences between spelling and where these occur in the word.	To read most Y5/6 exception words discussing the unusual correspondences between spelling and sound and where these occur in the word.	
Fluency	To show interest in illustrations and print in books and print in the environment. To recognise familiar words and	To accurately read texts that are consistent with their new developing phonic knowledge that are fully decodable and do not require	To read aloud books (closely matched to their growing phonic knowledge) sounding out unfamiliar words accurately,	At this stage, teaching of comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of a rich vocabulary.			

	signs such as own name and advertising logos. To look at and handle books independently (hold books the correct way up and turn pages) To ascribe meaning to marks that they see in different places. To begin to break the flow of speech into words. To begin to read words and simple sentences. To read and understand simple sentences.	the use of other strategies. To reread texts to build up fluency and confidence in word reading.	automatically and without hesitation. To reread these books to build up fluency and confidence in word reading. To read words accurately and fluently without overt sounding and blending e.g. at over 90 words per minute in age-appropriate texts.	
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Reading Comprehension	EYFS (30-50 months to ELGS)	Key Stage 1		Key Stage 2			
	30-50 months 40-60 months Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding and correcting inaccuracies	To know that print carries meaning and in English is read from left to right and top to bottom. To understand humour e.g. nonsense rhymes, jokes.	To check that a text makes sense to them as they read and to self-correct.	To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. To check that the text makes sense to them as they read and to correct inaccurate reading.				
Reading for Pleasure Listening to and discussing texts	To listen to stories with increasing attention and recall. To anticipate key events and phrases in stories.	To listen and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can	To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read	To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	To discuss and compare texts from a wide variety of genres and writers. To read for a range of purposes.	To read a wide range of genres, identifying the characteristics of text types (such as the use of first person in writing diaries and	To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including

Comparing, contrasting and commenting	To begin to be aware of the way stories are structured.	read independently. To link what they have read or have had read to them to their own experiences.	independently) and those that they can read for themselves, explaining their understanding and expressing their views.	To use appropriate terminology when discussing texts (plot, character, setting).	To identify themes and conventions in a wide range of books.	autobiographies) and differences between text types. To participate in discussions about books that are read to them and those they can read themselves building on their own and others' ideas and challenging views courteously.	myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. 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
	To describe main story settings, events and principal characters.	To retell familiar stories in increasing detail.	To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.		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 first person or the use of presentational devices such as numbering and headings)	To identify main ideas drawn from more than one paragraph and to summarise these.	To listen to
	To enjoy an increasing range of books.	To join in with discussions about a text, taking turns and listening to what others say.	To discuss the sequence of events in books and how items of information are related.		To identify how language, structure and presentation contribute to meaning.	To recommend texts to peers based on personal choice.	maintaining a focus on the topic and using notes where necessary.
	To follow a story without pictures or props.	To discuss the significance of titles and events.			To identify main ideas drawn from more than one		To listen to guidance and
	To listen to stories accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.	To recognise simple recurring literary language in stories and poetry.					

		To ask and answer questions about a text. To make links between the text they are reading and other texts they have read (in texts they can read independently).			paragraph and summarise these.		feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions. To draw out key information and to summarise the main ideas in a text. To distinguish independently between statements of fact and opinion providing reasoned justifications for their views. To compare characters, settings and themes within a text and across
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							more than one text.
Developing Vocabulary Words in context and authorial choice	To build up vocabulary that reflects the breadth of their experiences To extend vocabulary especially by grouping and naming, exploring the meaning and sounds of new words. To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.	To discuss word meaning and link new meanings to those already known.	To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To discuss their favourite words and phrases.	To check that the text makes sense to them, discussing their understanding and explaining the meanings of the words in context. To discuss author's choice of words and phrases for effect. To identify vocabulary that captures the reader's interest.	Discuss vocabulary used to capture readers' interest and imagination.	To discuss vocabulary used by the author to create effect including figurative language. To evaluate the use of authors' language and explain how it has created an impact on the reader.	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. To identify and evaluate the effectiveness of an author's choice and use of language, explaining the impact on the reader.
Inference and Prediction	To suggest how a story might end. To begin to understand "why"	To begin to make simple inferences. To predict what might happen on the basis of what	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	To draw inferences from characters' feelings, thoughts and motives that justify their actions, supporting their	To draw inferences from characters' feelings, thoughts and motives with supporting evidence.	To consider different accounts of the same event and to discuss viewpoints (both of authors and of

	and "how" questions. To answer "how" and "why" questions about their experiences and in response to stories or events.	has been read so far.	To predict what might happen on the basis of what has been read so far in a text.	on characters' feelings, thoughts and motives. To justify predictions using evidence from the text.	views with 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.	fictional characters). To discuss how characters change and develop through texts by drawing inferences based on indirect clues.
Poetry and Performance	To listen to and join in with stories and poems one to one and in small groups To join in with repeated refrains in rhymes and stories To use intonation, rhythm and phrasing to make the meaning clear to others. To develop preference for	To recite simple poems by heart.	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.	To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. To begin to use appropriate intonation and volume when reading aloud. To begin to recognise different forms of poetry (e.g. free verse or narrative poetry)	To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). 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.	To continually show an awareness of audience when reading out loud using intonation, tone, volume and action. To learn a wider range of poetry by heart.	To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.

	forms of expression. To play cooperatively as part of a group to develop and act out a narrative. To express themselves effectively, showing awareness of listeners' needs.						
Non- fiction Structure and Organisation	To know that information can be relayed in the form of print. To know that information can be retrieved from books and computers.		To recognise that non-fiction books are often structured in different ways.	To retrieve and record information from non-fiction texts using contents and glossary to locate it.	To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information. To use dictionaries to check the meaning of words that they have read.	To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts. To distinguish between fact and opinion.	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 information leaflets before a gallery or museum visit or reading a theatre programme or review) To recognise bias, fact and opinion.
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