



## Reading Progression Map

EYFS milestones			
	Nursery	Reception 1	Reception 2
<p><b>Reading</b></p> 	<p>Pretends to read books.</p> <p>Understands how books should be handled.</p> <p>Names some objects in a book.</p> <p>Talks about characters in books.</p> <p>Is able to fill in gaps in familiar books. Listens to stories.</p> <p>Asks adults to read or write with them.</p> <p>Begins to pay attention to specific print such as the first letters of their names.</p>	<p>Enjoys listening to and joining in with stories.</p> <p>Uses language from stories.</p> <p>Understands that print carries a message.</p> <p>Understands that print is read left to right and top to bottom.</p> <p>Makes attempts to read and write. Identifies familiar signs and labels. Participates in rhyming games.</p> <p>Can count or clap syllables.</p> <p>Recognises initial sounds.</p>	<p>Reads simple phrases and sentences.</p> <p>Enjoys a range of books.</p> <p>Knows that information can be retrieved from books.</p> <p>Retells simple stories.</p> <p>Can describe settings, events and characters in some detail.</p> <p>Uses vocabulary they have heard in books.</p> <p>Is developing phonological awareness.</p> <p>Shows familiarity with rhyming and beginning sounds.</p>


		Says the sounds for individual letters.	<p>Reads some high-frequency words.</p> <p>Is beginning to blend and segment sounds.</p>
<p><b>Communication and language</b></p> <p>Enjoy </p>	<p>Enjoys listening to stories.</p> <p>Enjoys rhymes and songs.</p> <p>Uses sentences of around 4-6 words</p> <p>Talks to themselves when playing (using language to think).</p> <p>Speaks differently in different contexts (apparent in imaginative play).</p> <p>Can describe what is happening, express ideas and start conversations.</p> <p>Communication is developing but may have problems with irregular tenses and plurals.</p>	<p>Understands the importance of listening.</p> <p>Has an extensive vocabulary.</p> <p>Sometimes joins longer sentences with because (cause and effect).</p> <p>Retells stories and sequences events.</p> <p>Often gives a running commentary during play.</p> <p>Sometimes blurs boundaries between fact and fiction.</p> <p>Speech is generally fully intelligible but there may be some incorrect pronunciation. Enjoys non-fiction books, especially an</p>	<p>Uses a wide range of vocabulary appropriately.</p> <p>In general, structures sentence correctly (grammar is sometimes incorrect).</p> <p>Picks up and uses language from TV shows and books.</p> <p>Questions are usually precise.</p> <p>Offers opinions.</p> <p>Is still learning about the more subtle uses of language, e.g., metaphor and irony.</p>

	<p>May have problems pronouncing the phonemes r, j th, w ch and sh.</p> <p>Generally, uses pronouns correctly.</p> <p>Asks lots of questions.</p>	<p>area they are interested in, e.g., dinosaurs.</p> <p>Asks a large number of questions.</p> <p>Uses language for a variety of purposes.</p>	
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Word Reading						
	Key Stage 1			Key Stage 2		
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Phonics and decoding</b>	<p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>To respond speedily, giving the correct sound to</p>	<p>To 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>To read accurately by blending the sounds in words that contain the</p>	<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-,</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>To apply their growing knowledge of</p>	<p>To read fluently with full knowledge of all Y5/ Y6 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.</p>

	<p>graphemes for all of the 40+ phonemes.</p> <p>To read words containing taught GPCs.</p> <p>To read words containing -s, -es, -ing, -ed and -est endings.</p> <p>To read words with contractions, e.g. I'm, I'll and we'll.</p>	<p>graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables.</p> <p>To read most words containing common suffixes.</p>	<p>re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.</p> <p>To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.</p>		<p>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.</p>	
<b>Common Exception Words and statutory word lists</b>	To read Year 1 common exception words, noting unusual	To read Year 1 and Year 2 common exception words, noting	To begin to read further exception words, noting the unusual	To read further exception words, noting the unusual correspondences		

	<p>correspondences between spelling and sound and where these occur in words.</p>	<p>unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>correspondences between spelling and sound, and where these occur in the word.</p>	<p>between spelling and sound, and where these occur in the word.</p>		
<p><b>Fluency</b></p>	<p>To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</p> <p>To reread texts to build up fluency and confidence in word reading.</p>	<p>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>To reread these books to build up fluency and confidence in word reading.</p> <p>To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</p>	<p>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>To reread these books to build up fluency and confidence in word reading.</p> <p>To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</p>	<p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</p> <p>Where needed, fluency may need to be developed within Key Stage 2, depending on the needs and ability of the children.</p>		

Reading Comprehension						
	Key Stage 1		Key Stage 2			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 <b>Define</b>	<p>Discuss word meaning and link new meanings to those already known.</p> <p>Recognise and join in with predictable phrases.</p>	<p>Discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>Discuss their favourite words and phrases.</p> <p>Begin to use a range of skills to identify the meaning of</p>	<p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Apply their growing knowledge of root words, prefixes and suffixes to</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes to understand the meaning of new words they meet.</p> <p>Identify unfamiliar vocabulary and adopt appropriate strategies to locate or infer</p>	<p>Apply their growing knowledge of grammar, morphology and etymology to understand the meaning of new words that they meet in context.</p> <p>Give increasingly precise explanations of word meanings that fit with the context of the</p>	<p>Apply their growing knowledge of grammar, morphology and etymology to understand the meaning of new words that they meet in context.</p> <p>Ask questions to help clarify their understanding of vocabulary.</p>


		<p>unknown words to help place them into context.</p>	<p>understand the meaning of new words they meet.</p> <p>Use dictionaries to check the meaning of words that they have read.</p> <p>Find the meaning of new words using substitution within a sentence.</p> <p>Explaining the meaning of words in context. Begin to discuss language to extend their interest in the</p>	<p>the meaning, including re-reading surrounding sentences and/or paragraphs to identify an explanation or develop a sensible inference. Explain the meaning of words in given contexts. Discuss language to extend their interest in the meaning and origin of words.</p> <p>Use dictionaries to</p>	<p>text they are reading.</p> <p>In persuasive writing and other texts investigate how language is used to present opinion. Distinguish between fact, opinion and fiction in different texts.</p> <p>Identify figurative language devices.</p>	<p>Check the plausibility and accuracy of their explanation of, or inference about, a word meaning. In autobiography, biographical and in texts written for mixed purpose (leaflets that are both informative and persuasive), distinguish between fact, opinion and fiction.</p>
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			<p>meaning and origin of words</p>	<p>check the meaning of words that they have read.</p> <p>Discuss new and unusual vocabulary and clarify the meaning of these.</p> <p>Find the meaning of new words using the context of the sentence.</p>		<p>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.</p> <p>Identify and evaluate the effectiveness of an author's choice and use of language, explaining the impact on the reader.</p>
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<p>Answer a question about what has just happened in a story.</p> <p>Develop their knowledge of retrieval through images.</p> <p>Recognise characters, events, titles and information.</p> <p>Recognise differences between fiction and non-fiction texts.</p> <p>Retrieve information by</p>	<p>Independently read and answer simple questions about what they have just read.</p> <p>Asking and answering retrieval questions.</p> <p>Remember significant event and key information about the text that they have read.</p>	<p>Use contents page and subheadings to locate information.</p> <p>Learn the skill of 'skim and scan' to retrieve details.</p> <p>Begin to use quotations from the text.</p> <p>Retrieve and record information from a fiction text.</p> <p>Retrieve information from a non-fiction text.</p>	<p>Confidently skim and scan texts to record details, using relevant quotes to support their answers to questions.</p> <p>Retrieve and record information from a fiction or non-fiction text.</p>	<p>Confidently skim and scan, and also use the skill of reading before and after to retrieve information.</p> <p>Use evidence from across larger sections of text.</p> <p>Read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts.</p>	<p>Children confidently skim and scan, and also use the skill of reading before and after to retrieve information. They use evidence from across whole chapters or texts.</p> <p>Read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts.</p>
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	<p>finding a few key words.</p> <p>Contribute ideas and thoughts in discussion.</p>				<p>Retrieve, record and present information from non-fiction texts.</p> <p>Ask my own questions and follow a line of enquiry.</p>	<p>Retrieve, record and present information from a wide variety of non-fiction texts.</p> <p>Children ask their own questions and follow a line of enquiry.</p>
<p>Infer </p>	<p>To begin to make simple inferences.</p> <p>Answer simple 'why' questions about pictures.</p> <p>Answer 'why' questions requiring basic inference.</p>	<p>To make inferences on the basis of what is being said and done.</p> <p>Make inferences about characters from the text.</p> <p>Make inferences about</p>	<p>To ask and answer inference questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p>	<p>To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.</p>	<p>To draw inferences from characters' feelings, thoughts and motives with supporting evidence.</p> <p>Using a piece of evidence (e.g. a section</p>	<p>To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).</p> <p>To discuss how characters</p>

		<p>characters and events from the text.</p> <p>Make inferences about characters and events referring to specific evidence from the text.</p>	<p>Understand how what a character says or does impacts on other characters, or on events described in the narrative.</p> <p>Make inferences around characters actions.</p> <p>Make inferences around characters thoughts, feelings and actions. Justify with evidence from the text.</p>	<p>Deduce the reasons for the way that characters behave from scenes across a short story.</p> <p>Make inferences not immediately obvious from the text.</p> <p>Justify responses to the text using a point provided by the teacher, children find supporting evidence.</p>	<p>of speech, or description of a character's behaviour), make inferences around the character's thoughts and feelings. Create responses to the text using evidence and an explanation.</p> <p>Make inferences around characters' thoughts and feelings from their actions and justify inferences with evidence.</p>	<p>change and develop through texts by drawing inferences based on indirect clues.</p> <p>Using evidence, (e.g. the author's description, and from characters' actions and dialogue), infer characters' thoughts and feelings. Justify responses to the text using point, evidence and explanation. Using a point provided,</p>
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				<p>Make inferences and justify with evidence. Teacher provides a piece of evidence from the text for exploration and asks what point is made.</p> <p>Independently make inferences and justify with evidence. Justify responses to the text using a range of evidence</p>	<p>Answer questions and justify responses to the text using evidence and an explanation.</p> <p>Make inferences about characters' motives and justify inferences with references to characters' thoughts and feelings. Answer questions and justify responses,</p>	<p>children find supporting evidence and explain using their own words. Infer characters' motives from their actions. Justify opinions and elaborate by referring to the text.</p> <p>Understand what is implied about characters through the way they are presented, including through the use of a narrator or narrative voice, explaining how</p>
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				<p>statements, provided by the teacher, and summarise the point.</p>	<p>opinions and elaborate by referring to the text using evidence.</p> <p>Understand what is implied about characters and make judgements about their motivations and attitudes from the dialogue and descriptions.</p>	<p>this influences the readers' view of characters.</p>
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<p>Sequence</p> 	<p>Retell story read or heard, parts of a story using props e.g. puppets/ small world/ series of pictures.</p>	<p>Orally retell a wider range of stories using actions and visual cues from the story.</p>	<p>Retell a wide range of stories orally using actions and visual cues.</p>	<p>Retell a wide range of texts orally which is balanced and clear.</p>	<p>Sequence sections/ outlines of unknown texts based upon knowledge of genre features.</p>	<p>Manipulate sections of stories to create and explore more complex narratives e.g. dual narration, flash back.</p>
<p>Summarise</p> 	<p>Sequence pictures for the beginning, middle and end of a story read.</p> <p>Identify and discuss the setting and names of the characters in a story.</p>	<p>Sequence events from a story, explaining reasons for choices.</p> <p>Explain and discuss the key information from what is seen or read (link to sequencing).</p>	<p>Sequence pictures or texts from a story or non-fiction text read justifying reasons for choices.</p> <p>Summarise orally and in writing the main points from a paragraph using a wider range of prompts.</p>	<p>Show understanding of the text by sequencing a selection of unknown text so that they make sense as a whole, justifying reasons for choices.</p> <p>Summarise orally and in writing the main points from several paragraphs or</p>	<p>Identify the main ideas from several paragraphs and provide key additional information from a section of the text to support this.</p>	<p>Identify the main idea from across several paragraphs or sections of the text and provide key additional information from the text to support this.</p> <p>Summarise the themes or viewpoints for different texts.</p>


				sections of a text.		
	<p>Predict what might happen on the basis of what has been read so far.</p> <p>Predict whether a book will be story or non-fiction based upon the cover and title</p>	<p>Predict what might happen on the basis of what has been read so far in a text.</p> <p>Make predictions prior to reading based upon the title, cover and skim reading of illustrations.</p>	<p>Justify predictions using evidence from the text.</p> <p>Make predictions prior to reading based upon the title, cover and skim reading of illustrations, contents page and headings.</p> <p>Make predictions based upon</p>	<p>Justify predictions from details stated and implied.</p> <p>Make predictions prior to reading about the likely type of characters or events in a story based upon the front cover, title,</p>	<p>Make predictions based on details stated and implied, justifying them in detail with evidence from the text.</p> <p>Make predictions about characters</p>	<p>Make predictions based on details stated and implied, justifying them in detail with evidence from the text.</p> <p>Make predictions about characters, plots and themes of</p>




		<p>Make predictions using experience of reading books based on other familiar texts.</p>	<p>events and actions of characters so far in a story.</p> <p>Make predictions drawing upon knowledge from other texts.</p> <p>Make predictions based upon background knowledge of the topic.</p>	<p>knowledge of the author and different genres of writing.</p> <p>Make plausible predictions based upon events and actions of characters so far in a story - identifying evidence in the text.</p> <p>Make predictions drawing upon knowledge from other texts.</p>	<p>based upon reading so far - identifying a range of evidence within and beyond the text to support opinion.</p> <p>Categorise predictions as likely/unlikely based upon what has been read so far.</p>	<p>stories based upon knowledge of fiction genres and other books by the same author.</p> <p>Make predictions using evidence stated and implied.</p>
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		<p>Investigate traditional story language, e.g. story openers, endings and language to show time.</p> <p>Speculate about why an author might have chosen a particular word and what was the desired effect, by considering alternative synonyms.</p>	<p>Discuss the language used to create significant aspects of a text; opening, build up, atmosphere and how a writer implies as well as tells.</p> <p>Discuss author's choice of words and phrases that describe and create impact; adjectives and expressive verbs.</p>	<p>Understand how writers use figurative and expressive language to create images and atmosphere; create moods, build tension, describe attitudes or emotions.</p> <p>Discuss the meaning of similes.</p>	<p>Discuss the meaning of figurative language (metaphors and similes) and idiomatic words and phrases used in a text, beginning to explain the purpose and impact of such choices.</p> <p>Investigate how writers use words and phrases for effect; to persuade, to convey feelings, to entice a reader to continue.</p>	<p>Identify and discuss idiomatic phrases, expressions and comparisons (metaphors, similes and embedded metaphors), using appropriate technical vocabulary.</p> <p>Consider how authors have introduced and extended ideas about characters, events or topics through language choice.</p>
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						Comment critically on how a writer uses language to imply ideas, attitudes and points of view.
	Recognise and join in with predictable phrases.	Discuss their favourite words and phrases from the text.	<p>Discuss words and phrases that capture the reader's interest and imagination.</p> <p>Identify how language choices help build meaning.</p>	<p>Discuss words and phrases that capture the reader's interest and imagination giving reasons for their choices.</p> <p>Explain why the author has used a particular word or phrase.</p>	<p>Discuss how language contributes to the overall meaning.</p> <p>Discuss how authors use figurative language and the impact of these on the reader.</p> <p>Compare the impact of different language</p>	<p>Explain how words and phrases create a particular mood, feeling or attitude.</p> <p>Consider the impact on the reader of a range of vocabulary and language devices.</p> <p>Compare the impact of language</p>

					devices within a text.	devices across texts.
 <p>Compare</p>	<p>Being encouraged to link what they read or hear read to their own experiences.</p> <p>Understand the difference between fiction and non-fiction.</p> <p>Begin to identify similar and repeated</p>	<p>Discussing the sequence of events in books and how items of information are related.</p> <p>Being introduced to non-fiction books that are structured in different ways.</p> <p>Identify and describe some</p>	<p>Identifying themes and conventions in a wide range of books.</p> <p>Reading books that are structured in different ways and reading for a range of purposes.</p> <p>Compare and contrast features</p>	<p>Identifying themes and conventions in a wide range of books.</p> <p>Reading books that are structured in different ways and reading for a range of purposes.</p>	<p>Making comparisons within and across books.</p> <p>Reading books that are structured in different ways and reading for a range of purposes.</p> <p>Identifying and discussing</p>	<p>Making comparisons within and across books.</p> <p>Reading books that are structured in different ways and reading for a range of purposes.</p> <p>Identifying and discussing</p>

	<p>language which occurs in more than one story e.g once upon a time.</p> <p>Link reading to personal experiences.</p>	<p>differences between fiction and non-fiction books.</p> <p>Compare and contrast two or more versions of the same story e.g. two versions of the same story.</p> <p>Compare and contrast language within a type of story read e.g. traditional tales - one early morning/ once upon a time.</p> <p>Discuss the sequence of</p>	<p>of stories read e.g. characters, settings, openings, endings.</p> <p>Compare and contrast two or more versions of the same story e.g. comparing a play script of a story to the narrative.</p> <p>Identify and compare themes of fictional stories</p>		<p>themes and conventions in and across a wide range of writing.</p> <p>Identify, compare and contrast the features of a range of different forms of poetry, non-fiction and fiction.</p> <p>Compare and contrast purpose and viewpoint and evaluate the usefulness of each source.</p> <p>Begin to compare and</p>	<p>themes and conventions in and across a wide range of writing.</p>
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		<p>events in stories.</p> <p>Discuss how items of information are related in a book.</p> <p>Make links between current and prior reading</p>			<p>contrast authors' styles.</p> <p>Compare how a common theme is presented in a range of texts.</p> <p>Compare the language of poetry, prose and non-fiction for the same theme or information.</p>	
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Poetry and Performance						
	Key Stage 1		Key Stage 2			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	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 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,	To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.  Identify, compare and contrast the features of a range of poetry.	To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.

				tone, volume and action) to show awareness of the audience when reading aloud.		
<b>Non-Fiction</b>						
	<b>Key Stage 1</b>		<b>Key Stage 2</b>			
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	To know that information can be retrieved from non-fiction books. To name some features of non-fiction books such as contents, index	To recognise that non-fiction books are often structured in different ways.	To retrieve and record information from non-fiction texts.	To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.	To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.	To retrieve, record and present information from non-fiction texts.  To use non-fiction materials for purposeful



				<p>To use dictionaries to check the meaning of words that they have read.</p>		<p>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).</p>
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