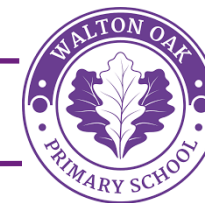




READING

Progression Map



READING PROGRESSION MAP

YEAR 1

- Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently.
- Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to talk about events in what is read or heard read and link them to his/her own experiences.
- Develop pleasure in reading, motivation to read, vocabulary and understanding by joining in with predictable phrases.
- Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
- Develop pleasure in reading, motivation to read, vocabulary and understanding by learning to appreciate rhymes and poems, and to recite some by heart.
- Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing word meanings, linking new meanings to those already known.
- Understand both the books he/she can already read accurately and fluently and those he/she listens to by drawing on what is already known or on background information and vocabulary provided by the teacher.
- Understand both the books he/she can already read accurately and fluently and those he/she listens to by checking that the text makes sense as he/she reads and corrects inaccurate reading.

FLUENCY / READING FOR PLEASURE Progression Map

YEAR 3

- Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays and non-fiction.
- Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways.
- Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.
- Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes in books.
- Maintain positive attitudes to reading and understanding of what he/she reads by reading aloud poems and perform play scripts.
- Maintain positive attitudes to reading and understanding of what he/she reads by discussing words that capture the reader's interest and imagination.

YEAR 2

- 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 at a level beyond that at which he/she can read independently.
- Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related.
- Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.
- Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising simple recurring literary language in stories and poetry.
- Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing and clarifying the meanings of words, linking new meanings to known vocabulary.
- Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing his/her favourite words and phrases
- Develop pleasure in reading, motivation to read, vocabulary and understanding by continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.
- Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by drawing on what he/she already knows or on background information and vocabulary provided by the teacher.
- Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by checking that the text makes sense to him/her as he/she reads and corrects inaccurate reading.



READING PROGRESSION MAP

YEAR 4

- Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Maintain positive attitudes to reading and understanding of what he/she reads by reading for a range of purposes
- Maintain positive attitudes to reading and understanding of what he/she reads by using dictionaries to check the meaning of words that he/she has read.
- Maintain positive attitudes to reading and understanding of what he/she reads by reading a wide range of books, including fairy stories, myths and legends, and retell some of these orally.
- Maintain positive attitudes to reading and understanding of what he/she reads by discussing words and phrases that capture the reader's interest and imagination.
- Maintain positive attitudes to reading and understanding of what he/she reads by recognising some different forms of poetry e.g. free verse, narrative poetry.
- Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes and conventions in a wide range of books.

FLUENCY / READING FOR PLEASURE Progression Map

YEAR 6

- Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways and reading for a range of purposes.
- Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including from our literary heritage and books from other cultures and traditions
- Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in and across a wide range of writing.
- Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within and across books.
- Maintain positive attitudes to reading and understanding of what he/she reads by learning a wider range of poetry by heart.
- Read age-appropriate books, including whole novels, with confidence and fluency.

YEAR 5

- Maintain positive attitudes to reading and understanding of what he/she reads by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Maintain positive attitudes to reading and understanding of what he/she reads by increasing 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.
- Maintain positive attitudes to reading and understanding of what he/she reads by recommending books that he/she has read to his/her peers, giving reasons for their choices.
- Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in writing.
- Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within a book.
- Maintain positive attitudes to reading and understanding of what he/she reads by preparing 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.



READING PROGRESSION MAP

YEAR 1

- Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing word meanings, linking new meanings to those already known.
- Understand both the books he/she can already read accurately and fluently and those he/she listens to by drawing on what is already known or on background information and vocabulary provided by the teacher.

YEAR 2

- Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing and clarifying the meanings of words, linking new meanings to known vocabulary.
- Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing his/her favourite words and phrases.
- Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by drawing on what he/she already knows or on background information and vocabulary provided by the teacher.

VOCABULARY Progression Map

YEAR 6

- Understand what he/she reads by identifying how language, structure and presentation contribute to meaning.
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

YEAR 5

- Understand what he/she reads by checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context.
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

YEAR 4

- Maintain positive attitudes to reading and understanding of what he/she reads by using dictionaries to check the meaning of words that he/she has read.
- Maintain positive attitudes to reading and understanding of what he/she reads by discussing words and phrases that capture the reader's interest and imagination.
- Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding and explaining the meaning of words in context.
- Understand what he/she reads independently by identifying how language, structure, and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials.

YEAR 3

- Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding of words
- Understand what he/she reads independently by identifying how language, structure, and presentation contribute to meaning to include paragraphs, headings, sub-headings, inverted commas to punctuate speech.



READING PROGRESSION MAP

YEAR 1

- Understand both the books he/she can already read accurately and fluently and those he/she listens to by making inferences on the basis of what is being said and done.
- Answer questions in discussion with the teacher and make simple inferences.

YEAR 2

- Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by answering questions and making inferences on the basis of what is being said and done.
- Make inferences on the basis of what is said and done in a book he/she is reading independently.
- Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by answering and asking questions and making links.

INFERENCE Progression Map

YEAR 5

- Understand what he/she reads by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

YEAR 4

- Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text.

YEAR 3

- Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.



READING PROGRESSION MAP

YEAR 1

- Understand both the books he/she can already read accurately and fluently and those he/she listens to by predicting what might happen on the basis of what has been read so far.

YEAR 2

- Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by making plausible predictions about what might happen on the basis of what has been read so far.

PREDICT

Progression Map

YEAR 3

- Participate in reasoned discussion about books, poems and other material that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say.
- Understand what he/she reads independently by predicting what might happen from details stated.

YEAR 4

- Understand what he/she reads independently by predicting what might happen from details stated and implied.

YEAR 5

- Understand what he/she reads in increasingly complex texts by predicting what might happen from details stated and implied.



READING PROGRESSION MAP

YEAR 1

- Retell some of a familiar story/rhyme, when being read to by an adult (one-to-one or in a small group).
- Understand both the books he/she can already read accurately and fluently and those he/she listens to by discussing the significance of the title and events.
- Participate in discussion about what is read to him/her, taking turns and listening to what others say.
- Explain clearly his/her understanding of what is read to him/her.
- Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to talk about events in what is read or heard read and link them to his/her own experiences.

YEAR 2

- Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related.
- Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing his/her favourite words and phrases
- Participate in discussion about books, poems and other works that are read to him/her and those that he/she can read for himself/herself, taking turns and listening to what others say.
- Explain and discuss his/her understanding of books, poems and other material, both those that he/she listens to and those that he/she reads for himself/herself
- Explain what has happened so far in what he/she has read.

EXPLAIN

Progression Map

YEAR 6

- Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in and across a wide range of writing.
- Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within and across books.
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously and with clear reasoning.
- Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
- Provide reasoned justifications for his/her views.

YEAR 3

- Understand what he/she reads independently by asking questions to improve his/her understanding of a text.
- Participate in reasoned discussion about books, poems and other material that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say.
- Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding of words.

YEAR 5

- Maintain positive attitudes to reading and understanding of what he/she reads by recommending books that he/she has read to his/her peers, giving reasons for their choices.
- Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in writing.
- Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within a book.
- Understand what he/she reads by checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context.
- Understand what he/she reads by asking questions to improve his/her understanding of complex texts.
- 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 him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously.

YEAR 4

- Maintain positive attitudes to reading and understanding of what he/she reads by reading a wide range of books, including fairy stories, myths and legends, and retell some of these orally.
- Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes and conventions in a wide range of books.
- Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding and explaining the meaning of words in context.
- Understand what he/she reads independently by asking questions to improve his/her understanding of text with increasing complexity.
- Participate in clear reasoned discussion about books, poems and other material that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say



READING PROGRESSION MAP

YEAR 1

- Understand both the books he/she can already read accurately and fluently and those he/she listens to by checking that the text makes sense as he/she reads and corrects inaccurate reading.

YEAR 5

- Retrieve, record and present information from non-fiction.

RETRIEVAL Progression Map

YEAR 2

- Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by answering and asking questions and making links.

YEAR 4

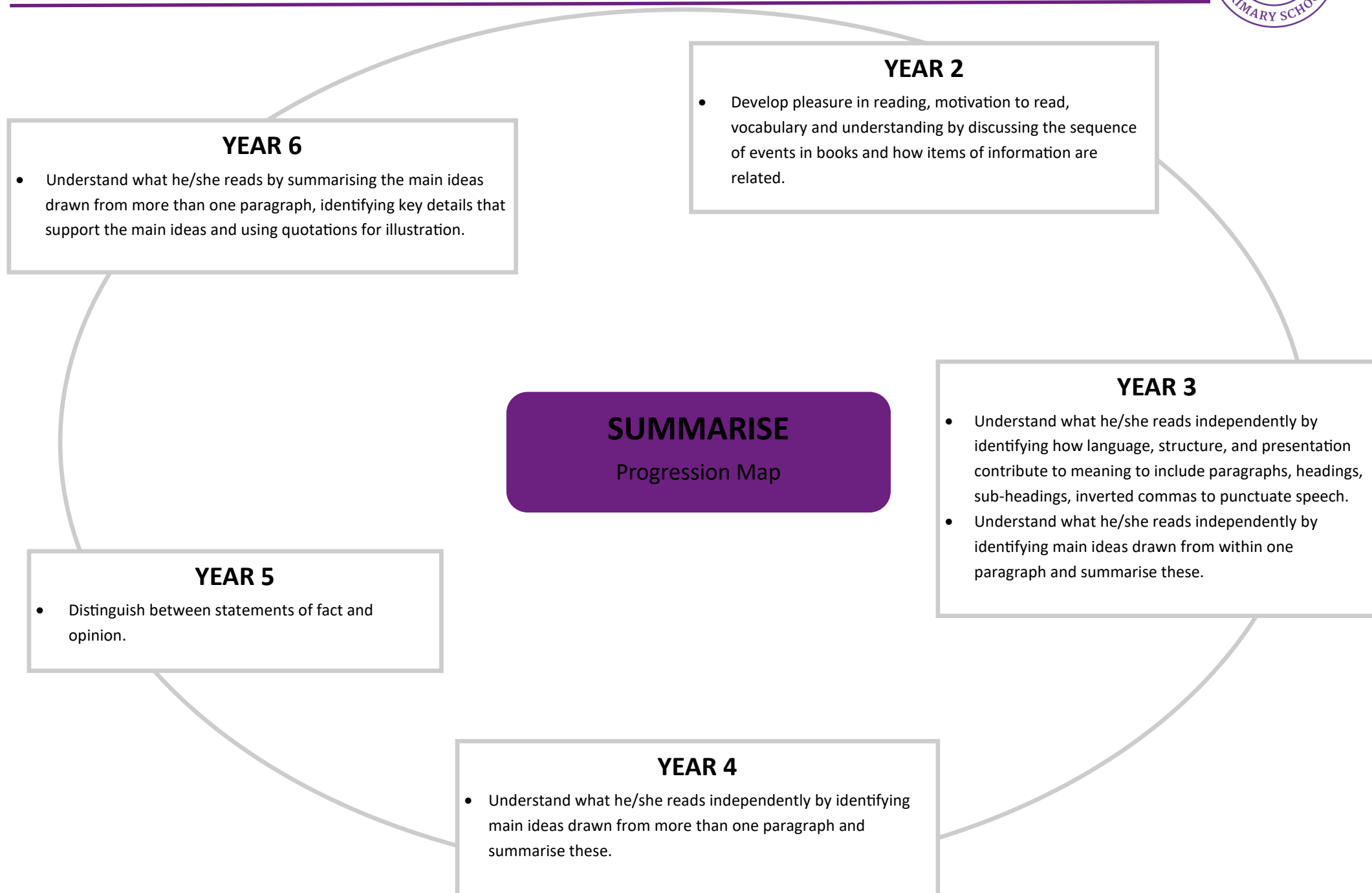
- Retrieve and record information from non-fiction over a wide range of subjects.

YEAR 3

- Retrieve and record information from non-fiction.



READING PROGRESSION MAP





READING PROGRESSION MAP

YEAR 6

- Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 6 spelling.

YEAR 5

- Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 5 spelling.

YEAR 4

- Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include re-, sub-, inter-, super-, anti-, auto-, -ation, -ous; (English Appendix 1).
- Read and decode further exception words accurately, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling English Appendix 1).

WORD READING Progression Map

YEAR 3

- Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include: dis-, mis-, in-, il-, im-, ir-, -ly; (English Appendix 1).
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling English Appendix 1).

YEAR 1

- Apply phonic knowledge and skills as the route to decode words.
- Say sounds for 40+ graphemes, including one grapheme for each of the 40+ phonemes.
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
- Read many common exception words from (English appendix 1).
- Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.
- Read aloud many words containing taught GPCs quickly and accurately without overt sounding and blending.
- Read other words of more than one syllable that contain taught GPCs.
- Read words with contractions e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s).
- Read aloud accurately books that are consistent with developing phonic knowledge and that do not require use of other strategies, such as guessing words from pictures or the context of the sentence, to work out words.
- Re-read phonically decodable books to build up fluency and confidence in word reading.

YEAR 2

- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.
- Read accurately by blending the sounds in words that contain the graphemes for all 40+ phonemes.
- Recognise alternative sounds for graphemes.
- Read accurately words of two or more syllables that contain graphemes taught so far.
- Read words containing common suffixes.
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- Read words in age-appropriate books accurately and fluently without overt sounding and blending, and sufficiently fluently to allow him/her to focus on understanding rather than decoding.
- Read aloud books closely matched to his/her improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- Re-read books, sounding out unfamiliar words accurately, to build up fluency and confidence in word reading.

QUESTION STEMS



FLUENCY / READING FOR PLEASURE

What do the words ... and ... suggest about the character, setting and mood?

Which keyword tells you about the character/ setting/mood?

Find one word in the text which means...

Do you agree on the author's view on....?

What questions would you ask the main character?

What is your favourite part of the story and why?

Can you think of another story that is similar to this one?

VOCABULARY

What do the words ... and ... suggest about the character, setting and mood?

Which keyword tells you about the character/ setting/mood?

Find one word in the text which means...

Provide a phrase from the text. Give two impressions this gives you of....

Provide a synonym for

Look at that sentence / passage and circle a word / phrase that means the same as?

How does the author make the reader feel in this part of the text?

What do the words/phrases imply/suggest/indicate about?

INFERENCE

How do these words make the reader feel?

How does this paragraph suggest this?

How do the descriptions of ... show that they are ...

How can you tell that?

What impressions of do you get from these two paragraphs?

What evidence is there to tell you that?

According to the text, how did happen?

Why does/did do this? What are three ways that shows that?

What does this sentence/ paragraph tell you about the character?

PREDICT

From the cover what do you think this text is going to be about?

What does this paragraph suggest will happen next?

Do you think the choice of setting will influence how the plot develops? Explain your answer using evidence from the text.

What will the character do next? What would you do?

Do you think the author has a plan for....?

Do you think the character will change his/her behaviour in the future? Give evidence for your ideas.

What do you think is likely to happen when....?

QUESTION STEMS



EXPLAIN

Who is your favourite character and why?

Is there anything you would change about the story and why?

What structures has the author used?

How does the author engage the reader here?

Why is the text arranged in this way?

The mood of the character changes throughout the text. Find three examples which show this.

What is the purpose of this text feature?

Which section was the most important or most interesting part?

RETRIEVAL

How would you describe this story/text?

What genre is it? How do you know?

How did...? /How often...?

Find and copy one word meaning...

Find and copy one word/group of words that suggests/tells you that ... ?

Explain three things you are told about

What was revealed at place in the story?

Give two reasons why

Where/When is the story set?

SUMMARISE

Can you number these events 1-5 in the order that they happened?

What is the main theme / argument in this paragraph?

What is the main message in this paragraph?

Using less than 20 words, could you write a new blurb for this book?

Which is the most important message in the text?

Can you describe what happened in three sentences?

Why do you think what might be important?

Is there anything you know now which you didn't know before?

WORD READING

Can you use this word in a sentence?

Can you draw a picture that represents this word?

Generate some synonyms for this word.

How might you use these synonyms differently in different contexts? E.g. gargantuan would be appropriate for a giant but not a large dinner!

Generate some antonyms for this word, e.g. modest/boastful

Look for an example of figurative language in the text?

Why did the author choose the verb/adjective/adverb?