

Grayswood CE Primary School Progression Map



Subject: Reading

Intent

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment.

The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

At Grayswood, we believe that reading is at the heart of the curriculum. We strive to develop a love of reading and that our children will go on to become lifelong readers. We believe that reading is a fundamental life skill that will enable children to progress and equip them to communicate effectively in the wider world. The more a child reads the more proficient they will become; therefore, it is critical that they read, regularly, at home. We hope our children will grow to become independent and reflective readers who can read fluently and with meaning. We use age appropriate, key texts that provide opportunities for rich, meaningful discussions where children will learn to extend their knowledge and vocabulary. We teach the children to develop their inference skills and apply their skills to delve deeper into texts.

Our aims for our children are to:

- become independent, fluent readers
- develop a lifelong love of reading
- develop the confidence to use their reading skills to access all areas of the curriculum and the wider world
- develop a wide, varied language
- will learn about the wider world, cultures and diversity through reading

	EYFS	Key Stage 1		Key Stage 2			
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding	<p>Identify the taught GPCs (the sounds that the letters make) including some digraphs. Blend the taught sounds to read CVC, CVCC and CCVC words.</p> <p>Read some taught common exception/high frequency and familiar words.</p> <p>Read sentences made up of words with taught sounds and common exception words.</p>	<p>Apply phonic knowledge to decode words read aloud phonically decodable texts</p> <p>re-read books to build fluency and confidence</p> <p>Read simple sentences and understand the meaning.</p> <p>Speedily read all 40+ letters /groups for 40+ phonemes including alternative sounds for graphemes</p> <p>Read Year 1 common exception words noting unusual correspondences between spelling and sound (identifying where they appear)</p> <p>Read polysyllabic words containing taught GPCs read common suffixes (-s, -es, -ing, -ed, -er and -est)</p> <p>Read contractions and understand that the apostrophe represents the</p>	<p>Apply phonic decoding until automatic and reading is fluent</p> <p>read common suffixes (-ed, -ing, -er, -est, -y, -er, -ment, -ful, -ness, -less, -ly</p> <p>Re-read books to build up fluency and confidence in word reading</p> <p>Note punctuation to read with appropriate expression read accurately by blending, including alternative sounds for graphemes</p> <p>Read Year 2 common exception words, noting unusual correspondences</p> <p>Read aloud books matched to phonic knowledge by sounding out unfamiliar words</p> <p>Automatically read polysyllabic words containing above graphemes read most words quickly & accurately without</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words they meet</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words they meet</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.</p> <p>Respond to more sophisticated punctuation, maintaining fluency and accuracy when reading complex sentences with subordinate clauses.</p> <p>Work out the pronunciation of homophones, using the context of the sentence.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.</p> <p>Cope with different features of language used in poems and prose, e.g. dialect, abbreviations, colloquialisms and specialist vocabulary.</p> <p>Understand how conjunctions can be used to indicate a change of tone.</p>

		omitted letter(s) Read accurately by blending taught GPCs develop some fluency and expression, pausing at full stops. Begin to self-correct inaccurate reading.	overt sounding and blending. Self-correct when a sentence has been read incorrectly.				
RANGE OF READING	<p>Read sentences made up of words with taught sounds and common exception words.</p> <p>Listen to, talk about and respond to stories (rhymes and songs) with actions, relevant comments, questions; recalling key events and innovating.</p> <p>To use non-fiction books to develop new knowledge and vocabulary.</p>	Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and nonfiction at a level beyond that at which they can read independently.	<p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Read books that are structured in different ways and reading for a range of purposes.</p>	<p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Read books that are structured in different ways and reading for a range of purposes.</p> <p>Select books independently, reading from a wide range of genres and authors, and express and explain own personal preferences.</p>	<p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction and reference books or textbooks.</p> <p>Read books that are structured in different ways and read for a range of purposes make comparisons within and across books</p>	<p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction and reference books or textbooks.</p> <p>Read books that are structured in different ways and read for a range of purposes make comparisons within and across books.</p> <p>Recognise texts that include more than one text type- e.g. persuasive letters.</p>
FAMILIARITY WITH TEXTS to RETRIEVE information from the text	<p>Talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words.</p> <p>To begin to interpret stories, rhymes and poetry; making</p>	Recognise and join in with predictable phrases become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. Listen and identify	Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales, referring to most of the key events and characters. Find the answers to questions in nonfiction,	Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally identify themes and conventions in a wide range of books. Use alphabetically ordered texts to find	Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally Retrieve and record information from fiction and nonfiction, by using	Increase 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.	Increase 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.

	<p>suggestions for actions and events (images and text). To talk about and respond with questions to nonfiction books; recalling some facts with increasing explanation and vocabulary in response to questions.</p>	<p>main events or key points in a variety of poems, stories and non-fiction at a level beyond that at which they can read independently.</p>	<p>stories and poems. Recognise simple recurring literary language in stories and poetry.</p>	<p>information. Begin to skim read to retrieve information from a paragraph of text.</p>	<p>navigational features in books, (e.g. contents pages and subheadings) and by skimming, scanning and text marking.</p>	<p>Identify and discuss themes and conventions in and across a wide range of writing. Retrieve and record information from fiction and nonfiction, by using navigational features in books, (e.g. contents pages and subheadings) and by skimming, scanning and text marking.</p>	<p>Identify and discuss themes and conventions in and across a wide range of writing. Retrieve and record information from fiction and nonfiction, by using navigational features in books, (e.g. contents pages and subheadings) and by skimming, scanning and text marking.</p>
<p>DEVELOPING VOCABULARY to EXPLAIN meaning of words</p>	<p>Build up vocabulary that reflects the breadth of their experiences. Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p>	<p>Discuss word meaning and link new meanings to those already known</p>	<p>Discuss and clarify the meanings of words, linking new meanings to known vocabulary. Discuss their favourite words and phrases</p>	<p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Use dictionaries to check the meaning of words that they have read.</p>	<p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Use dictionaries to check the meaning of words that they have read.</p>	<p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Use dictionaries to check the meaning of words that they have read.</p>	<p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Use dictionaries to check the meaning of words that they have read.</p>
<p>INFERENCE AND PREDICTON</p>	<p>Suggest how a story might end. Begin to understand 'why' and 'how' questions. Answer 'how' and 'why' questions</p>	<p>Begin to make simple inferences, e.g. discuss the significance of the title and key events of the book, responding to</p>	<p>Make simple inferences about thoughts, feelings of characters and reasons for their actions. Predict what might</p>	<p>Ask and answer questions appropriately, including some simple inference questions based on characters' feelings,</p>	<p>Pull together clues from action, dialogue and description to infer meaning and make predictions, supporting views</p>	<p>Draw inferences from characters' feelings, thoughts and motives with supporting evidence. Recognise that texts reflect the time and</p>	<p>Consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters).</p>

	about their experiences and in response to stories or events.	simple questions. Suggest why a character might feel a certain way. Predict what might happen on the basis of what has been read so far.	happen on the basis of what has been read so far in a text, on reading of other books by the author and own experiences.	thoughts and motives, empathising with a character. Justify inferences and predictions using evidence from the text. Start to recognise some features of a text that relate it to its historical setting or its social or cultural background: "The girls wore red flannel petticoats because that is what they wore in the olden days."	with evidence from the text. Justify predictions from details stated and implied.	culture in which they were written: "Hound of the Baskervilles would have been very scary for Victorian readers." Make predictions based on details stated and implied, justifying them in detail with evidence from the text.	Discuss how characters change and develop through texts by drawing inferences based on indirect clues. Use PEE (point, evidence, explain) to support predictions and inferences.
AUTHORIAL CHOICE			Identify how vocabulary choice affects meaning: "Crept lets you know they are trying to be quiet." Identify and comment on vocabulary and literary features: "Usually, fairy tales start with once upon a time..."	Discuss author's choice of words and phrases for effect: "Crept makes you know they were quiet and that they were going slowly because they didn't want to be caught." Identify vocabulary that captures the reader's interest.	Identify how an author's language, structure and presentation contribute to meaning, create feelings (e.g. of tension or humour), and capture the reader's interest and imagination.	Identify and comment on expressive, figurative and descriptive language to create effect in poetry and prose. Explain the author's techniques for describing characters, settings and actions. Evaluate the use of author's language and explain how it has created an impact on the reader. Recognise the ways in which authors present issues and points of view: "She	Analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as rhythm, rhyme, metaphor, simile, analogy, imagery, style and effect. Identify and evaluate the effectiveness of an author's choice and use of language, explaining the impact on the reader

						has only mentioned the bad points about air travel.”	
NON-FICTION	Know that information can be relayed in the form of print. Know that information can be retrieved from books and computers.	Talk about and respond with questions to nonfiction books; recalling some facts with increasing explanation and vocabulary in response to questions. Know and explain some differences between fiction and non-fiction books.	Be introduced to non-fiction books that are structured in different ways	Retrieve and record information from non - fiction texts using contents and glossary to locate it.	Use all of the organisational devices available within a non - fiction text to retrieve, record and discuss information. Use dictionaries to check the meaning of words that they have read.	Use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non - fiction texts. Distinguish between fact and opinion.	Retrieve, record and present information from non -fiction texts. Use non - fiction materials for information retrieval, including where pupils are self-motivated to find out information (e.g. reading information leaflets before a visit). Prepare for factual research, considering what is known already. Recognise bias, fact and opinion.
READING FOR PLEASURE Listening to and discussing texts. Comparing, contrasting and commenting.	Listen to stories with increasing attention and recall. Anticipate key events and phrases in rhymes and stories. Begin to be aware of the way stories are structured. Describe main story settings, events and principle characters. Enjoy an increasing range of books. Follow a story without pictures or props.	Listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. Link what they have read or have had read to them to their own experiences. Retell familiar stories in increasing detail. Join in with discussions about a text, taking turns	Participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views. Become increasingly familiar with and to retell a wide range of stories, fairy	Recognise, listen to and discuss a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks. Use appropriate terminology when discussing texts (plot, character, setting).	Discuss and compare texts from a wide variety of genres and writers. Read for a range of purposes. Identify themes and conventions in a wide range of books. Refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of	Read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types. Participate in discussions about books that are read to them and those they can read for themselves, building on their own and	Read for pleasure, discussing, comparing, contrasting and evaluating in depth across a wide range of genres. Recognise more complex themes in what they read (such as loss or heroism). Explain and discuss their understanding of what they have read, including through formal presentations and

	Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.	and listening to what others say. Discuss the significance of titles and events. Recognise simple recurring literary language in stories and poetry. Ask and answer questions about a text. Make links between the text they are reading and other texts they have read (in texts that they can read independently).	stories and traditional tales. Discuss the sequence of events in books and how items of information are related.		presentational devices such as numbering and headings). Identify how language, structure and presentation contribute to meaning. Identify main ideas drawn from more than one paragraph and summarise these.	others' ideas and challenging views courteously. Identify main ideas drawn from more than one paragraph and to summarise these. Recommend texts to peers based on personal choice, providing reasoned justifications for their views about a book.	debates, maintaining a focus on the topic and using notes where necessary. Listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions. Draw out key information and to summarise the main ideas in a text. Distinguish Independently.
POETRY AND PERFORMANCE	To listen and sing nursery rhymes and songs, recalling whole songs and rhymes singing some independently and performing in groups / independently for others.	Learn to appreciate rhymes and poems, and to recite some by heart.	Continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear.	Prepare poems and scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Recognise some different forms of poetry	Prepare poems and scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Recognise some different forms of poetry	Learn a wider range of poetry by heart, preparing poems and scripts to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.	Learn a wider range of poetry by heart, preparing poems and scripts to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.