

## National Curriculum Progression Map - Reading

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Word reading – phonics and decoding</b>	<ul style="list-style-type: none"> <li>say a sound for each letter in the alphabet</li> <li>say at least 10 digraphs</li> <li>segment the sounds in simple words and blend them together</li> <li>hear and say the initial sound in words</li> </ul>	<ul style="list-style-type: none"> <li>apply phonic knowledge and skills as the route to decoding words</li> <li>respond speedily with the correct sound to graphemes for all of the 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>read words containing taught GPCs and -s, -es, -ing, -ed -er and -est endings</li> <li>read other words of more than one syllable that contain taught GPCs</li> </ul>	<ul style="list-style-type: none"> <li>continue to applying phonic knowledge and skills as the route to decoding words until automatic decoding has become embedded and reading is fluent</li> <li>read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>accurately read most words of two or more syllables</li> <li>read most words containing common suffixes</li> </ul>	<ul style="list-style-type: none"> <li>use phonic knowledge to decode quickly and accurately (may still need support to reading longer words)</li> <li>applying 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</li> <li>applying growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud</li> </ul>	<ul style="list-style-type: none"> <li>read most words fluently, attempting to decode any unfamiliar words with increasing speed and skill</li> <li>apply knowledge of root words, prefixes and suffixes / word endings to read aloud fluently</li> </ul>	<ul style="list-style-type: none"> <li>read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues</li> <li>applying 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</li> </ul>	<ul style="list-style-type: none"> <li>read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes / word ending</li> <li>decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues</li> </ul>

<p><b>Word reading – common exception words</b></p>	<ul style="list-style-type: none"> <li>reading some common exception words</li> </ul>	<ul style="list-style-type: none"> <li>read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words</li> <li>read words with contractions, e.g. I'm, I'll and we'll</li> </ul>	<ul style="list-style-type: none"> <li>read Y1 and all Y2 common exception words, noting unusual correspondences between the spelling and sound and where these occur in the word</li> </ul>	<ul style="list-style-type: none"> <li>begin to read Y3/Y4 exception words</li> </ul>	<ul style="list-style-type: none"> <li>read all Y3/Y4 exception words, discussing the unusual correspondences between the spelling and sound and where these occur in the word</li> </ul>	<ul style="list-style-type: none"> <li>begin to read Y5/Y6 exception words</li> </ul>	<ul style="list-style-type: none"> <li>read all Y5/ Y6 exception words, discussing the unusual correspondences between the spelling and sound and where these occur in the word</li> </ul>
<p><b>Word reading - fluency</b></p>	<ul style="list-style-type: none"> <li>read aloud simple sentences and books consistent with their phonic knowledge</li> </ul>	<ul style="list-style-type: none"> <li>accurately read aloud books that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words</li> <li>re-read texts to build up fluency and confidence in word reading</li> </ul>	<ul style="list-style-type: none"> <li>read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>re-read books to build up fluency and confidence in word reading</li> <li>read words accurately and fluently without overt sounding and blending, when they have been frequently encountered e.g. at over 90 words per minute, in age-appropriate texts</li> </ul>	<ul style="list-style-type: none"> <li>read books written at an age-appropriate level</li> <li>accurately read at a speed sufficient to be able to focus on understanding what they read rather than decoding individual words</li> </ul>	<ul style="list-style-type: none"> <li>read books written at an age-appropriate level</li> <li>accurately read at a speed sufficient to be able to focus on understanding what they read</li> </ul>	<ul style="list-style-type: none"> <li>read aloud a wider range of books and poetry written at an age-appropriate interest level with accuracy and at a reasonable speaking pace</li> <li>read most words effortlessly</li> <li>work out how to pronounce unfamiliar written words with increasing automaticity</li> </ul>	<ul style="list-style-type: none"> <li>read aloud a wide range of books and poetry written at an age-appropriate interest level with accuracy and pace</li> <li>read most words fluently and effortlessly</li> <li>pronounce unfamiliar written words with increasing automaticity</li> </ul>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Word reading – range of genres</b></p>	<ul style="list-style-type: none"> <li>listen to stories, non-fiction, rhymes and poems</li> <li>enjoy an increasing range of books</li> </ul>	<ul style="list-style-type: none"> <li>listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> </ul>	<ul style="list-style-type: none"> <li>listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li> </ul>	<ul style="list-style-type: none"> <li>listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>read for a range of purposes</li> <li>increase familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> </ul>	<ul style="list-style-type: none"> <li>listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>read for a range of purposes</li> <li>increase familiarity with a wide range of books, including myths and legends, and retelling some of these orally</li> <li>read books structured in different ways</li> </ul>	<ul style="list-style-type: none"> <li>read widely and frequently, outside as well as in school</li> <li>read for pleasure</li> <li>read for information</li> <li>read an increasingly wide range of fiction, poetry, plays, non-fiction and reference or textbooks</li> <li>read books that are structured in different ways</li> <li>read books including myths, legends and traditional stories, modern fiction, fiction from literary heritage and books from other cultures and traditions</li> </ul>	<ul style="list-style-type: none"> <li>read widely and frequently, outside as well as in school</li> <li>read for a range of purposes</li> <li>continue to read an increasingly wide range of fiction, poetry, plays, non-fiction and reference or textbooks</li> <li>read books that are structured in different ways</li> <li>read books including myths, legends, modern fiction, fiction from literary heritage and books from other cultures and traditions</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Comprehension -understanding and correcting inaccuracies</b></p>	<ul style="list-style-type: none"> <li>know that print carries meaning and, in English, is read from left to right and top to bottom</li> <li>begin to self-correct if a word is read incorrectly</li> <li>ask questions to clarify their understanding</li> </ul>	<ul style="list-style-type: none"> <li>show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>check that a text makes sense to them as they read, self-correcting if needed</li> </ul>	<ul style="list-style-type: none"> <li>show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>check that the text makes sense to them as they read, correcting inaccurate reading</li> </ul>	<ul style="list-style-type: none"> <li>with support, test out different pronunciations with longer words</li> <li>check that the text makes sense to them and discuss their understanding</li> <li>ask questions to improve their understanding of the text</li> </ul>	<ul style="list-style-type: none"> <li>test out different pronunciations with longer words</li> <li>check that the text makes sense to them and discuss their understanding</li> <li>ask questions to deepen their understanding of the text</li> </ul>	<ul style="list-style-type: none"> <li>with new words, learn both a word's meaning and its correct pronunciation</li> <li>check that a book makes sense to them</li> <li>ask questions to improve their understanding</li> </ul>	<ul style="list-style-type: none"> <li>with new words, learn both a word's meaning and its correct pronunciation</li> <li>ask more in depth questions to improve their understanding</li> </ul>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Comprehension - vocabulary</b></p>	<ul style="list-style-type: none"> <li>understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</li> <li>use recently introduced story vocabulary to help retell stories and narratives</li> </ul>	<ul style="list-style-type: none"> <li>recognise and join in with predictable phrases</li> <li>discuss word meanings, linking new meanings to those already known</li> </ul>	<ul style="list-style-type: none"> <li>recognise simple recurring literary language in stories and poetry</li> <li>discuss and clarify the meanings of words, linking new meanings to known vocabulary</li> <li>discuss their favourite words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>with support, use dictionaries to check the meaning of words that they have read</li> <li>explain the meaning of words in context</li> <li>discuss words and phrases that capture the reader's interest and imagination</li> </ul>	<ul style="list-style-type: none"> <li>use dictionaries independently to check the meaning of words that they have read</li> <li>explain the meaning of words in context</li> <li>discuss words and phrases that capture the reader's interest and imagination</li> <li>extend their interest in the meaning and origins of words</li> </ul>	<ul style="list-style-type: none"> <li>infer the meaning of unfamiliar words</li> <li>explore the meaning of words in context</li> <li>discuss how authors use language to have an impact on the reader</li> </ul>	<ul style="list-style-type: none"> <li>explore the meaning of words in context, giving reasons for their decisions</li> <li>discuss how authors use language to have an impact on the reader, including terminology such as simile, metaphor, personification, analogy, imagery, style and effect</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Comprehension – inference</b></p>	<ul style="list-style-type: none"> <li>begin to offer explanations for why things might happen in stories</li> </ul>	<ul style="list-style-type: none"> <li>begin to make simple inferences on the basis of what is being said and done</li> </ul>	<ul style="list-style-type: none"> <li>make inferences on the basis of what is being said and done</li> </ul>	<ul style="list-style-type: none"> <li>draw inferences such as inferring characters' feelings and thoughts from their actions</li> </ul>	<ul style="list-style-type: none"> <li>draw inferences from characters' feelings, thoughts and motives that justifies their actions</li> <li>justify inferences with evidence from the text</li> </ul>	<ul style="list-style-type: none"> <li>draw inferences from texts</li> <li>infer characters' feelings, thoughts and motives</li> <li>justify inferences with evidence (sometimes from different places in the text)</li> </ul>	<ul style="list-style-type: none"> <li>draw inferences such as inferring characters' feelings, thoughts and motives from their actions, justifying inferences with evidence</li> <li>consider different accounts of the same event, discussing viewpoints, both of authors and of fictional characters</li> <li>discuss how characters change and develop through texts by drawing inferences based on indirect clues</li> </ul>

<b>Comprehension - prediction</b>	<ul style="list-style-type: none"> <li>begin to suggest how a story might end</li> </ul>	<ul style="list-style-type: none"> <li>begin to predict what might happen on the basis of what has been read so far</li> </ul>	<ul style="list-style-type: none"> <li>predict what might happen on the basis of what has been read so far in a text</li> </ul>	<ul style="list-style-type: none"> <li>predict what might happen from details stated and implied</li> </ul>	<ul style="list-style-type: none"> <li>justify predictions from details stated and implied</li> </ul>	<ul style="list-style-type: none"> <li>predict what might happen from details stated using evidence</li> <li>make predictions based on details implied, using evidence</li> </ul>	<ul style="list-style-type: none"> <li>make predictions based on details stated and implied, justifying them in detail with evidence from the text</li> </ul>
<b>Comprehension - retrieval</b>	<ul style="list-style-type: none"> <li>answer simple questions about characters, plot and settings in books</li> </ul>	<ul style="list-style-type: none"> <li>answer simple questions about a text</li> </ul>	<ul style="list-style-type: none"> <li>ask and answer questions about a text</li> </ul>	<ul style="list-style-type: none"> <li>answer questions about a text by retrieving information</li> </ul>	<ul style="list-style-type: none"> <li>retrieve and record information from texts</li> </ul>	<ul style="list-style-type: none"> <li>know where to search in a text to retrieve information</li> <li>retrieve and record information from a range of texts</li> </ul>	<ul style="list-style-type: none"> <li>quickly retrieve and record information accurately from a range of texts</li> </ul>
<b>Comprehension - Summarise</b>	<ul style="list-style-type: none"> <li>be able to retell stories and narratives in their own words</li> <li>anticipate key events in stories</li> </ul>	<ul style="list-style-type: none"> <li>become familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> </ul>	<ul style="list-style-type: none"> <li>become increasingly familiar with, and retelling a wide range of stories, fairy stories and traditional tales</li> <li>discuss the sequence of events in books and how items of information are related</li> </ul>	<ul style="list-style-type: none"> <li>identify main ideas drawn from a paragraph</li> <li>summarise main ideas a one paragraph</li> <li>identify simple themes and conventions in books</li> </ul>	<ul style="list-style-type: none"> <li>identify main ideas drawn from more than one paragraph</li> <li>summarise main ideas from more than one paragraph</li> <li>identify themes and conventions in a wide range of books</li> </ul>	<ul style="list-style-type: none"> <li>identify and succinctly summarise the main ideas drawn from more than one paragraph</li> <li>identify and recognise themes within a wide range of books</li> </ul>	<ul style="list-style-type: none"> <li>succinctly summarise the main ideas drawn from more than one paragraph</li> <li>identify key details that support the main ideas</li> <li>recognise a more complex range of themes in what they have read, such as loss or subtle heroism</li> </ul>

<p>Comprehension - explain</p>	<ul style="list-style-type: none"> <li>• listen attentively to stories with increasing attention</li> <li>• listen and respond to stories read with relevant questions, comments and actions</li> <li>• demonstrate an understanding when talking with others about what they have been reading</li> <li>• offer explanations for why things might happen in stories</li> </ul>	<ul style="list-style-type: none"> <li>• listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently</li> <li>• make links between what they read or hear read and their own experiences</li> <li>• join in with discussions about a text, taking turns and listening to what others are saying</li> <li>• discuss the significance of titles and events</li> </ul>	<ul style="list-style-type: none"> <li>• explain their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li> <li>• participate in discussions about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</li> </ul>	<ul style="list-style-type: none"> <li>• use appropriate terminology when discussing texts (plot, character, setting)</li> <li>• identify how language, structure and presentation contribute to meaning</li> </ul>	<ul style="list-style-type: none"> <li>• discussing and comparing texts from a wide variety of genres and writers</li> <li>• 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 using of presentational devices such as numbering and headings)</li> <li>• identify how language, structure and presentation contribute to meaning</li> </ul>	<ul style="list-style-type: none"> <li>• participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas</li> <li>• recommend texts to peers based on personal choice</li> <li>• make comparisons within books</li> <li>• make comparisons across books</li> <li>• explain how language, structure and presentation contribute to meaning</li> <li>• distinguish between statements of fact and opinion</li> <li>• use formal presentations and debates to explain and discuss their understanding of what they have read</li> <li>• provide justifications for their views</li> </ul>	<ul style="list-style-type: none"> <li>• participate in discussions, building on their own and others' ideas and challenging views courteously</li> <li>• recommend texts to peers, giving reasons for choices</li> <li>• compare characters, settings, themes and plot within and across books</li> <li>• explain and discuss their understanding of texts, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</li> <li>• listen to and act on guidance and feedback about the quality of their explanations and contributions to discussions,</li> <li>• distinguish independently between statements of fact and opinion, providing reasoned justifications for their views</li> </ul>
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<b>Poetry and performance</b>	<ul style="list-style-type: none"> <li>listen to and join in with stories and poems</li> <li>join in with repeated refrains in rhymes and stories</li> <li>during role-play, use story vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>listen to and discuss a wide range of poems beyond their independent reading level</li> <li>learn to appreciate rhymes and poems</li> <li>reciting simple poems by heart</li> </ul>	<ul style="list-style-type: none"> <li>continue to build up a repertoire of poems learnt by heart</li> <li>recite some poems with appropriate intonation to make the meaning clear</li> </ul>	<ul style="list-style-type: none"> <li>recognise different forms of poetry</li> <li>prepare and perform poems, showing some awareness of the audience when reading aloud</li> <li>prepare and perform play scripts, showing some awareness of the audience when reading aloud</li> <li>begin to use appropriate intonation and volume when reading aloud</li> </ul>	<ul style="list-style-type: none"> <li>recognise and discuss some different forms of poetry e.g. free verse or narrative poetry</li> <li>prepare and perform poems with appropriate techniques (intonation, tone, volume) showing awareness of the audience when reading aloud</li> <li>prepare and perform play scripts with appropriate techniques (intonation, tone, volume and action) showing awareness of the audience when reading aloud</li> </ul>	<ul style="list-style-type: none"> <li>learn a wide range of poetry by heart</li> <li>prepare poems to read aloud</li> <li>prepare plays to read aloud and perform</li> <li>continually show an awareness of the audience when reading out loud using intonation, tone and volume so that the meaning is clear</li> </ul>	<ul style="list-style-type: none"> <li>confidently perform poems (including poems learnt by heart) using a wide range of drama techniques to engage the audience and convey the meaning</li> <li>prepare plays to perform, showing an awareness of character and theme through intonation, tone and volume</li> </ul>
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<b>Non-fiction</b>	<ul style="list-style-type: none"> <li>• know that information can be relayed in the form of print</li> <li>• know that information can be retrieved from books and computers</li> </ul>	<ul style="list-style-type: none"> <li>• listen to and discuss non-fiction at a level beyond that at which they can read independently</li> <li>• begin to learn the processes for finding out information</li> </ul>	<ul style="list-style-type: none"> <li>• recognise that non-fiction books are often structured in different ways</li> </ul>	<ul style="list-style-type: none"> <li>• listen to and discuss non-fiction books</li> <li>• retrieve and record information from non-fiction texts</li> <li>• use the contents pages and indexes to location information</li> </ul>	<ul style="list-style-type: none"> <li>• listen to and discuss non-fiction books</li> <li>• know what information to look for before they begin</li> <li>• retrieve and record information from non-fiction texts</li> </ul>	<ul style="list-style-type: none"> <li>• read and discuss non-fiction books at an age-appropriate level</li> <li>• retrieve, record and present information from non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>• read and discuss non-fiction books at an age-appropriate level</li> <li>• retrieve, record and present information from non-fiction</li> <li>• know what information to look for before beginning a task and understand the task</li> <li>• 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</li> </ul>
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