



St Oswald's C of E  
Primary School

# Whole School Reading Progression Map

Word Reading	EYFS	Key Stage 1		Key Stage 2			
	3-4-year-old Reception Early Learning Goal	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Topics</b>	1) Autumn 1 2) Autumn 2 3) Spring 1 4) Spring 2 5) Summer 1 6) Summer 2	1)Victorian School Days 2)Splendid Skies 3)Bright Lights Big City 4)Paws, Claws and Whiskers 5)Enchanted Woodland 6)Rio	1) Towers, Tunnels, Turrets 2)Beat bang boogie 3)Land Ahoy Explorers 4)Street Detectives 5)Scented Garden 6)Beach combers	1)Scrumdiddlyumptious 2)Tribal Tales 3)Pharaohs 4)Tremors 5)Mighty Metals 6)Urban Pioneers	1)Potions 2)Playlist 3) Traders and Raiders 4)Blue Abyss 5) I am Warrior 6) Burps, Bottoms and Bile	1)Greek Gods and Mortals 2)Stargazers 3)Traders and Raiders – Vikings 4)Alchemy Island 5)Scream Machine 6)Beast Creator Allotment	1)Darwin’s Delight 2)A Child’s War 3)Frozen Kingdom 4)Tudors 5)Hola Mexico 6)Blood Heart
<b>Phonics and Decoding</b>	<p>Begins to show a phonological and phonemic awareness. Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words, songs, poems and rhymes. Claps or taps the syllables in words during sound play Hears and says the initial sound in words. Recognises familiar words and signs such as own name, logos and screen icons.</p>	<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 graphemes for all</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-,</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 root words, prefixes and suffixes/word endings, including</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>Begins to recognise some written names of peers, siblings or 'Mummy / Daddy' for example. Begins to develop phonological and phonemic awareness. Continues a rhyming string and identifies alliteration. Hears and says the initial sounds in words. Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them. Starts to link sounds to letters naming and sounding the letters of the alphabet. Begins to link sounds to some frequently used digraphs, eg. Sh, th, ee</p> <p>Begins to read some high frequency words and to use developing knowledge of letters and sounds to read phonically decodable words and sentences.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending.</p>	<p>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>un-, 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>-sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.*</p>	
<b>Common Exception Words</b>	<p>ELG: To read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</p>	<p>To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>To begin to read Y3/Y4 exception words.*</p>	<p>To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.</p>	<p>To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>To read all Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>

<p><b>Fluency</b></p>	<p>Knows that print carries meaning, the names of different parts of a book, print can have different purposes, page sequencing and in English read from left to right and top to bottom. Handles books and touch screen technology carefully and the correct way up.</p> <p>Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text.</p> <p>Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</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>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>Some children will still need to improve phonic knowledge and build fluency and confidence in word reading. These children will be identified.</p>
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Reading Comprehension	EYFS	Key Stage 1		Key Stage 2			
	3-4-year-old Reception Early Learning Goal	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topics	7) Autumn 1 8) Autumn 2 9) Spring 1 10) Spring 2 11) Summer 1 12) Summer 2	1)Victorian School Days 2)Splendid Skies 3)Bright Lights Big City 4)Paws, Claws and Whiskers 5)Enchanted Woodland 6)Moon Zoom	1) Towers, Tunnels, Turrets 2)Beat bang boogie 3)Land Ahoy Explorers 4)Street Detectives 5)Scented Garden 6)Beach combers	1)Scrumdiddly umptious 2)Tribal Tales 3)Pharoahs 4)Tremors 5)Mighty Metals 6)Urban Pioneers	1)Potions 2)Playlist 3)Traders and Raiders 4)Blue Abyss 5)I am Warrior 6) Burps, Bottoms and Bile	1)Greek Gods and Mortals 2)Stargazers 3)Traders and Raiders – Vikings 4)Alchemy Island 5)Scream Machine 6)Beast Creator Allotment	1)Darwin’s Delight 2)A Child’s War 3)Frozen Kingdom 4)Tudors 5)Hola Mexico 6)Blood Heart
Understanding and Correcting Inaccuracies	<p>Listens to and joins in with stories and poems, when reading one to one and in small groups. Enjoy listening to longer stories and can remember much of what happens. Understand ‘why’ questions.</p> <p>Listen to and talk about stories to build familiarity and understanding. Is able to recall and discuss stories or information that has been read</p>	<p>Draw on what they already know or on background information and vocabulary provided by the teacher be encouraged to link what they read or hear read to their own experiences</p>	<p>To discuss the sequence of events in books and how items of information is related draw on what they already know or on background information and vocabulary provided by the teacher</p>	<p>To check that the text makes sense to them, discuss their understanding and explain the meaning of words in context. Ask questions to improve their understanding of a text. Identify main ideas drawn from</p>	<p>To check that the text makes sense to them, discuss their understanding and explain the meaning of words in context. Ask questions to improve their understanding of a text.</p>	<p>To check that the book makes sense to them, discuss their understanding and explore the meaning of words in context Ask questions to improve their understanding Summarise the main ideas drawn from</p>	<p>To check that the book makes sense to them, discuss their understanding and explore the meaning of words in context. Ask questions to improve their Understanding. Summarise the main ideas drawn</p>

	<p>to them, or they have read themselves. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>	<p>check that the text makes sense to them as they read and correct inaccurate reading</p>	<p>make links between a current book and those already read check that the text makes sense to them as they read and correct inaccurate reading</p>	<p>more than one paragraph and Summarise these identify morals and messages in a story.</p>	<p>identify main ideas drawn from more than one paragraph and summarise these Identify morals and messages in a story.</p>	<p>more than one paragraph, identifying key details to support the main ideas.</p>	<p>from more than one paragraph, identifying key details to support the main idea.</p>
<p><b>Listening to and discussing texts Pleasure Comparing, Contrasting and Commenting</b></p>	<p>Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions. Shows interest in illustrations and words in print and digital books and words in the environment. Looks and enjoys print and digital books independently.</p> <p>Is able to recall and discuss stories or information that has been read to them, or they have read themselves. Describes main story settings, events and principal characters in increasing detail. Re-enacts and reinvents stories they have heard in their play. Compare and contrast characters from stories, including figures from the past.</p> <p>Listen attentively and respond to what they hear with relevant</p>	<p>To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.</p> <p>To link what they have read or have read to them to their own experiences.</p> <p>To retell familiar stories in increasing detail.</p> <p>To join in with discussions about a text, taking turns and listening to what others say.</p>	<p>To 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.</p> <p>To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales. To discuss the sequence of events in books and how items of</p>	<p>To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. To use appropriate terminology when discussing texts (plot, character, setting).</p> <p>discussing words and phrases that capture the reader's interest and imagination Identifying how language, structure, and presentation contribute to meaning</p>	<p>To discuss and compare texts from a wide variety of genres and writers. To read for a range of purposes. To identify themes and conventions in a wide range of books. To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as</p>	<p>To 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. To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. To identify main ideas drawn from more than one paragraph and to summarise these.</p>	<p>To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. To recognise more complex themes in what they read (such as loss or heroism). To explain and discuss their understanding of what they have read, including through formal</p>

	<p>questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>	<p>To discuss the significance of titles and events.</p>	<p>information are related.</p> <p>To recognise simple recurring literary language in stories and poetry.</p> <p>To ask and answer questions about a text.</p> <p>To make links between the text they are reading and other texts they have read (in texts that they can read independently).</p>		<p>numbering and headings).</p> <p>To identify how language, structure and presentation contribute to meaning.</p> <p>To identify main ideas drawn from more than one paragraph and summarise these.</p>	<p>To recommend texts to peers based on personal choice.</p> <p>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</p>	<p>presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p>To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.</p> <p>To draw out key information and to summarise the main ideas in a text.</p> <p>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.</p>
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							To compare characters, settings and themes within a text and across more than one text.
<b>Developing Vocabulary Words in Context and Authorial Choice</b>	<p><b>Use a wider range of vocabulary. Engage in extended conversations about stories, learning new vocabulary.</b></p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>	To discuss word meaning and link new meanings to those already known.	To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To discuss their favourite words and phrases.	To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. To discuss authors' choice of words and phrases for effect.  To use dictionaries to check the meaning of words that they have read.	Discuss vocabulary used to capture readers' interest and imagination.  To use dictionaries to check the meaning of words that they have read.	To discuss vocabulary used by the author to create effect including figurative language. To evaluate the use of authors' language and explain how it has created an impact on the reader.  To use dictionaries to check the meaning of words that they have read.	To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.  To use dictionaries to check the meaning of words that they have read.



	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.						
<b>Inference and Prediction</b>	<p>Understand 'why' questions. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Talks about events and principal characters in stories and suggests how the story might end.</p>	<p>To begin to make simple inferences.</p> <p>To predict what might happen on the basis of what has been read so far.</p>	<p>To make inferences on the basis of what is being said and done.</p> <p>To predict what might happen on the basis of what has been read so far in a text.</p>	<p>To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p> <p>To justify predictions using evidence from the text.</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 justify predictions from details stated and implied.</p>	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>To make predictions based on details stated and implied, justifying them in detail with evidence from the text</p>	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</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, change and develop through texts by drawing inferences based on indirect clues. Predicting what might happen from details stated and implied.</p>

<b>Poetry and Performance</b>	<p>Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p>Remember and sing entire songs. Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs.</p> <p>Create their own songs, or improvise a song around one they know.</p> <p>Engage in story times.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Learn rhymes, poems and songs. Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in their pretend play.</p>	<p>Learn to appreciate rhymes and poems, and to recite some by heart.</p>	<p>Continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear.</p>	<p>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action recognise some different forms of poetry.</p>	<p>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action recognise some different forms of poetry.</p>	<p>Learn a wider range of poetry by heart, 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</p>	<p>Learn a wider range of poetry by heart, 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.</p>
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	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Invent, adapt and recount narratives and stories with their peers and their teacher.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</p>						
<b>Structure and organisation Non-Fiction</b>	<p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Begins to be aware of the way stories are structured and to tell own stories.</p> <p>Enjoys an increasing range of print and digital books, both fiction and non-fiction. Knows that information can be retrieved from books, computers and mobile digital devices. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>	To engage in non-fiction books	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 distinguish between fact and opinion	To retrieve, record and present information from non-fiction texts.  To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information

	<p>Enjoys an increasing range of print and digital books, both fiction and non-fiction.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>						<p>(e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).</p> <p>To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.</p> <p>To recognise bias.</p>
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- The National Curriculum English Appendix 1 for spelling (Years 1 – 6).