

Mablethorpe Primary Academy

Reading Progression Map

Reading Culture

Reading is at the heart of the curriculum at Mablethorpe Primary Academy. Through high-quality texts, daily reading opportunities, reading rewards, Accelerated Reader, library visits, author studies and regular opportunities for discussion, pupils are encouraged to develop both the skills and habits of successful lifelong readers.

Vocabulary, Morphology and Reading for Pleasure

Vocabulary development is central to the English curriculum. Pupils will develop their understanding of morphology through the explicit teaching of root words, prefixes and suffixes encountered within class texts and reading for pleasure books. Teachers will use high-quality texts to explore how words are constructed and how their meanings can be modified, enabling pupils to make connections between reading, spelling and vocabulary. Through regular opportunities to read widely and discuss language, pupils will develop a richer vocabulary, greater word consciousness and confidence in applying ambitious language choices within their reading and writing.

Reading for Pleasure and Independent Reading

Children will be encouraged to develop a lifelong love of reading through regular opportunities to read independently, share texts and discuss books with adults and peers. The school's reading reward scheme will celebrate regular reading at home, with pupils receiving rewards for every five reads and certificates for every twenty-five reads. The Accelerated Reader programme will support pupils in selecting texts that are matched to their reading ability and interests, while promoting challenge and progression. All year groups, from Year 1 to Year 6, will make regular use of the local library to develop reading for pleasure, expose pupils to a wide range of authors, genres and text types, and encourage independent book choice.

Whole-Class Reading and Guided Reading

Reading skills will be taught through a combination of whole-class reading, guided reading and high-quality class texts. Teachers will explicitly model reading fluency, prosody and comprehension strategies, enabling pupils to develop automaticity, accuracy and

expression alongside retrieval, vocabulary, inference, prediction, explanation and summarising skills across a range of fiction, non-fiction and poetry texts.

Word Reading and Comprehension

Children will be grouped according to their assessed reading knowledge following baseline assessments in September. Where appropriate, pupils will participate in Read Write Inc. or Fresh Start sessions to develop fluency, accuracy and confidence in reading. Comprehension skills will be taught through high-quality class texts, English lessons and the wider curriculum, enabling pupils to retrieve information, make inferences, discuss vocabulary and explain their understanding of what they have read. Independent reading will be supported through the Accelerated Reader programme, promoting reading for pleasure and the development of comprehension skills across the school.

Assessment

Reading attainment and progress will be monitored through ongoing formative assessment, teacher judgement, Accelerated Reader data, Read Write Inc. assessments and termly summative assessments. Assessment outcomes will be used to identify gaps in learning and inform future planning and intervention. Pupils identified through assessment as requiring additional support in phonics, fluency or comprehension will receive timely, targeted intervention. Intervention programmes, including Read Write Inc. and Fresh Start where appropriate, will be used to address gaps quickly and enable pupils to access age-related reading expectations with increasing confidence and success.

	Year 1/2	Year 3/4	Year 5/6
Word Reading	Apply phonic knowledge and skills to decode words. Read common exception words accurately and automatically. Read aloud with increasing fluency and expression. Develop automatic recognition of familiar vocabulary through high-quality texts.	Read independently using knowledge of prefixes, suffixes and root words. Read aloud fluently and accurately. Develop understanding of vocabulary and language choices within fiction and non-fiction texts.	Read fluently and confidently across a wide range of texts. Apply knowledge of morphology and etymology to determine word meanings. Read aloud with appropriate intonation, expression and pace.
Reading Fluency	Develop accuracy, automaticity and expression through repeated reading, echo reading and shared reading activities. Read aloud with increasing confidence and fluency.	Read with growing fluency, expression and understanding. Use appropriate pace, intonation and volume when reading aloud and begin to recognise how punctuation supports meaning.	Read fluently and confidently across a wide range of texts, demonstrating appropriate pace, intonation and expression. Use prosody to support comprehension and audience engagement.
Vocabulary Development	Discuss the meaning of unfamiliar words encountered in texts such as *Dogger*, *Owl Babies*, *Jack and the Beanstalk*, *Where's My Teddy?* and *The Polar Express*.	Discuss author vocabulary choices in texts such as *Stone Age Boy*, *The Vanishing Rainforest*, *Romulus and Remus*, *Escape from Pompeii* and *The Princess Who Hid in a Tree*.	Evaluate vocabulary choices and their impact on the reader in texts such as *The Queen's Fool*, *The Wild Way Home*, *Floodland*, *Journey to Riversea*, *Rose Blanche*, *Hidden Figures* and *Percy Jackson*.
Retrieval	Retrieve key facts and information from stories, poems and simple non-fiction	Retrieve information from fiction and non-fiction texts and use evidence to support responses. Summarise key	Retrieve information from across a text, combining evidence from multiple sources or paragraphs.

	Year 1/2	Year 3/4	Year 5/6
	texts. Locate answers directly from the text.	ideas from a paragraph or section of text.	Summarise key themes and information confidently.
Inference	Make simple inferences about characters' feelings, thoughts and actions using evidence from illustrations and text.	Draw inferences about characters' feelings, thoughts, motives and actions, justifying responses with evidence.	Explain and justify inferences using evidence from across a text, evaluating characters' motives, viewpoints and relationships.
Prediction	Predict what might happen next based on what has been read so far.	Make predictions using details stated and implied within the text.	Make reasoned predictions based upon wider contextual evidence, themes and character development.
Understanding and Explaining	Discuss favourite words, phrases, characters and events. Retell stories orally and explain opinions.	Explain understanding of texts and discuss themes, characters and author choices. Compare texts and viewpoints.	Analyse how authors use language, structure and presentation. Explain the impact on the reader and compare viewpoints across texts.
Poetry	Learn, recite and perform poems and rhymes by heart. Discuss rhythm and pattern.	Prepare and perform poetry, recognising different forms including acrostic and performance poetry.	Read, analyse and perform a range of poetic forms including free verse, haiku, war poetry and narrative poetry.
Non-fiction	Develop understanding of simple organisational features, including headings and captions.	Retrieve and record information from a range of non-fiction texts and	Critically evaluate information from multiple sources, distinguishing

	Year 1/2	Year 3/4	Year 5/6
		compare information from different sources.	between fact, opinion and author viewpoint.
Reading for Pleasure	Listen to and discuss a wide range of stories, traditional tales, poems and information texts.	Develop reading preferences and recommend books to others. Engage with a broad range of fiction, non-fiction and poetry.	Read widely across genres and authors, discussing themes, language, conventions and personal responses to reading.
Author's Language and Intent	Discuss favourite words and phrases and explain why they are effective.	Explain how authors use vocabulary and language to create effect and influence the reader.	Evaluate how authors use language, structure and presentation to create meaning and impact on the reader.
Summarising	Retell familiar stories and recount key events in the correct sequence, identifying the main events and important information.	Identify and summarise the main ideas drawn from a paragraph or section of text.	Summarise main ideas from across a text, identifying key themes, viewpoints and supporting evidence.
Oracy and Book Talk	Discuss books, poems and stories, listening to the views of others and expressing preferences about what has been read.	Participate in discussions about texts, building on the ideas of others and justifying opinions with evidence from the text.	Engage in thoughtful discussion and debate about texts, themes, characters and authorial choices, using evidence to support and challenge viewpoints.