

# Reading and reading comprehension progression map 2022

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Phonics and decoding</b>	<p>To enjoy rhyming and rhythmic activities.</p> <ul style="list-style-type: none"> <li>To show an awareness of rhyme and alliteration.</li> <li>To recognise rhythm in spoken words.</li> <li>To continue a rhyming string.</li> </ul> <p>To hear and say the initial sound in words.</p> <ul style="list-style-type: none"> <li>To segment the sounds in simple words and blend them together and know which letter represents some of them.</li> <li>To link sounds to letters, naming and sounding the letters of the alphabet.</li> <li>To use phonic knowledge to decode regular words and read them aloud accurately</li> </ul>	<p>To apply phonic knowledge and skills as the route to decode words.</p> <ul style="list-style-type: none"> <li>To blend sounds in unfamiliar words using the GPCs that they have been taught.</li> <li>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</li> <li>To read words containing taught GPCs.</li> <li>To read words containing -s, -es, -ing, -ed and -est endings.</li> <li>To read words with contractions, e.g. I'm, I'll and we'll.</li> </ul>	<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> <ul style="list-style-type: none"> <li>To read accurately by blending the sounds in words that contain the graphemes taught so far.</li> <li>To recognise alternative sounds for graphemes.</li> <li>To accurately read most words of two or more syllables.</li> <li>To read most words containing common suffixes</li> </ul>	<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <ul style="list-style-type: none"> <li>To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto-</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</li> <li>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.</li> </ul>	<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> <ul style="list-style-type: none"> <li>To apply their 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>	<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>
<b>Common Exception Words</b>	<ul style="list-style-type: none"> <li>To read some common irregular words.</li> </ul>	<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>	
<b>Fluency</b>	<p>To show interest in illustrations and print in books and print in the environment.</p> <ul style="list-style-type: none"> <li>To recognise familiar words and signs such as own name and advertising logos.</li> </ul>	<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 read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and</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><b>Words per minute</b>  <b>Year 3</b>  <b>Year 4</b></p>			

# Reading and reading comprehension progression map 2022

	<ul style="list-style-type: none"> <li>• To look and handle books independently (holds books the correct way up and turns pages).</li> <li>• Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</li> </ul> <p>Read simple phrases and sentences.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<ul style="list-style-type: none"> <li>• To reread texts to build up fluency and confidence in word reading.</li> </ul>	<p>without undue hesitation.</p> <ul style="list-style-type: none"> <li>• To reread these books to build up fluency and confidence in word reading.</li> <li>• To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts</li> </ul>	<p><b>Year 5</b> <b>Year 6</b></p>			
<p><b>Reading Comprehension</b></p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p>							
<p><b>Reading with understanding and self correcting</b></p>		<p>To check that a text makes sense to them as they read and to self-correct.</p>	<p>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p>				

## Reading and reading comprehension progression map 2022

			To check that the text makes sense to them as they read and to correct inaccurate reading.				
<p><b>Listening to and discussing texts</b></p> <p><b>Comparing, contrasting &amp; commenting</b></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 discuss the significance of titles and events.</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.</p> <p>To discuss the sequence of events in books and how items of information are related.</p>	<p>To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>To use appropriate terminology when discussing texts (plot, character, setting).</p>	<p>To discuss and compare texts from a wide variety of genres and writers.</p> <p>To read for a range of purposes.</p> <p>To identify themes and conventions in a wide range of books.</p> <p>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 numbering and headings).</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.</p> <p>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.</p> <p>To identify main ideas drawn from more than one paragraph and to</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.</p> <p>To recognise more complex themes in what they read (such as loss or heroism).</p> <p>To explain and discuss their understanding of what they have read, including through formal presentations and debates,</p>
<b>Developing Vocabulary</b>	<p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. - Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p>	<p>Recognise vocabulary associated with different genres provided by the teacher</p>	<p>Recognise simple recurring literary language in stories and poems e.g. repetition</p>	<p>Identify patterns in language e.g. repetition, rhyme, alliteration</p> <ul style="list-style-type: none"> <li>Identify and generate words with similar meanings or linked to a specific focus</li> </ul>	<p>Identify and generate words with similar and opposite meanings</p>	<p>Identify figurative language devices</p>	<p>Identify words and phrases that create a particular mood, feeling or attitude including figurative language</p>
<b>Explain Word meanings</b>	<p>Uses talk to organise, sequence &amp; clarify thinking, ideas, feelings &amp; events</p>	<p>Discuss word meanings, linking new meanings to those already known</p>	<p>Discuss and clarify the meanings of new words, linking new meanings to known vocabulary</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes to understand the meaning of new words they meet</p> <ul style="list-style-type: none"> <li>Explain the meaning of words in given contexts</li> </ul>	<p>Apply their growing knowledge of root words, prefixes and suffixes to understand the meaning of new words they meet</p> <ul style="list-style-type: none"> <li>Explain the meaning of words in given contexts</li> <li>Discuss language to</li> </ul>	<p>Apply their growing knowledge of grammar, morphology and etymology to understand the meaning of new words that they meet in context</p> <ul style="list-style-type: none"> <li>Ask questions about</li> </ul>	<p>Apply their growing knowledge of grammar, morphology and etymology to understand the meaning of new words that they meet in context</p> <ul style="list-style-type: none"> <li>Ask questions to help</li> </ul>

## Reading and reading comprehension progression map 2022

				<ul style="list-style-type: none"> <li>• Begin to discuss language to extend their interest in the meaning and origin of words</li> <li>• Begin to use dictionaries to check the meaning</li> </ul>	extend their interest in the meaning and origin of words • Use dictionaries to check the meaning of words that they have read	vocabulary to improve their understanding	clarify their understanding of vocabulary
<b>Inference</b>	To suggest how a story might end. • To begin to understand 'why' and 'how' questions. <ul style="list-style-type: none"> <li>• To answer 'how' and 'why' questions about their experiences and in response to stories or events.</li> </ul>	To begin to make simple inferences.	To make inferences on the basis of what is being said and done.	To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives	To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.	To draw inferences from characters' feelings, thoughts and motives with supporting evidence.	To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). <ul style="list-style-type: none"> <li>• To discuss how characters change and develop through texts by drawing inferences based on indirect clues</li> </ul>
<b>Prediction</b>	- Make predictions They listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions	Predict whether a book will be story or non-fiction based upon the cover and title <ul style="list-style-type: none"> <li>• Predict what might happen based on what has been read so far</li> </ul>	Make predictions prior to reading based upon the title, cover and skim reading of illustrations • Make predictions based upon events in the text so far.	Make predictions prior to reading based upon the title, cover and skim reading of illustrations, contents page and headings <ul style="list-style-type: none"> <li>• Make predictions based upon events and actions of characters so far in a story</li> <li>• Make predictions drawing upon knowledge from other texts</li> <li>• Make predictions based upon background knowledge of the topic</li> </ul>	Make predictions prior to reading about the likely type of characters or events in a story based upon the front cover, title, knowledge of the author and different genres of writing <ul style="list-style-type: none"> <li>• Make plausible predictions based upon events and actions of characters so far in a story - identifying evidence in the text</li> <li>• Make predictions drawing upon knowledge from other texts</li> </ul>	Make predictions about characters based upon reading so far - identifying a range of evidence within and beyond the text to support opinion <ul style="list-style-type: none"> <li>• Categorise predictions as likely/unlikely based upon what has been read so far</li> </ul>	Make predictions about characters, plots and themes of stories based upon knowledge of fiction genres and other books by the same author <ul style="list-style-type: none"> <li>• Make predictions using evidence stated and implied</li> </ul>
<b>Retelling</b>	Manipulate sections of stories to create and explore more complex narratives e.g. dual narration, flash back	Manipulate sections of stories to create and explore more complex narratives e.g. dual narration, flash back	Orally retelling a wider range of stories using actions and visual cues from the story	Retell a wide range of stories orally using actions and visual cues	Retell a wide range of texts orally which is balanced and clear		
<b>Sequencing</b>	- Can sequence pictures from a story or with familiar events	Sequence pictures for the beginning, middle and end of a story read	Sequence events from a story, explaining reasons for choices	Sequence pictures or texts from a story or non-fiction text read	Show understanding of the text by sequencing a selection of unknown text so that they make	Sequence sections/ outlines of unknown texts based upon	Manipulate sections of stories to create and explore more complex

## Reading and reading comprehension progression map 2022

				justifying reasons for choices	sense as a whole, justifying reasons for choices	knowledge of genre features	narratives e.g. dual narration, flash back
<b>Summarizing and Note Taking</b>			Explain and discuss the key information from what is seen or read (link to sequencing).	Summarise orally and in writing the main points from a paragraph using a wider range of prompts	Summarise orally and in writing the main points from several paragraphs or sections of a text	Identify the main ideas from several paragraphs and provide key additional information from a section of the text to support this	Identify the main idea from across several paragraphs or sections of the text and provide key additional information from the text to support this Summarise the themes or viewpoints for different texts
<b>Poetry</b>	To express themselves effectively, showing awareness of listeners'	To recite simple poems by heart.	To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.	To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. •To begin to use appropriate intonation and volume when reading aloud. •To begin to recognise different forms of poetry (e.g. free verse or narrative poetry)	<ul style="list-style-type: none"> <li>• To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).</li> <li>• To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud</li> </ul>	To continually show an awareness of audience when reading out loud using intonation, tone, volume and action. <ul style="list-style-type: none"> <li>• To learn a wider range of poetry b</li> </ul>	To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect
<b>Non-fiction</b>	Engage in non-fiction books. 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. Use and understand recently introduced		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 dictionaries to check the meaning of words that they have read.	To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.	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 (e.g. reading information leaflets before a gallery or museum visit or reading

# Reading and reading comprehension progression map 2022

	vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.						a theatre programme or review).
--	--	--	--	--	--	--	---------------------------------