

Whole School Reading Progression Map

	EYFS	KS1		KS2	
	30-50 Months 40- 60 Months Earl Learning Goals	Year 1	Year 2	Year 3	Year 4
<u>Word Reading</u>	Progression through reading scheme (Pink , Red and Yellow banded books).	Progression through reading scheme (Blue , Green , Orange , and Turquoise banded books).	Progression through reading scheme (Purple , Gold , White , Black banded books).	Progression through reading scheme (Brown and Grey banded books).	Progression through reading scheme (Grey and Dark Blue banded books).
<u>Phonics</u> , <u>Common Exception Words</u> and <u>Decoding</u>		<p>Apply phonic knowledge to decode words.</p> <p>Speedily read all 40+ letters/groups for 40+ phonemes.</p> <p>Read accurately by blending taught GPC.</p> <p>Read common exception words (Phases 3-5 and most of the HF words-first 100).</p> <p>Read common suffixes (-s, -es, -ing, -ed, etc.)</p> <p>Read accurately some words with two or more syllables that contain the same grapheme/phoneme correspondence.</p> <p>Read contractions and understanding use of apostrophe.</p>	<p>Secure phonic decoding until reading is fluent at over 90 words per minute.</p> <p>Read accurately by blending, including alternative sounds for graphemes.</p> <p>Read accurately most words of two or more syllables.</p> <p>I can read words with common suffixes (<i>happiness, enjoyment, wonderful, slowly</i>)</p> <p>I can read further common exception words, noting tricky parts (<i>See year 2 list and the next 200 HF words</i>).</p> <p>Read most words quickly & accurately without overt sounding and blending.</p>	<p>Begin to apply their growing knowledge of root words, prefixes and suffixes. Including in-, im-, dis-, mis-, un-, re-, sub-, inter-, anti-, -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian.</p> <p>Begin to read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>I can read and understand a selection of words from the Y3/Y4 list.</p> <p>Begin to read aloud and to understand the meaning of new words they meet.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud fluently.</p> <p>I can read most words effortlessly and attempt to decode unfamiliar words with increasing automaticity.</p> <p>I can read and understand most words from the Y3/Y4 list.</p>

		Read aloud phonically-decodable texts.	Sound out most unfamiliar words accurately, without undue hesitation.		
<u>Range of Reading</u>		<p>By the end of the year, I will have covered a range of the following:</p> <p>Poetry, traditional tales, stories with a familiar setting, repeated pattern text e.g. We're Going on a Bear Hunt, Non-fiction texts linked to topics/themes e.g. instructions, letters and lists.</p> <p>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p>	<p>By the end of the year, I will have covered a range of the following: Traditional tales, tales from other cultures, adventure stories. Non-fiction: instructions, letters, non-chronological reports and explanations.</p> <p>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</p> <p>Recognising simple recurring literary language in stories and poetry.</p>	<p>By the end of the year, will have covered a range of the following: Adventure, fantasy, science fiction, mystery, myths and legends, fairy stories, stories with a familiar setting, stories set in the past, stories from other cultures, diaries, letters, information texts, non-chronological reports, newspapers, instructions, explanations, persuasive texts, adverts and play scripts.</p> <p>Reading books that are structured in different ways and reading for a range of purposes.</p>	<p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Reading books that are structured in different ways and reading for a range of purposes.</p>
<u>Poetry and Performance</u>		<p>Learning to appreciate rhymes and poems, and to recite some by heart.</p> <p>I can recognise and join in with predictable phrases.</p>	<p>I can continue to build up a repertoire of poems that I know by heart.</p>	<p>I can discuss some different forms of poetry.</p> <p>To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</p>	<p>I can discuss different forms of poetry.</p> <p>I can recognise further themes in poetry (powerful verbs, imagery, metaphors).</p> <p>To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action).</p> <p>To show an awareness of the audience when reading aloud.</p>
<u>Inference and Prediction</u>		To begin to make simple inferences.	To make inferences on the basis of what is being said and done.	Beginning to draw inferences such as inferring characters' feelings, thoughts and motives from their	Making an inference based on something in the text AND your

		<p>Discussing the significance of the title and events.</p> <p>Making inferences on the basis of what is being said and done.</p> <p>Predicting what might happen on the basis of what has been read so far.</p>	<p>Beginning to ask and answer questions, including some simple inference questions.</p> <p>Predicting what may happen next, basing their answer on evidence they have read in the text up to this point.</p>	<p>actions, and justifying inferences with evidence with support.</p> <p>Predicting what might happen from details stated and implied with support.</p>	<p>own knowledge about the world, people, emotions and feelings.</p> <p>Predicting what may happen next, basing their answer on evidence from characters, setting, plot up to this point, including implied evidence.</p>
<u>Word Meaning and Authorial Intent</u>		<p>To discuss word meanings and link new meanings to those already known.</p> <p>Beginning to self-correct if they realise a sentence does not make sense.</p>	<p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Discussing their favourite words and phrases.</p>	<p>Discuss vocabulary used to capture the reader's interest and imagination.</p> <p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p>	<p>Discuss vocabulary used to capture the reader's interest and imagination.</p> <p>Express personal response to the writer's viewpoint and the effect this has on the reader.</p>
<u>Non-Fiction</u>			<p>To recognise that non-fiction books are structured in different ways.</p>	<p>To retrieve and record information from non-fiction texts.</p> <p>Beginning to use dictionaries to check the meaning of words that they have read.</p>	<p>To retrieve, record and discuss information from non-fiction texts.</p> <p>Using dictionaries to check the meaning of words that they have read.</p>