

Acomb First School

English: Reading Progression Map

	Reading – Word Reading				
	Reception	Year 1	Year 2	Year 3	Year 4
Phonetic Knowledge	<p>To read individual letters by saying the sounds for them.</p> <p>To say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>To blend sounds into words, so that they can read short words made up of letter-sound correspondences.</p> <p>To read words consistent with their phonic knowledge by sound-blending.</p> <p>To read simple phrases and sentences made up of words with known letter-sound correspondences.</p> <p>To read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>To apply phonic knowledge and skills to decode words.</p> <p>To blend sounds in unfamiliar words.</p> <p>To respond speedily, giving the correct sound to graphemes for all 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>To continue to apply phonic knowledge and skills 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 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>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-, un-, re-, sub-, inter-, super-, anti- and auto-</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,</p> <p>To begin to read aloud.</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 aloud fluently.</p>

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Common Exception Words	To read some common irregular words.	To read Y1 common exception words, noting unusual correspondences between spelling and sounds.	To read most Y1 and Y2 common exception words, noting unusual correspondences between spelling and sounds.	To begin to read Y3/Y4 exception words.	To read all Y3/Y4 exception words*, discussing the unusual correspondences between spellings.
Fluency	<p>To blend sounds into words, so that they can read short words made up of letter-sound correspondences.</p> <p>To read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>To re-read books to build up their confidence in word reading, their fluency</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 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</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.	



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	and their understanding and enjoyment.		texts.	
Reading - Comprehension				
	Reception	Year 1	Year 2	Year 3
				Year 4

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Co m p a r i n g, Co n t r a s t i n g a n d Co m m e n t i n g	<p>To compare and contrast characters from stories, including figures from the past.</p> <p>To retell stories, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>To listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>To offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</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 and 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 others.</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. 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>
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Words in Context and Authorial Choice	<p>To learn new vocabulary and use new vocabulary throughout the day.</p> <p>To listen to and talk about selected non-fiction to develop a familiarity with new knowledge and vocabulary.</p> <p>To use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>	<p>To discuss word meaning and link new meanings to those already known.</p>	<p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>To discuss their favourite words and phrases.</p>	<p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>To discuss authors' choice of words and phrases for effect.</p>	<p>Discuss vocabulary used to capture readers' interest and imagination.</p>
Inference and Prediction	<p>To offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>To anticipate (where appropriate) key events in stories.</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>

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Poetry and Performance	<p>To engage in story times. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Learn rhymes, poems and songs.</p> <p>To develop storylines in their pretend play.</p> <p>To make use of props and materials when role playing characters in narratives and stories.</p> <p>To invent, adapt and recount narratives and stories with their peers and their teacher.</p> <p>To perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</p>	<p>To recite simple poems by heart.</p>	<p>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.</p>	<p>To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</p> <p>#To begin to use appropriate intonation and volume when reading aloud.</p>	<p>To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).</p> <p>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.</p>
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No n- Fic tio n	<p>To engage in non-fiction books.</p> <p>To listen to and talk about selected non-fiction to develop a familiarity with new knowledge and vocabulary.</p>		<p>To recognise that non-fiction books are often structured in different ways.</p>	<p>To retrieve and record information from non-fiction texts.</p>	<p>To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.</p> <p>To use dictionaries to check the meaning of words that they have read.</p>
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