



Whole-School Reading Curriculum Progression Map

Reading – Word Reading	EYFS	KS1		KS2			
	3-4 year olds 4-5 year olds Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and Decoding	<p>To recognise rhythm in spoken words.</p> <p>To know some rhyming words for CVC words e.g. red/bed, hen/pen, and hug/bug.</p> <p>To know the sound at the beginning of words.</p> <p>To count and clap syllables in words.</p> <p>To segment the sounds in simple words and blend them together and know which letter represents some of them.</p> <p>To link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>To say a sound for each letter in the alphabet and at least 10 digraphs</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words.</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 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 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 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- 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>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 -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.*</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>

Common Exception Words

Read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words.

To read some common exception words linked to the phonics scheme.

To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.

To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.

To begin to read Y3/Y4 exception words.*

To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.

To read most Y5/Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.

To read Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.

Reading - Comprehension	EYFS	KS1		KS2			
	3-4 year olds 4-5 year olds Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding and Correcting Inaccuracies	<p>To know that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p>To talk about stories we have shared.</p> <p>To demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduce vocabulary.</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> <p>To check that the text makes sense to them as they read and to correct inaccurate reading.</p>	<p>To check that the text makes sense to them as they read and to correct inaccurate reading.</p> <p>To begin suggest ways to peers to help others make corrections in a supportive manner.</p>	<p>To check that the text makes sense to them as they read and to correct inaccurate reading.</p> <p>To begin to suggest ways to peers to help others make corrections in a supportive manner.</p>	<p>To check that the text makes sense to them as they read and to correct inaccurate reading.</p> <p>To suggest ways to peers to help others make corrections in a supportive manner.</p>	<p>To check that the text makes sense to them as they read and to correct inaccurate reading.</p> <p>To suggest ways to peers to help others make corrections in a supportive manner.</p>

Comparing, Contrasting and Commenting

To listen to stories with increasing attention and recall.

To begin to be aware of the way stories are structured.

To describe main story settings, events and principal characters.

To enjoy an increasing range of books.
To follow a story without pictures or props.

To begin to answer questions about a text.

To answer simple retrieval questions.

To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.

To demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduce vocabulary

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.

To link what they have read or have read to them to their own experiences.

To retell familiar stories in increasing detail.

To join in with discussions about a text, taking turns and listening to what others say.

To discuss the significance of titles and events.

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.

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.

To recognise simple recurring literary language in stories and poetry.

To ask and answer questions about a text.

To make links between the text they are reading and other texts they have read (in texts that they can read independently).

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).

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 numbering and headings).

To identify how language, structure and presentation contribute to meaning.

To identify main ideas drawn from more than one paragraph and summarise these.

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.

To recommend texts to peers based on personal choice.

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 presentations and debates, maintaining a focus on the topic and using notes where necessary.

To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.

To draw out key information and to summarise the main ideas in a text.

To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.

To compare characters, settings and themes within a text and across more than one text.

<p>Words in Context and Authorial Choice</p>	<p>To build up vocabulary that reflects the breadth of their experiences.</p> <p>To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</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>	<p>To discuss vocabulary used by the author to create effect including figurative language.</p> <p>To evaluate the use of authors' language and explain how it has created an impact on the reader.</p>	<p>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.</p>
<p>Inference and Prediction</p>	<p>To suggest how a story might end.</p> <p>To begin to understand 'why' and 'how' questions.</p> <p>To answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>To begin to make some inferences.</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>	<p>To draw inferences from characters' feelings, thoughts and motives.</p> <p>To make predictions based on details stated and implied, justifying them in detail with evidence from the text.</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.</p>

Poetry and Performance	<p>To listen to and join in with stories and poems, one-to-one and also in small groups.</p> <p>To join in with repeated refrains in rhymes and stories.</p> <p>To use intonation, rhythm and phrasing to make the meaning clear to others.</p> <p>To develop preference for forms of expression.</p> <p>To play cooperatively as part of a group to develop and act out a narrative.</p> <p>To express themselves effectively, showing awareness of listeners' needs.</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>	<p>To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.</p>	<p>To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.</p>
Non-Fiction	<p>To know that information can be relayed in the form of print.</p> <p>To know that information can be retrieved from books and computers.</p> <p>To know what non-fiction means.</p> <p>To know some features of a non-fiction text.</p>	<p>To begin to recognise that non-fiction books are often structured in different ways.</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>	<p>To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.</p>	<p>To retrieve, record and present information from non-fiction texts.</p> <p>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 a theatre programme or review).</p>

Reading Fluency Progression

Substantive Knowledge

Summary of new learning

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> • Titles – of books • Full stops • Words in pictures (e.g. onomatopoeias) • Question marks • Exclamation marks • Speech – within speech bubbles and inverted commas 	<ul style="list-style-type: none"> • Commas • Headings • Pitch for questions • Expression to convey dialogue • Stress for ! • Holistic meaning of sentences which relate to one another 	<ul style="list-style-type: none"> • Paragraphs • Stress, juncture and pitch with commas in a list • We must read heading, subheading and captions on pictures • Changes in font/print • Volume to convey emotion 	<ul style="list-style-type: none"> • Understanding the purpose behind use of Italics • Information can be presented differently even in fiction non-narrative writing. • Colons can be used to introduce items and/or lists of items • Narrative presented differently is still read like a story. 	<ul style="list-style-type: none"> • Commas are used after fronted adverbials and subordinate clauses and indicate a pause • Dashes • Volume and juncture for brackets – non-fiction • Inverted commas can also be used to quote non-fiction texts • Distinguishing between narrator and character • Stress to convey the author's message 	<ul style="list-style-type: none"> • Extra pauses • Italics - for the narrative of an ambiguous character and for internal thoughts • Juncture for semi-colons • Adding in extra juncture to further convey the author's message and/or clarity • Variations in pitch and pace 	<ul style="list-style-type: none"> • Understanding that narrative often includes internal thoughts and feelings of a character and our reading should reflect this • We can vary our pitch, pace, volume, expression and juncture all to convey the intended meaning of the text

	R	Y1	Y2	Y3	Y4	Y5	Y6
Volume	We read loud enough for others to hear	We read loud enough for others to hear When there is an exclamation mark, we should say that word/those words louder	We may change the volume when reading, if a character is feeling a strong emotion	We may change the volume when reading, if a character is feeling a strong emotion or if the author indicates we should through punctuation	Volume fluctuates within reading Information in brackets is often spoken quieter than the main body of text to indicate it is extra/separate or even secret (for characters in narrative)	Volume fluctuates within reading Italics can be used for internal thoughts or to show the narrative of an ambiguous character – this should be read quieter than the main body of text	We alter the volume at which we read to best convey the meaning of the text
	R	Y1	Y2	Y3	Y4	Y5	Y6
Pitch	Questions are different types of sentences (shown with ?)	Questions are different types of sentences and we raise our voice at the end so we can hear it is a question	Commas in a list of 3 – we usually lower our pitch for the third item	We use pitch in lists and to show different types of sentences	We use pitch in lists and to show different types of sentences	Pitch fluctuates within reading We can voluntarily change our pitch when reading to convey the author's intended message	Pitch fluctuates within reading We can voluntarily change our pitch when reading to convey the author's intended message
	R	Y1	Y2	Y3	Y4	Y5	Y6
Stress		We can stress certain words in exclamations to show how a character is feeling ! show us that stress is needed	Commas in a list of 3 – certain items in a list may be stressed, or the 'and' If a word is printed in a larger font, italics or capitalised, we should stress it	A different font or print may indicate we should stress a word. We need to understand why the word is printed differently, to know how/if to stress it Stressing words can convey character's thoughts and emotions	We can choose words to stress when we feel it better conveys the author's message and helps readers to understand the text	Stress should be used to effectively convey the author's intended meaning	Stress should be used to effectively convey the author's intended meaning

	R	Y1	Y2	Y3	Y4	Y5	Y6
Juncture	<p>Full stops show the end of a sentence; we pause and take a breath</p> <p>We also need to pause at the end of sentences which end with ? and !</p>	<p>We pause at the end of sentences (.!?)</p> <p>Commas indicate a short pause</p> <p>We pause after we read a heading as they introduce the text on that page</p>	<p>Paragraphs are used for a longer pause to separate parts of a text</p> <p>Commas in a list of 3 – we use a short pause between the first two items but not the last</p>	<p>We pause and take a breath between sentences and a longer pause between paragraphs</p> <p>Commas indicate a short pause</p> <p>Colons can be used to introduce items and/or lists of items: we should pause before we begin the list</p> <p>Dashes are used for a short pause, often to prolong a sentence and add more information or thoughts</p> <p>Brackets can be used to add extra information in non-fiction and require a short pause</p>	<p>We pause and take a breath between sentences and a longer pause between paragraphs</p> <p>When commas are used after fronted adverbials and subordinate clauses, we pause as these are introducing the main part of the sentence</p> <p>Sentences are sometimes put in their own paragraph because they should be emphasised so we leave a longer pause before and after</p> <p>Brackets can be used to add extra information in all text types, including extra thoughts of characters, and require a short pause</p>	<p>We pause for punctuation and sometimes voluntarily to further express the meaning of the text and/or provide clarity</p> <p>Semi-colons are a pause longer than a comma but shorter than a full stop</p>	<p>We pause for punctuation and sometimes voluntarily to further express the meaning of the text</p> <p>Semi-colons are a pause longer than a comma but shorter than a full stop – they are used to join two closely-related sentences together</p>

	R	Y1	Y2	Y3	Y4	Y5	Y6
Smoothness	<p>We blend sounds to read words clearly</p> <p>Words are used together to create a sentence with meaning</p>	<p>We blend sounds to read words clearly</p> <p>Sentences follow on from one another to create information or a story which we can understand</p>	<p>If we make mistakes when reading, we can restart the sentence/paragraph or paragraph so the meaning is clear</p> <p>Reading narrative sounds different to reading non-fiction</p> <p>Poems often have a rhythm to them which helps us read them aloud</p>	<p>Text is best understood when it is read smoothly with few errors, re-reads or unnecessary pauses</p>	<p>Text must be read smoothly, with few errors, re-reads or unnecessary pauses, to best convey the meaning of the text</p>	<p>Text must be read smoothly, with few errors, re-reads or unnecessary pauses, to best convey the author's intended meaning</p>	<p>Text must be read smoothly, with few errors, re-reads or unnecessary pauses, to best convey the author's intended meaning</p>
	R	Y1	Y2	Y3	Y4	Y5	Y6
Pace	<p>When we blend sounds into words, we can read quicker and understand the words</p>	<p>We blend to read words and sentences clearly</p>	<p>We read clearly and at a pace where others can listen, understand and enjoy the text</p>	<p>We read clearly and at a pace where others can listen and understand, pausing appropriately for the punctuation</p>	<p>Punctuation dictates the pace at which we read</p>	<p>Semi-colons and dashes are used to keep a higher pace within text</p> <p>Full stops and paragraph breaks are used to slow it down</p>	<p>We can change the pace of our reading to convey the author's intended message. We should look at the structure of the sentence and the punctuation uses to aid us to do this</p>

	R	Y1	Y2	Y3	Y4	Y5	Y6
Expression	<p>Words in pictures add to the story – when we read them, we can hear the sounds</p> <p>Speech bubbles can show what a character says. “_” can also be used to show what a character is saying</p>	<p>Speech is when a character is speaking. It can be in a speech bubble or in speech marks in the text</p> <p>We can use expression for exclamations to show how the character or author is feeling</p>	<p>We can convey a character's feelings by using expression when we read their speech</p>	<p>We can convey a character's feelings by using expression when we read their speech</p> <p>Words might be printed in italics to show an emotion (such as surprise) and we can express that with our voice</p> <p>Words or phrases may be printed in different fonts to represent a different emotion or atmosphere which we can express</p>	<p>We can convey a character's feelings by using expression when we read their speech</p> <p>Sentences are often put in their own paragraph because they should be emphasised</p> <p>Onomatopoeias are often written in italics so we can hear sounds within a scene</p> <p>Inverted commas in non-fiction text indicate a word or phrase is not factual/more colloquial and should be expressed as such</p> <p>The narrator may or may not be the character: expression should be used to distinguish who is narrating.</p>	<p>We use expression to convey a character's or author's feelings, within narrative</p>	<p>We use expression to convey a character's or author's feelings, within narrative and non-narrative texts</p> <p>Varying pace can help us express emotion and add atmosphere to a scene</p>

**These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.*