

## English Curriculum - Reading Progression Map

### English Primary Curriculum

	EYFS (Early Learning Goals)	Year 1	Year 2	Years 3 & 4 (Milestone 2)	Years 5 & 6 (Milestone 3)
	(Milestone 1)				
<p><b>Word Reading (To read words accurately)</b></p>	<ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs</li> <li>• Read words consistent with their phonic knowledge by sound-blending</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply phonic knowledge and skills as the route to decode words.</li> <li>• Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</li> <li>• Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</li> <li>• Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</li> <li>• Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.</li> <li>• Read other words of more than one syllable that contain taught GPCs.</li> <li>• Read words with contractions (for example, I’m, I’ll, we’ll) and understand that the apostrophe represents the omitted letter(s).</li> <li>• Read aloud accurately books that are consistent with phonic knowledge and that do not require other strategies to work out words.</li> <li>• Re-read these books to build up fluency and confidence in word reading</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</li> <li>• Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</li> <li>• Read accurately words of two or more syllables that contain the same graphemes as above.</li> <li>• Read words containing common suffixes.</li> <li>• Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</li> <li>• Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</li> <li>• Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</li> <li>• Re-read books to build up fluency and confidence in word reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words.</li> <li>• Read further exception words, noting the unusual correspondence between spelling and sound, and where these occur in the word.</li> </ul> <p><b>English Curriculum: <a href="#">Appendix 1</a></b></p>	<ul style="list-style-type: none"> <li>• Apply knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words.</li> </ul> <p>(Note: this should be through normal reading rather than direct teaching.)</p> <p><b>English Curriculum: <a href="#">Appendix 1</a></b></p>

<p><b>Comprehension (To understand texts)</b></p>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</li> <li>• Anticipate – where appropriate – key events in stories;</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> <li>• Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li> </ul>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding:</p> <ul style="list-style-type: none"> <li>• Listen to and discuss a wide range of texts (poems, stories and non-fiction).</li> <li>• Link reading to own experience.</li> <li>• Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</li> <li>• Recognise and join in with (including role-play) recurring, predictable phrases and language.</li> <li>• Learn to appreciate rhymes and poems, and to recite some by heart.</li> <li>• Discuss word meanings, linking new meanings to those already known.</li> </ul> <p>Understand books they can already read accurately and fluently and those they listen to:</p> <ul style="list-style-type: none"> <li>• Draw on what they already know or on background information and vocabulary provided.</li> <li>• Check that reading makes sense and self-correct.</li> <li>• Discuss the significance of the title and events.</li> <li>• Make inferences on the basis of what is being said and done.</li> <li>• Predict what might happen on the basis of what has been read so far.</li> <li>• Discuss texts, taking turns and listening to others.</li> <li>• Explain clearly their understanding of what is being read to them.</li> </ul>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding:</p> <ul style="list-style-type: none"> <li>• Listen to, discuss and express views about a wide range of texts (poems, stories and non-fiction).</li> <li>• Discuss the sequence of events in books and how items of information are related.</li> <li>• Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales</li> <li>• Read non-fiction books that are structured in different ways.</li> <li>• Recognise simple recurring literary language in stories and poetry.</li> <li>• Discuss and clarify the meanings of words, linking new meanings to known vocabulary.</li> <li>• Discuss their favourite words and phrases.</li> <li>• Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</li> </ul> <p>Understand books that they can already read accurately and fluently and those that they listen to:</p> <ul style="list-style-type: none"> <li>• Draw on what they already know or on background information and vocabulary provided.</li> <li>• Check that the text makes sense and self-correct.</li> <li>• Make inferences on the basis of what is being said and done.</li> <li>• Answer and ask questions.</li> <li>• Predict what might happen on the basis of what has been read so far.</li> <li>• Discuss texts that are read to them and those that they can read for themselves, taking turns and listening to others.</li> <li>• Explain and discuss understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> </ul>	<p>Develop positive attitudes to reading and understanding of what they read:</p> <ul style="list-style-type: none"> <li>• Listening to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>• Read books that are structured in different ways and reading for a range of purposes.</li> <li>• Use dictionaries to check the meaning of words.</li> <li>• Increase familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</li> <li>• Identifying themes and conventions in a wide range of books.</li> <li>• Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</li> <li>• Discuss words and phrases that capture the reader’s interest and imagination.</li> <li>• Recognise some different forms of poetry.</li> </ul> <p>Understand what they read, in books they can read independently:</p> <ul style="list-style-type: none"> <li>• Check that the text makes sense, discussing understanding and explaining the meaning of words in context.</li> <li>• Ask questions to improve their understanding of a text.</li> <li>• Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>• Predict what might happen from details stated and implied.</li> <li>• Identify main ideas drawn from more than one paragraph and summarising these.</li> <li>• Identify how language, structure, and presentation contribute to meaning.</li> <li>• Retrieve and record information from non-fiction.</li> <li>• Discuss texts that are read to them and those that they can read for themselves, taking turns and listening to others.</li> </ul>	<p>Maintain positive attitudes to reading and understanding:</p> <ul style="list-style-type: none"> <li>• Continue to read and discuss an increasingly wide range of fiction, poetry, and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions plays, non-fiction and reference books or textbooks.</li> <li>• Read books that are structured in different ways and reading for a range of purposes.</li> <li>• Increase familiarity with a wide range of books, including myths, legends.</li> <li>• Recommend books to their peers, giving reasons for their choices.</li> <li>• Identify and discuss themes and conventions in and across a wide range of writing.</li> <li>• Make comparisons within and across books.</li> <li>• Learn a wider range of poetry by heart.</li> <li>• Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</li> <li>• Understand what they read:</li> <li>• Check that the book makes sense, discussing understanding and exploring the meaning of words in context.</li> <li>• Ask questions to improve understanding.</li> <li>• Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>• Predict what might happen from details stated and implied.</li> <li>• Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</li> <li>• Identify how language, structure and presentation contribute to meaning.</li> <li>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• Distinguish between statements of fact and opinion.</li> <li>• Retrieve, record and present information from non-fiction.</li> <li>• Discuss texts that are read to them and those that they can read for themselves, building on their own and others’ ideas and challenging views courteously.</li> <li>• 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</li> <li>• Provide reasoned justifications for their views.</li> </ul>
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