Hatch Ride
Whole School Reading
Progression Map

Word Reading	EYFS	Key Stage 1		Key Stage 2			
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and Decoding	-Say a sound for each letter in the alphabet and at least 10 digraphs -Read words consistent with their phonic knowledge by sound blending -Read aloud simple sentences and books that are consistent with their phonic knowledge	-To apply phonic knowledge and skills as the route to decode words -To blend sounds in unfamiliar words using the GPCs that they have been taught -To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes -To read words containing taught GPCs -To read words containing -s, -es, -ing, -ed and -est endings -To read words with contractions, e.g. I'm, I'll and we'll.	-To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent - To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes - To accurately read most words of two or more syllables. - To read most words containing common suffixes	-To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words) -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 -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	-To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill - To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently	-To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues -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	-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
Sight Vocabulary	- Recognise some common exception words in simple sentences and books.	-To read Y1 common exception words	-To read all Y1/Y2 common exception words	-To begin to read Y3/Y4 NC statutory words	-To read all Y3/Y4 NC statutory words	-To begin to read Y5/Y6 NC statutory words	-To read all Y5/Y6 NC statutory words

Fluency		-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 - To reread texts to build up fluency and confidence in word reading -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 -To reread texts to build up fluency and confidence in word reading	-To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation - To reread these books to build up fluency and confidence in word reading - To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age appropriate texts	-At this stage, teaching comprehension skills will take precedence over teaching word reading and fluency specifically -Any focus on word reading should support the development of vocabulary

Reading Comprehension	EYFS	Key Stage 1		Key Stage 2			
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding and correcting inaccuracies		-To check that a text makes sense to them as they read and to self- correct	-To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher - To check that the text makes sense to them as they read and to correct inaccurate reading	-Children will independently self-correct inaccuracies as they read to maintain understanding of an age appropriate text. -They will draw on contextual cues		Children will independently self-correct inaccuracies as they read to maintain understanding of an age appropriate text. -They will draw on contextual cues which draw on greater inference skills.	
Reading for Pleasure **Listening to and discussing texts** **Comparing, contrasting & commenting**	-To demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced 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 discussions about a text, taking turns and listening to what others say - To discuss the significance of titles and events - To recognise simple recurring literary	-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	- 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 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	-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

		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)	of information are related		- To identify how language, structure and presentation contribute to meaning - To identify main ideas drawn from more than one paragraph and summarise these	paragraph and to summarise these - To recommend texts to peers based on personal choice	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
Developing Vocabulary	- To use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	-To discuss word meaning and link new meanings to those already known	-To discuss and clarify the meanings of words, linking new meanings to known vocabulary - To discuss their favourite words and phrases	-To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	-Discuss vocabulary used to capture readers' interest and imagination	- To discuss vocabulary used by the author to create effect including figurative language - To evaluate the use of authors' language and explain how it	- 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,

				-To discuss authors' choice of words and phrases for effect -To identify vocabulary that captures the reader's interest		has created an impact on the reader	analogy, imagery, style and effect. - To identify and evaluate the effectiveness of an author's choice and use of language, explaining the impact on the reader
Inference and Prediction	- To anticipate (where appropriate) key events in stories.	-To begin to make simple inferences - To predict what might happen on the basis of what has been read so far	-To make inferences on the basis of what is being said and done - To predict what might happen on the basis of what has been read so far in a text	-To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives -To justify predictions using evidence from the text	-To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text - To justify predictions from details stated and implied	-To draw inferences from characters' feelings, thoughts and motives with supporting evidence - To make predictions based on details stated and implied, justifying them in detail with evidence from the text	-To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters) - To discuss how characters change and develop through texts by drawing inferences based on indirect clues
Performance and Poetry	-To use and understand recently introduced vocabulary during discussions about poems.	-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.	- To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry) - To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading	-To continually show an awareness of audience when reading out loud using intonation, tone, volume and action - To learn a wider range of poetry by heart	-To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect

				free verse or narrative poetry)	aloud		
Non-fiction	-To use and understand recently introduced vocabulary during discussions about non-fiction texts.	- Beginning to recognise that non-fiction books are often structured in different ways	-To recognise that non- fiction books are often structured in different ways	-To retrieve and record information from non- fiction texts using contents and glossary to locate it	-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 distinguish between fact and opinion	-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)