

Barley Croft Primary School



Whole School Reading Progression Map

	EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Birth to 3 Years 40 - 60 months Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Phonics and Decoding	- To enjoy rhyming and rhythmic activities. - To show an awareness of rhyme and alliteration. - To recognise rhythm in spoken words. - To continue a rhyming string. - To hear and say the initial sound in words. - To segment the sounds in simple words and blend them together and know which letter represents some of them. - To link	- 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.
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	sounds to letters, naming and sounding the letters of the alphabet. To use phonic knowledge to decode regular words and read them aloud accurately.						
Common Exception Words	To read some common irregular words.	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 where 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 all Y5/Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.

Fluency	• To show interest in illustrations and print in books and print in the environment. • To recognise familiar words and signs such as own name and advertising logos. • To look and handle books independently (holds books the correct way up and turns pages). • To ascribe meanings to marks that they see in different places. • To begin to break the flow of speech into words. • To begin to read words and simple sentences. • To read and	• 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 re-read 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 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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	understand simple sentences.			
Understanding and correcting inaccuracies	- To know that print carries meaning and, in English, is read from left to right and top to bottom. - To understand humour, e.g. nonsense rhymes, jokes.	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.	To confidently self-correct and consistently check the text makes sense to them as they read and to accurately correct incorrect reading. By Key Stage 2, 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.

Reading for Pleasure, Listening to and discussing texts and Comparing, contrasting & commenting	- To listen to stories with increasing attention and recall. - To anticipate key events and phrases in rhymes and stories. - 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 listen to stories, accurately anticipating key events and respond to what they hear with relevant comments.	- 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 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 recognise simple recurring literary language in stories and poetry. - To ask and answer questions	- 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, 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 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	- 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
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	questions or actions.	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 identify main ideas drawn from more than one paragraph and summarise these.	summarise these. • To recommend texts to peers based on personal choice.	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.
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Inference and Prediction	- To suggest how a story might end. - To begin to understand 'why' and 'how' questions. - To answer 'how' and 'why' questions about their experiences and in response to stories or events.	- 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. <i>Justifying inferences by referencing a specific point in the text. That words convey meaning and that these provide hints or clues about actions or events.</i> - To justify predictions using some evidence from the text. <i>Using relevant prior knowledge to make predictions and justify them.</i>	- To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text. <i>Understand that authors often show us rather than explicitly tell us.</i> - To justify predictions from details stated and implied in the text. <i>Monitoring predictions and comparing them with the text as they read on.</i>	- To confidently draw inferences from characters' feelings, thoughts and motives with supporting evidence from the text. <i>Using figurative language to infer meaning.</i> <i>Giving evidence to support the point they are making. Drawing evidence from more than one point in the text.</i> - To make predictions based on details stated and implied, justifying them in detail with evidence from the text. <i>Confirming and modifying predictions as they read on.</i>	- To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). <i>Discuss how characters change and develop through texts by drawing inferences based on indirect clues.</i> - To discuss how characters change and develop through texts by drawing inferences based on indirect clues. <i>Confirming and modifying predictions in light of new information.</i>
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Poetry and Performance	• To listen to and join in with stories and poems, one-to-one and in small groups. • To join in with repeated refrains in rhymes and stories. • To use intonation, rhythm and phrasing to make the meaning clear to others. • To develop preference for forms of expression. • To play cooperatively as part of a group to develop and act out a narrative. • To express themselves effectively, showing	• 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. free verse or narrative).	• 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.

	awareness of listeners' needs.						
Non-fiction Structure and Organisation	- To know that information can be relayed in the form of print. - To know that information can be retrieved from books and computers.		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 organisational 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) 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). - To recognise bias, fact and opinion.

Long Term Reading Objectives (Year 3)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Clarifying vocabulary	Visualisation	Background knowledge (1)	Ask questions / wonder	Retelling	Background knowledge (2)
Noticing and checking mistakes	Sequencing & Retelling	Prediction	Inference	Summarising	Theme
Making connections (working memory) Fiction	Gist	Find evidence (1) Fiction	Visualising (2)	Find evidence (2) Non-Fiction	Express opinions

Long Term Reading Objectives (Year 4)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Clarifying vocabulary	Visualisation (1)	Background knowledge (1)	Ask questions / wonder	Retelling	Background knowledge (2)
Noticing and checking mistakes	Sequencing & Retelling	Prediction	Inference	Summarising	Theme
Making connections (working memory) Fiction	Gist	Skim & Scan (1) Fiction	Visualising (2)	Skim & Scan (2) Non-Fiction	Express opinions

Long Term Reading Objectives (Year 5)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Clarifying vocab	Background knowledge	Visualisation	Pronoun tracking	Ask questions, wonder and predict	Find, record and present information from non-fiction
Making connections (working memory) Fiction	Inference Fiction	Gist (2)	Determiners	Background knowledge (2)	Theme
Gist (1)	Summarising	Skim & Scan (1) Fiction	Word choices Poetry	Skim & Scan (2) Non-Fiction	Express opinions
Year 5 - ongoing objectives: Noticing and checking mistakes and prediction					

Long Term Reading Objectives (Year 6)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Making connections (1)	Gist & Summary (1)	Skim & Scan (2)	Select priority objectives for revision from AfL.	Select priority objectives for revision from AfL.	Recap and prepare children for Year 7.
Skim & Scan (1)	Pronoun tracking, prepositions & Determiners (1)	Inference (2)			
Inference (1)	Making connections (2)	Gist & Summary (2)			

Teaching reading comprehension strategies

Remember to draw attention to and model that good readers have to change their minds as they read further.

Reading strategy	How to model the strategy	Possible sentence stems	Possible jottings
Working memory	• Read a sentence / clause • Cover it up • Re-tell the information in your own words • Continue sentence by sentence • Say how each sentence links / gives more information to previous sentences	So, basically this means... I remember that... First, I thought, now, I think... I think I need to change my mind...	Links between words on the text Draw images to represent what happens in 2 or more sentences
Visualisation	• Read a sentence / clause and say what you can see in your head. • Read the next sentence and explain what you can now see and how the picture has changed. • Repeat sentence by sentence.	I'm imagining... In my mind, I can see... My picture is... My picture has changed because... The picture in my head is... I've changed my mind...	Pictures of what is happening
Pronoun tracking	• What does this pronoun refer to? • Can you find the noun in an earlier sentence? • Link this understanding to what you already know. • Does it change the picture in your head? • How else is the noun referred to? • Repeat sentence by sentence.	This means.... It links back to this noun... This tells me... The pronoun is... I know it's talking about (it refers to)	Noun and pronoun clouds / links Circle pronouns in the text and the noun they link to

Inference	• What does this tell me about...? What do I already know? What do I now think I know? What else could it also be? • Read on. • Was my inference correct? Do I need to change my mind? What do I now know for sure? What do I think I know? What clues are there? • Repeat sentence by sentence.	I'm inferring... because I already know... From this clue / word, I'm inferring... because I think that..... because	Label / annotate clues in the text and jot inferences
Vocabulary in context	• Read a sentence and point at the target word. • Discuss the meaning of the word in this context. It can't mean what it usually means? It must now mean... Describe the picture in my head? • Ask a 'what' or 'where' question and expect children to use the target word in their answer. • Encourage children to reuse this word in the same context in a new sentence. • Repeat when appropriate.	I think this word now means... This must mean something different.. I can use this word again..	Jot new meaning Label meaning onto text in 'bubbles'
Gist (a detailed summary that includes inferences from the text)	• Read a sentence(s) and explain what has happened in your own words including anything that you have inferred. • Read on. • Pause again saying what has happened in your own words. Explain if you have had to change your mind. • Repeat sentence by sentence / chunk by chunk.	So, basically, what has happened is... So far...	Draw three sketch pictures of this paragraph - stick people, speech bubbles etc.

Summary (a summary of what is stated in the text (similar to a precis))	• Read a sentence(s) and explain what has happened in your own words. You might refer to what, where, when, who and why which will probably mean using words from the text. • Read on. • Pause again saying what has now happened. Repeat paragraph by paragraph / chunk by chunk.	I summarise that... The main point of this sentence / paragraph / section / chapter / text is...	Label a 'hand' with key points linked to the prompts - who, what, where, when why? Label key words Label paragraphs with key words / phrases to summarise its content
Background knowledge / prior knowledge activation	• Read a sentence and explain how what you already know helps you read for meaning, e.g. • I already know about something like this from earlier in the text... • I remember something like this from when I did / watched / saw / heard... • So what does it tell me about the meaning of this sentence?	I already know... I remember when... This reminds me of what happened to me once when... This reminds me of what I watched when... This reminds me of what I read when... I'm thinking of... Could this be like when...?	Label / list links to background knowledge
Theme	• Read to the end of a poem / song or 'well into' a story. • Talk about the gist of the text and what the main idea is for you. • Select a theme from the class 'theme fan' that best fits. • Explain why. • Repeat regularly when reading fiction	The gist of this is... (So basically...) I think the main idea of this is... It makes me think about... These words are all about / linked to...	Highlight / jot words and phrases that are linked to an idea / theme Sort/place themes on a zone of relevance

Linking sentences	• Read a sentence / clause • Cover it up • Re-tell the information in your own words • Continue sentence by sentence • Say how each sentence links / gives more information to previous sentences / changes the picture in your head.	So, basically this means... I now know that... This tells me that... I have to change my mind...	Links between clauses / sentences on the text Draw images to represent what happens in 2 or more sentences
Raising questions	• Read a sentence pausing when the content raises a question in your mind. • 'Wonder' aloud. • Read on and verbalise your other questions / 'wonderings'. • Comment if any of your 'wonderings' are answered. • Repeat sentence by sentence.	I wonder whether / how/ why...? I would like to know... What if...? It might be...	Put questions beside the text or on post-its (indicate if possible which part of the text gave rise to the 'wondering').
Understanding noun phrases	• Identify the noun(s) in the sentence. • Which words give us more information about the noun? This is a noun phrase. • What picture does this form in your head? • Which is the most important word in the phrase (which word must a reader understand)? • Repeat sentence by sentence.	This is the noun... These words tell me that the noun is... The picture in my head is... / I can see...	Circle the nouns. Underline the noun phrases (before and after the noun if applicable). Sketch the picture this information conveys for some noun phrases.
Determiners	• Identify the determiners in the sentence (they come before a noun). • What does it (do they) tell us about the noun? • What picture does this form in your head? • Repeat sentence by sentence.	This is a determiner ... and it tells me that there is The picture in my head is... / I can see...	Circle determiners. Label what it tells you about the noun. Sketch the picture this information conveys for some nouns.

Conjunctions	• Pause at the conjunction in the sentence. • What does this word mean? What does it tell me to expect next? What does it tell me about the link between what I already know and the next piece of information? • Read on. What have I now learnt? • How does this change the picture in my head? • Repeat sentence by sentence.	This conjunction means.... I know that the next bit of information will.... I think the next bit will... I now know... <i>I need to change my mind because...</i>	Circle conjunctions and label with their meaning. Underline the next clause. Not how it adds to the meaning of the sentence.
Restructuring texts	• Look at the cut up text. • Sequence it. • Read aloud to check the flow. • Identify the linking words and phrases (cohesive devices). • Explain why the text must go in the order you have arranged.	This bit must come after that because... This section must go before that one because... This must be last / first because...	Underline cohesive devices / clues, e.g. adverbs / adverbials / pronouns / 'had' etc.
Skimming	• Look through this text very quickly to get an idea of what it is about • Look at titles, subtitles, illustrations, captions, first and last sentences of paragraphs	I think this text/chapter/page will be about... An overview of this text is...	Use a highlighter to pick out the key information that you can determine from a '5 second skim'
Scanning	• Scan/search the text to find some information about... • Identify a key word(s) /phrase that will help • Look carefully at the word to see what letter it begins/ ends with and if there are any unusual patterns / letters • Search for the key word using your 'fastest finger' (if that word can't be found, scan for another key word) • Read closely (see below)	I have got a key word (and another in case this isn't used in this text) I have found the word... I have found it again... This key word was more useful...	Write the key word down / underline it / highlight it Once it is found in the text, highlight / circle/underline it

Close-reading	• Take a deep breath, then read the sentence containing the key word more slowly than usual to check that it makes sense • Possibly, also read the sentence that comes before and after to find out more... • Give the information in your own words. • Consider, does it answer your query?	I am going to read this very carefully Does it make sense? Does it answer my question? I can say this information in my own words...	Jot the facts / information down in your own words
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