



Whole-School Curriculum Progression Map~ Reading Year R – Year 4



Programme of study	EYFS 2021	KS1 Statutory Curriculum Guidance Non-Statutory Curriculum Guidance Teacher Assessment Framework		KS2 Statutory Curriculum Guidance Non-Statutory Curriculum Guidance	
	Year R	Year 1	Year 2	Year 3	Year 4
Reading – Word Reading					
Phonics and Decoding	<p>To say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>To read words consistent with their phonic knowledge by sound-blending.</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 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>
Exception Words	To read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception 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 these occur in the word.
Fluency	To read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	<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 these 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 texts.</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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Reading – Comprehension					
Understanding and Correcting		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.		
Comparing, Contrasting and 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 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

Words in Context and Authorial Choice	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. To discuss authors' choice of words and phrases for effect.	Discuss vocabulary used to capture readers' interest and imagination.
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.
Poetry and Performance	To use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play	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 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 aloud.
Non-Fiction	To use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play		To recognise that non-fiction books are often structured in different ways.	To retrieve and record information from non-fiction texts.	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.

*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.

Early Learning Goals 2021

Comprehension

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

Anticipate - where appropriate - key events in stories.

Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Word Reading

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, including some common exception words.

Writing

Write recognisable letters, most of which are correctly formed.

Spell words by identifying sounds in them and representing the sounds with a letter or letters.

Write simple phrases and sentences that can be read by others.

Reception Skills

Comprehension

To listen to familiar stories and recall some facts.

To begin to anticipate/predict what may happen next in the stories they hear.

To think about the emotions of the characters they come across as they read and are read to.

To discuss the vocabulary we come across in books.

To sequence stories they are familiar with.

To begin to spot adjectives in the books we read.

To become familiar with the VIPERS used by the whole school.

To discuss the books they read and have read to them.

Word Reading

To listen to and identify sounds in the environments.

To tell stories using the pictures in books, creating a narrative.

To enjoy sharing books with adults and their friends.

To know letters convey meaning.

To read some familiar words in our environment.

To continue a rhyming string.

To clap out the syllables in a word.

To orally blend a CVC word, when an adult says the sounds.

To listen to and hear initial sound in words.

To listen to and hear sounds in CVC words.

To listen to and hear sounds in CCVC and CVCC words.

To identify sounds on a sound mat.

To say the phoneme when shown any Phase 2 or 3 sound - as taught.

To blend the sounds in CVC words to read.

To blend the sounds in CCVC/CVCC words to read.

To read some 'tricky' words - as taught.

To read simple sentences.

To re-read books they have already read, to help them gain confidence and fluency.

Reception Knowledge

Comprehension

To know that some books are fiction and some books are non-fiction - explain how we know.

To use learned words and phrases to discuss familiar stories or during role play.

To increase their vocabulary as time goes on.

To be able to offer a definition for new words that are taught.

To know how to sequence familiar stories.

To name the VIPERS used by the whole school.

Word Reading

To know that words can be read.

To know how to hold a book the correct way around.

To know how to turn the pages of a book.

To know that in English we read from left to right.

To know and say the sound for all the sounds covered - as taught.

To know and therefore read some 'tricky' words - as taught.