

The Stonebridge School

Reading Progression Map

	EYFS 3 & 4-year-olds Children in Reception / ELG	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading: Word reading							
Phonics and Decoding	To spot and suggest rhymes. To count or clap syllables in words. To recognise words with the same initial sound, such as money and mother (Literacy). To read individual letters by saying the sounds for them. To blend sounds into words, so that they can read short words made up of letter - sound correspondences. To read some letter groups that each represent one sound and say sounds for them. To read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. (Literacy) To say a sound for each letter in the alphabet and at least 10 digraphs. To read words consistent with their phonic knowledge by sound-blending. To read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. (Literacy and Word Reading).	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.
CEW	To read a few common exception words matched to the school's phonic programme. (Literacy)	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.	

The Stonebridge School

Reading Progression Map

Fluency	To understand the five key concepts about print: • print has meaning • the names of different parts of a book • print can have different purposes • page sequencing • we read English text from left to right and from top to bottom To develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in words • recognise words with the same initial sound, such as money and mother (Literacy) To blend sounds into words, so that they can read short words made up of letter-sound correspondences. To read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. To re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. (Literacy) To read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. (Literacy and 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 should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.
---	--	--	---	--

The Stonebridge School

Reading Progression Map

Reading: Comprehension							
Connecting and correcting inaccuracies	To enjoy listening to longer stories and can remember much of what happens. To understand 'why' questions, like: "Why do you think the caterpillar got so fat?" To be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions. (Communication and Language). To engage in extended conversations about stories, learning new vocabulary. (Literacy). To listen to and talk about stories to build familiarity and understanding. To retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. To listen carefully to rhymes and songs, paying attention to how they sound. To listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. (Communication and Language). To demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. To anticipate (where appropriate) key events in stories. To use and understand	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.				

The Stonebridge School

Reading Progression Map

Comparing, contrasting and commenting	To be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions. (Communication and language) To compare and contrast characters from stories, including figures from the past. (Understanding the world) To listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. (Communication and language - Listening, Attention and Understanding) To offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non -fiction, rhymes and poems when appropriate. (Communication and language - Speaking)	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 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 can contribute to meaning. To identify the main ideas drawn from 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 recognise texts to pees 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 topics 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.
---------------------------------------	--	---	---	--	--	--	---