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| **Brierley CE (VC) Primary School**  **Reading Progression Map 2023-24**  **FS2 to Year 6** | | | | | | | | | | | |
| **Year Group** | **Word Reading** | **Develops Pleasure of Reading** | **Discussion and Understanding** | **Book Knowledge** | **Vocabulary** | **Inference** | **Prediction** | **Explanation** | **Retrieval** | **Sequence or Summarise** |
| **FS2** | * Able to follow a story without pictures or props. * Continues a rhyming string * Hears and says the initial sounds in words. * Can segment the sounds in simple words and blend them together and knows which letters represent some of them. * Links sounds to letters, naming and sounding the letters of the alphabet. * Begins to read words and simple sentences. | * Understands humour, e.g. nonsense rhymes, jokes. * Enjoys an increasing an increasing range of books. | * Listens and responds to ideas expressed by others in conversations or discussion. | * Knows that information can be retrieved from books and computers. | * Uses vocabulary and forms of speech that are increasingly influenced by the experience of books. |  |  |  |  |  |
| **ELG** | * 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 | * Shares opinions about books and talks about favourite books and characters | * Demonstrate understanding of what has been read to them by retelling stories and narratives * Use their own words and recently introduced vocabulary to retell narratives * Anticipate (where appropriate) key events in stories | * Links what has been read to own experiences * Features of fiction and non-fiction books | * Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play |  |  |  |  |  |
| **Year Group** | **Word Reading & Fluency** | **Develops Pleasure of Reading** | **Discussion and Understanding** | **Comprehension** | **Vocabulary** | **Inference** | **Prediction** | **Explanation** | **Retrieval** | **Sequence or Summarise** |
| **Y1** | * Apply phonic knowledge and skills as the route to decode words. * Respond speedily with the correct sound to the graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. * Read accurately for blending sounds in unfamiliar words containing GPCs that have been taught. * Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. * Read words containing taught GPCs and –s, -es, -ing, -ed, -er and –est endings. * Read other words of more than one syllable that contain taught GPCs. * Read words with contractions (for example, I’m, I’ll, we’ll) and understand that the apostrophe represents the omitted letter(s). * Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. * Re-read these books to build up their fluency and confidence in word reading. | * Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. * Being encouraged to link what they read or hear read to their own experiences. * Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. * Recognising and joining in with predictable phrases. * Learning to appreciate rhymes and poems, and to recite some by heart. | * Participate in discussion about what is read to them, taking turns and listening to what others say. * Explain clearly their understanding of what is read to them. * Discussing word meanings, linking new meanings to those already known. | * Drawing on what they already know or on background information and vocabulary provided by the teacher. * Checking that the text makes sense to them as they read and correcting inaccurate reading. * Re-reads when they have lost the meaning. * Discussing the significance of the title and events. * Making inferences on the basis of what is being said and done. * Predicting what might happen on the basis of what has been read so far. | * Uses picture clues to deepen understanding. * Uses the context to make informed guesses about the meaning of unfamiliar words. * Identifies unfamiliar words and asks about meaning. * Discusses the meaning of unfamiliar words with others. | * Makes links with other stories. * Make links with characters in other stories. * Recognises the characters feelings | * Uses prior knowledge to understand texts. Makes predictions based on the events in the story. | * Identifies the characters in a story. * Can say why a character has a feeling. * Recognise the characters feelings. * Gives an opinion about a character. * . | * Knows that stories can have similar characters. * Answers retrieval questions about a book. | * Knows that stories can have similar patterns or events. |
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| **Y2** | * Continue to apply phonic knowledge and skills as the route to decode until automatic decoding has become embedded and reading is fluent. * Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. * Read accurately words of two or more syllables that contain the same graphemes as above. * Read words containing common suffixes. * Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. * Read most words quickly and accurately, without overt sounding and blending when they have been frequently encountered. * Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation re-read these books to build up their fluency and confidence in word reading. * Knows that there is a range of decoding strategies. | * Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. * Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. * Being introduced to non-fiction books that are structured in different ways. * Recognising simple recurring literary language in stories and poetry. * Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. | * Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say. * Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. * Discussing the sequence of events in books and how items of information are related. * Discussing and clarifying the meanings of words, linking new meanings to known vocabulary. * Discussing their favourite words and phrases. | * Drawing on what they already know or on background information and vocabulary provided by the teacher. * Checking that the text makes sense to them as they read and correcting inaccurate reading. * Making inferences in the basis of what is being said and done. * Answering and asking questions. * Predicting what might happen on the basis of what has been read so far. | * Understand and recognize simple recurring literary language in stories and poetry. * Discuss and clarifying the meanings of words, linking new meanings to known vocabulary. * Children begin to find the meaning of new words using the context of the sentence. They use pictures to help support this skill. * Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding of words. * Understand what he/she reads independently by identifying how language, structure, and presentation contribute to meaning to include paragraphs, headings, sub-headings, inverted commas to punctuate speech. * Children begin to find the meaning of new words using substitution within a sentence. * Children are able to use their growing vocabulary to suggest synonyms for words. * Children can find and copy words and phrases to describe characters, setting and mood. | Make inferences on the basis of what is being said and done. Know what the inference - ‘reading between the lines’ – means.   * Children begin to make inferences about characters’ feelings using what they say and do to infer basic points. * Children make inferences about characters’ feelings using what they say and do to infer basic points and begin, with support to pick up on more subtle references. * Children can begin to make links to their own experiences, other stories and characters. | * Make plausible predictions about what might happen on the basis of what has been read so far. * Children make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them. * Children generate literacy recall questions of their own, which go with the text they are reading before, during and after reading. Children can use their own question words and begin to be able to change their questions as they progress through the text | * Explain what has happened so far in what he/she has read. * With support, children explain their reasons for story and character preferences and make suggestions for improving a text. * Children can explain their understanding simple questions about what they have just read. | * Answering and asking questions. * Children begin to learn the skill of ‘skim and scan’ to retrieve details. | * Discussing the sequence of events in books and how items of information are related. * Children retell and order events from the text. They begin to discuss how events are linked |
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| **Y3** | * Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. * Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. | * Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. * Reading books that are structured in different ways and reading for a range of purposes. * Using dictionaries to check the meaning of words that they have read. * Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. * Identifying themes and conventions in a wide range of books. * Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. * Recognising some different forms of poetry (for example, free verse, narrative poetry). | * Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. * Asking questions to improve their understanding of a text drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence. * Predicting what might happen from details stated and implied. * Identifying main ideas drawn from more than one paragraph and summarising these. * Identifying how language, structure and presentation contribute to meaning. * Retrieve and record information from non-fiction. | * Participate in discussion about both books that are read to them and those that they can read for themselves, taking turns and listening to what others say.   Discussing words and phrases that capture the reader’s interests and imagination.  Adapt own responses in the light of others’ responses.  Know that characters’ actions can tell the reader about their thoughts, feelings and motives. | * Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding of words. * Understand what he/she reads independently by identifying how language, structure, and presentation contribute to meaning to include paragraphs, headings, sub-headings, inverted commas to punctuate speech. * Children begin to find the meaning of new words using substitution within a sentence. * Children are able to use their growing vocabulary to suggest synonyms for words. * Children can find and copy words and phrases to describe characters, setting and mood. | * Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. * Children can infer characters’ feelings, thoughts and motives from their stated actions. * Children begin to justify their opinion by referencing a specific point in the text. | * Understand what he/she reads independently by predicting what might happen from details stated. * Children use relevant prior knowledge to make predictions and justify them. * Children are able to describe which section of the text was the most interesting/exciting and explain their choice making links to prior reading. * Children are taught the skill of using details from the text to form further predictions. | * Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. * Identifying how language, structure, and presentation contribute to meaning. * Children begin to use quotations from the text. * Children generate a variety of questions – recall and inferential to help them understand the text further. | * Understand what he/she reads independently by asking questions to improve his/her understanding of a text. * Retrieve and record information from non-fiction. * Children use the skill of ‘skim and scan’ to retrieve details quickly. * Children begin to distinguish between the important and less important information in a text. * Children generate a variety of questions – recall and inferential to help them understand the text further. | * Understand what he/she reads independently by identifying main ideas drawn from within one paragraph and summarise these. * They are able to give a brief verbal summary of texts that they are familiar with. |

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| **Y4** | * Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. * Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. | * Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. * Reading books that are structured in different ways and reading for a range of purposes. * Using dictionaries to check the meaning of words that they have read. * Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. * Identifying themes and conventions in a wide range of books. * Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. * Recognising some different forms of poetry (for example, free verse, narrative poetry). | * Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. * Asking questions to improve their understanding of a text drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence. * Predicting what might happen from details stated and implied. * Identifying main ideas drawn from more than one paragraph and summarising these. * Identifying how language, structure and presentation contribute to meaning. * Retrieve and record information from non-fiction | * Participate in discussion about both books that are read to them and those that they can read for themselves, taking turns and listening to what others say. * Discussing words and phrases that capture the reader’s interests and imagination. * Understands and explains that a writer wants the reader to respond in a certain way. | * Maintain positive attitudes to reading and understanding of what he/she reads by using dictionaries to check the meaning of words. * Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding and explaining the meaning of words in context. * Maintain positive attitudes to reading and understanding of what he/she reads by discussing words and phrases that capture the reader's interest and imagination. * Understand what he/she reads independently by identifying how language, structure, and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials. * Children find the meaning of new words using the context of the sentence. * Children link new words to other words they already know. | * Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text. * Children can infer characters’ feelings, thoughts and motives from their stated actions. * They are beginning to understand the author’s use of setting to influence the mood of a text. * Infer meaning using evidence from events, description and dialogue. | * Understand what he/she reads independently by predicting what might happen from details stated and implied. | * Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. * Children begin to recognise how the author’s use of language affects the readers understanding of character, setting, and mood. * Children can identify changes in mood across a text. * Children can the recognise structure and purpose and explain why a text is arranges in a particular way. | * Retrieve and record information from non-fiction over a wide range of subjects * Children generate a variety of questions – recall and inferential and questions about the deeper meaning of a text to help them understand the text further. * Children confidently skim and scan texts to record details, using relevant quotes to support their answers to questions. | * Understand what he/she reads independently by identifying main ideas drawn from more than one paragraph and summarise these. * Children are able to write a brief summary of main points, identifying and using important information. |
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| **Y5** | * Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. | * Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. * Reading books that are structured in different ways and reading for a range of purposes. * Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. * Recommending books that they have read to their peers, giving reasons for their choices. * Identifying and discussing themes and conventions in and across a wide range of writing. * Making comparisons within and across books. * Learning a wider range of poetry by heart. * Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume so that the meaning is clear to an audience. | * Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. * Asking questions to improve their understanding. * Drawing such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence. * Predicting what might happen from details stated and implied. * Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. * Identifying how language, structure and presentation contribute to meaning. | * Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader, distinguish between statements of fact and opinion, retrieve, record and present information from non-fiction, 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. * 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. * Provide reasoned justifications for their views. | * Understand what he/she reads by checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context. * Children are beginning to describe and justify the author’s choice of vocabulary and explain how it enhances meaning. * Children ‘read around the word’ and explore its meaning in the broader context of a section or paragraph. * Children are beginning to describe how the author’s use of language affects the readers understanding of character, setting, and mood. | * Understand what he/she reads by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. * Children can infer characters’ feelings, thoughts and motives, giving one or two pieces of evidence to support the point they are making. | * Understand what he/she reads in increasingly complex texts by predicting what might happen from details stated and implied. * Predictions are supported by relevant evidence from the text. | * Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within a book. * Children use evidence from across larger sections of text. * Children are beginning to explain how information links and contributes to the overall experience of reading a text. * Adults model the use of critical thinking skills that take the discussion deeper and beyond the text.   . | * Understand what he/she reads by asking questions to improve his/her understanding of complex texts * Retrieve, record and present information from non-fiction * Children confidently skim and scan, and use the skill of reading before and after to retrieve information. * Children actively generate a variety of questions to focus the reading and adjust questions in light of evidence from the text. | * Summarise key information in sentences. * Summarise main ideas from more than one paragraph, identifying key details which support these. * Children begin to make connections between information across the text and include this information in their written summaries. |
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| **Y6** | * Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. | * Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. * Reading books that are structured in different ways and reading for a range of purposes. * Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. * Recommending books that they have read to their peers, giving reasons for their choices. * Identifying and discussing themes and conventions in and across a wide range of writing. * Making comparisons within and across books. * Learning a wider range of poetry by heart. * Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume so that the meaning is clear to an audience. | * Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. * Asking questions to improve their understanding. * Drawing such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence. * Use point, evidence and explanation (PEE) or answer it, prove it, explain it (APE) to respond to questions about texts. * Predicting what might happen from details stated and implied. * Know that points of view can also be implied. Identify implied points of view. * Explain implied points of view, using evidence. * Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. * Identifying how language, structure and presentation contribute to meaning. | * Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader, distinguish between statements of fact and opinion, retrieve, record and present information from non-fiction, 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. * 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. * Provide reasoned justifications for their views. * Understand that a narrative can be told from different points of view-narrator, character. * Identify the point of view in a narrative. * Explore how events are viewed from another perspective. * Identify the techniques used to create feelings, atmosphere, mood or messages. * Can comment on how the writer’s intent affects the reader. | * Understand what he/she reads by identifying how language, structure and presentation contribute to meaning. * Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. * Children are able to draw on the understanding of the morphology and etymology of language to support their understanding. * Children are able to describe how the author’s use of language affects the readers understanding of character, setting, and mood. They can describe and justify the author’s choice of vocabulary and explain how it enhances meaning. | * Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence. * Children can infer characters’ feelings, thoughts and motives, giving one or two pieces of evidence to support the point they are making. * Children use evidence from across whole chapters or texts. * Know that the texts have different layers of meaning-between the lines and beyond the lines. | * Predict what might happen from details stated and implied. * Predictions are supported by relevant evidence from the text. * Children confirm and modify predictions as they read on. | * Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. * Children can explain how content is related and contributes to the meaning as a whole. * Children are able to explain how the themes and patterns develop across a text. * Children can explain how information links and contributes to the overall experience of reading a text. | * Children actively generate a variety of questions to focus the reading and adjust questions in light of evidence from the text. They ask their own critical thinking questions that take the discussion beyond the text. * Children confidently skim and scan, and use the skill of reading before and after to retrieve information. | Understand what he/she reads by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and using quotations for illustration.   * Children summarise information from across a text and link information by analysing and evaluating ideas between sections of the text. Children use evidence from across whole chapters or texts. * Children can explain how content is related and contributes to the meaning as a whole. |