



Together we enjoy, create and achieve

Caversham Park Primary School

Curriculum Map – Reading Progression – Whole School

WORD READING							
	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Decoding / Phonics	<p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p>	<p>apply phonic knowledge to decode words</p> <p>speedily read all 40+ letters/groups for 40+ phonemes</p> <p>read accurately by blending taught GPC</p> <p>read common suffixes (-s, -es, -ing, -ed, etc.)</p> <p>read multisyllable words containing taught GPCs</p> <p>read contractions and understanding use of apostrophe</p>	<p>secure phonic decoding until reading is fluent</p> <p>read accurately by blending, including alternative sounds for graphemes</p> <p>read multisyllable words containing these graphemes</p> <p>read common suffixes (ness, ment, ly, ful...)</p>	<p>apply growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet , including dis-, mis-, in-, il-, im-, ir-, -ly,</p>	<p>apply growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet , including re-, sub-, inter-, super-, anti-, auto-, -ation, -ous;</p> <p>Decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation</p>	<p>apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</p>	<p>apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</p>
Common Exception	<p>Read some common exception words (phase 2 & 3)</p>	<p>Read Y1 common exception words (phase 4 & 5)</p>	<p>Read all KS1 common exception words, noting unusual correspondences</p>	<p>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>		
Fluency and accuracy	<p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>read aloud phonically-decodable texts (phase 5)</p> <p>Reread texts to build up fluency and confidence in word reading.</p> <p>self- correct words as they read</p> <p>Pause at full stops</p>	<p>Read most words quickly & accurately without overt sounding and blending</p> <p>Read aloud books sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Correct inaccurate reading</p> <p>Growing awareness of punctuation – boundaries between sentences</p>	<p>Pitch sometimes varied and beginning to to read with 'speech-like' delivery.</p> <p>Uses some stress for emphasis</p> <p>Re-reading sentences to self-correct for fluency and understanding.</p> <p>Mostly appropriate response to punctuation – with some lapses for complex structures.</p>	<p>Mostly appropriate pitch and intonation with 'speech-like' delivery generally.</p> <p>Uses stress for emphasis.</p> <p>Often smooth reading – sometimes less so due to unfamiliar words or complex language features.</p> <p>Mostly appropriate response to punctuation.</p>	<p>Appropriate expression used throughout.</p> <p>Intonation and pitch demonstrates understanding of voice text.</p> <p>Mostly smooth reading – points of difficulty are attended to rapidly and smooth reading resumed.</p> <p>Consistent and appropriate response to punctuation and other boundaries.</p>	<p>Read age-appropriate books, including whole novels, with confidence and fluency.</p> <p>Reading is consistently 'speech-like'.</p> <p>As Year 5.</p>

COMPREHENSION

	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Engagement & Discussion (E, S)	<p>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.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p>	<p>Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. To join in with discussions about a text, taking turns and listening to what others say.</p> <p>discuss the significance of the title and events</p>	<p>Participate in discussion about books, poems and other works that are read to them and those they can read for themselves, explaining their understanding and expressing their views.</p> <p>Discuss the sequence of events in books and how items of information are related</p> <p>make links between the text they are reading and other texts they have read</p>	<p>Listen to and discuss a wide range of fiction, poetry, plays and non-fiction.</p> <p>Participate in reasoned discussion about books, poems and other material that is read to them and those they can read for themselves, taking turns and listening to what others say.</p> <p>Ask questions to improve their understanding of a text</p> <p>Summarise main ideas drawn from within one paragraph and summarise these</p> <p>Identify themes in books</p>	<p>Listen to, compare and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. 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).</p> <p>Summarise main ideas drawn from more than one paragraph and summarise these</p> <p>Identify themes and conventions in a wide range of books.</p>	<p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.</p> <p>Participate in discussions about books that are read to them and those that can be read for themselves, building on their own and others' ideas and challenging views courteously.</p> <p>Summarise main ideas from a whole text in own words.</p> <p>Identify and discuss themes and conventions in writing.</p> <p>Make comparisons within a book.</p> <p>Distinguish between statements of fact and opinion</p>	<p>Participate in discussions about books that are read to them and those that can be read for themselves, building on their own and others' ideas and challenging views courteously and with clear reasoning. Listen to guidance and feedback on the quality of their explanations and contributions.</p> <p>identify and discuss themes and conventions in and across a wide range of writing</p> <p>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and using quotations for illustration</p> <p>make comparisons within and across books</p> <p>Distinguish between statements of fact and opinion providing reasoned justifications for their views.</p>
Understanding & Retrieval (R, S)	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p>	<p>Check that the text makes sense as they read and correcting inaccurate reading</p> <p>talk about events in what is read or heard read and link them to his/her own experiences.</p> <p>Sequence pictures for the beginning, middle and end of a story read'</p> <p>Use 'Fastest finger' to answer questions</p>	<p>Check that the text makes sense as they read and correcting inaccurate reading</p> <p>Ask and answer questions by drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Sequence and identify the main events from a story.</p> <p>Scan text to find given words and phrases</p> <p>Begin to underline key words and phrases.</p>	<p>Check that the text makes sense to them,</p> <p>use appropriate terminology when discussing texts (plot, character, setting).</p> <p>Ask and answer questions using features to locate information.</p> <p>Use scanning to identify and use headings and sections in books to retrieve information</p> <p>Mark texts to show the location of answers or ideas.</p>	<p>check that the text makes sense to them, discussing their understanding</p> <p>ask questions to improve their understanding of texts.</p> <p>identify how language, structure, and presentation contribute to meaning</p> <p>Use scanning and Skim read a different sections of unknown texts (fiction and nonfiction) to find information</p> <p>Mark and annotate texts</p>	<p>check that the book makes sense to their, discussing their understanding and ask questions to improve their understanding of complex texts.</p> <p>use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.</p> <p>Locate information accurately through skimming to gain an overall sense of the text. Scan a text to gain specific information. Close read sections as appropriate.</p> <p>Annotate texts and make notes of main ideas, vocabulary etc.</p>	<p>Independently locate relevant information in a text and draw out the main ideas</p> <p>To recognise more complex themes in what they read (such as loss or heroism).</p> <p>Explain and discuss own understanding of what they have read, including through formal presentations and debates using <u>annotations</u> and <u>notes</u> where necessary.</p> <p>Appropriately select and apply skimming and scanning skills to a range of other texts across the curriculum e.g. history and geography</p>

Vocabulary & Authorial Intent (V)	Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play	Discuss word meanings, linking new meanings to those already known	Recognise simple recurring literary language in stories and poetry Explain, discuss and clarify the meanings of words, linking new meanings to known vocabulary Discuss their favourite words and phrases	Begin to use dictionaries to check the meaning of words Discuss author's choices of words and phrases for effect. Discuss their understanding of words	Use dictionaries to check the meaning of words that have been read. Discuss words and phrases that capture the reader's interest and imagination. Explain the meaning of words in context.	Discuss and evaluate how authors use language, e.g. repetition, similes, metaphors, figurative language, considering the impact on the reader Explore the meaning of words in context	Discuss and evaluate how and why authors use language, including shades of meaning and a range of figurative devices, considering the impact on the reader using technical terminology such as metaphor, simile, analogy, imagery, style and effect. identify how language, structure and presentation contribute to meaning
Inference (I)	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	Begin to make simple inferences about characters actions and feelings.	Make simple inferences about characters on the basis of what is being said and done.	Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. Begin to justify their inferences	Draw inferences, such as inferring characters' feelings, thoughts and motives from their actions Justify inferences with evidence clearly taken from the text.	Draw inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with accurate evidence	discuss how characters change and develop through texts by drawing inferences based on indirect clues consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).
Prediction (P)	Anticipate (where appropriate) key events in stories	Predict what might happen on the basis of what has been read so far	predict what might happen on the basis of what has been read so far and understanding of story structures	Predict what might happen from details stated Justify predictions using evidence from the text	predict what might happen from details stated and implied. Justify predictions from details stated.	Make predictions from details stated and implied justifying them in detail with evidence from the text.	Make predictions from details stated and implied justifying them in detail with evidence from the text (stated and implied).
Poetry and Performance	Perform songs, rhymes, poems and stories with others. Make use of props and materials when role playing characters in narratives and stories. Invent, adapt and recount narratives and stories with their peers and their teacher.	Learn to appreciate rhymes and poems, and to recite some simple poems by heart. Retell familiar stories in increasing detail.	Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.	Read aloud poems and performing play scripts that show some awareness of the audience when reading aloud. Use appropriate volume when reading aloud	Read and discuss different forms of poetry, e.g. free verse, narrative poetry. Prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.	prepare poems and plays to read aloud and to perform Continually show an awareness of audience when reading out loud using intonation, tone, volume and action so that the meaning is clear to an audience.	Learn a wider range of poetry by heart. Confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.
Non-Fiction	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	Name and recognise some features of non-fiction texts.	Recognise that non-fiction books are often structured in different ways.	Retrieve and record information from non-fiction.	To use all of the organisational devices available within a non-fiction text and identify how these can contribute to meaning. Retrieve and record information from non-fiction over a wide range of subjects.	use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts. Retrieve, record and present information from non-fiction	Retrieve, record and present information from non-fiction 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).

Range of Reading		become very familiar with key stories, fairy stories and traditional tales: joining in, retelling them and commenting on their particular characteristics.	Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.	read books that are structured in different ways. Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.	read for a range of purposes. Read material from a range of authors. read a wide range of books, including fairy stories, myths and legends, and retell some of these orally.	increase 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. recommend books that they have read to their peers, giving reasons for their choices.	Increasing his/her familiarity with a wide range of books, including books from our literary heritage and books from other cultures and traditions. read books that are structured in different ways and reading for a range of purposes.
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