**Stockton on the Forest Primary School - Reading:**

**Whole-School Curriculum Progression Map**

The programmes of study for reading at key stages 1 and 2 consist of 2 dimensions:

- word reading
- comprehension (both listening and reading)

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

| | **Word reading** | | | | | | |
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| | EYFS | KS1 | | KS2 | | | |
| | Reception | Year1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **Phonics and Decoding** | GPCS and tricky words as organised by Little Wandle<br><br>Phase 2 (Aut)<br>Phase 3 (Spr)<br>Phase 4 (Sum)<br><br>Read individual letters by saying the sounds for them.<br><br>Say a sound for each letter in the | Review Phase 3 and 4<br>Phase 5 GPCS and tricky words as organised by Little Wandle<br><br>Read aloud phonically-decodable texts as organised by | Secure phonic decoding until reading is fluent<br><br>Read accurately by blending, including alternative sounds for graphemes<br><br>Read accurately most words of two or more syllables containing these graphemes<br><br>Read most words containing common | To read at brown book band level.<br><br>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). | To read at grey book band level<br><br>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.<br><br>To apply their knowledge of root words, | To read at blue book band level<br><br>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, | To read at red book band level<br><br>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, |

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| | alphabet and at least 10 digraphs<br>Read some letter groups that each represent one sound and say sounds for them<br><br>Read words consistent with their phonic knowledge by sound-blending. | Little Wandle<br><br>To apply phonic knowledge and skills as the route to decode words.<br><br>To blend sounds in unfamiliar words using the GPCs that they have been taught.<br><br>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.<br><br>To read words containing taught GPCs.<br><br>To read words containing - | suffixes* (App NC) | To apply their growing knowledge of root words, prefixes and suffixes (NC appendix 1) both to read out loud and to understand the meaning of new words they meet | prefixes and suffixes/word endings to read aloud fluently.* (NC app 1) | both to read aloud and to understand the meaning of new words that they meet | both to read aloud and to understand the meaning of new words that they meet |

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| | | s, -es, -ing, -ed, -er and -est endings.<br><br>Read other words of more than one syllable that contain GPCS | | | | | |
| Common Exception Words | Read a few common exception words matched to the school's phonic programme | To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words. | Read most common exception words.* (Y1 and Y2 common exception words in NC app), noting unusual correspondences between spelling and sound and where these occur in the word. | To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and sound and where these occur in the word<br>*(NC app 1) | | To read most Y5/ Y6 exception words,<br>discussing the unusual correspondences between spelling and sound and where these occur in the word.<br>*(NC app 1) | |
| Fluency | Blend sounds into words, so that they can read short words made up of known letter–sound correspondences | To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use | To read aloud books (closely matched to their improving phonic knowledge), sounding out most unfamiliar words accurately, without undue hesitation. | Read books at age appropriate level<br><br>Read accurately at speed sufficient to focus on understanding not decoding. Read with appropriate intonation and expression | | Read age-appropriate books with confidence and fluency (including whole novels)<br><br>Read aloud with intonation that shows understanding | |

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| | Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words<br><br>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment<br><br>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. | other strategies to work out words.<br>To reread texts to build up fluency and confidence in word reading. | To reread these books to build up fluency and confidence in word reading.<br><br>Read most words accurately without overt sounding and blending, and sufficiently fluently, e.g. at over 90 words per minute, in age-appropriate texts, to allow them to focus on their understanding rather than on decoding | | | | |
| **Reading – Comprehension**<br>**Develop positive attitudes to reading, and an understanding of what they read** | | | | | | | |
| | Reception | Year1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |

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| **Understanding** | Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.<br><br>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.<br><br>Ask questions to find out more and to check they understand what has been said to them<br><br>Listen to and talk about stories to build familiarity | Explain clearly their understanding of what is read to them<br><br>Draw on what they already know or on background information and vocabulary provided by the teacher<br><br>Check that the text makes sense to them as they read and correct inaccurate reading<br><br>Discuss word meanings, linking new meanings to those already known | Discuss the sequence of events in books and how items of information are related<br><br>Draw on what they already know or on background information and vocabulary provided by the teacher<br><br>Check that the text makes sense to them as they read and correct inaccurate reading<br><br>Explain what has happened so far in what they have read<br><br>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves<br><br>To discuss and clarify the meanings | To use dictionaries to check the meaning of words that they have read.<br><br>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context<br><br>Ask questions to improve their understanding of a text<br><br>Identify main ideas drawn from more than one paragraph and summarise these<br><br>*Visualise - describe a scene or imagine what is being read.* | Check a book makes sense to them, discussing their understanding and exploring the meaning of words in context.<br><br>Ask questions to improve their understanding<br><br>Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas<br><br>Identify how language, structure and presentation contribute to meaning |

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| | and understanding<br><br>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. | | of words, linking new meanings to known vocabulary. | | |
| **Range of Reading** | Engage in storytimes.<br><br>Compare and contrast characters from stories, including figures from the past.<br><br>Invent, adapt and recount narratives and stories with peers and their teacher.<br><br>Describe their environment using knowledge from | Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently<br><br>Be encouraged to link what they read or hear read to their own experiences<br><br>Become very familiar with key | Independently make links between the book they are reading and other books they have read (Greater Depth).<br><br>Listen to, discuss and express 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 | To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.<br><br>To increase their familiarity with a wide range of books including fairy stories, myths and legends retelling some of these orally.<br><br>To read books that are structured in different ways and read for a range of purposes.<br><br>To identify themes and conventions in a wide range of books. | Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks<br><br>Read books that are structured in different ways and read for a range of purposes<br><br>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<br><br>Identify and discuss themes and conventions in and across a wide range of writing |

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| | observation, discussion, **stories, non-fiction texts** and maps. | stories, fairy stories and traditional tales, retelling them and considering their particular characteristics<br><br>Recognise and join in with predictable phrases<br><br>Participate in discussion about what is read to them, taking turns and listening to what others say<br><br>- | Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales<br><br>Recognise simple recurring literary language in stories and poetry<br><br>Participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say | To identify main ideas drawn from more than one paragraph and summarise these.<br><br>To participate in discussion about both books that are read to them ad those they can read themselves, taking turns and listening to what others say.<br><br>*Develop strategies to choose and read a wider range of books including authors that they may not have previously chosen* | Make comparisons within and across books<br><br>Recommend books that they have read to their peers, giving reasons for their choices<br><br>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<br><br>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<br><br>Provide reasoned justifications for their views |
| **Authorial Intent** | | | To discuss their favourite words and phrases. | To discuss words and phrases used to capture readers' interest and imagination.<br><br>To identify how language, structure and presentation | Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader |

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| | | | | contribute to meaning. | |
| **Inference and Prediction** | Anticipate (where appropriate) key events in stories. | Discuss the significance of the title and events<br><br>Make inferences on the basis of what is being said and done.<br><br>Predict what might happen on the basis of what has been read so far | Answer and ask questions and make some inferences.<br><br>(Greater Depth) Independently make inferences on the basis of what is being said and done.<br><br>Make a plausible prediction about what might happen on the basis of what has been read so far (Greater Depth) | To draw inferences such as inferring characters' feelings, thoughts and motives and justify inferences with evidence from the text.<br><br>To justify predictions from details stated and implied | To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence<br><br>To make predictions based on details stated and implied, justifying them in detail with evidence from the text. |
| **Poetry and Performance** | Learn and sing a range of well-known nursery rhymes, poems and songs<br><br>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time | Learn to appreciate rhymes and poems and to recite some by heart.<br><br>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. | Prepare poems and play scripts to read aloud and to perform, showing an understanding through intonation, tone, volume and action<br><br>To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). | Learn a wider range of poetry by heart.<br><br>Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience |

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| | with music.<br><br>Listen carefully to rhymes and songs, paying attention to how they sound.<br>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. | | | | |
| **Non-Fiction** | Engage in non-fiction books<br><br>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.<br><br>Know some similarities and differences between things in the past and now, drawing on their experiences | | To recognise non-fiction books that are structured in different ways. | To retrieve and record information from non- fiction texts.<br><br>Know what information is needed to look for before beginning a task and know how to use a contents page and index to locate information and apply these skills across the curriculum independently | Distinguish between statements of fact and opinion<br><br>Retrieve, record and present information from non-fiction<br><br>To use all of the organisational devices available within a non- fiction text to retrieve, record and discuss information and apply across the curriculum independently. |

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| | and what has been read in class.<br><br>Understand the past through settings, characters and events encountered in books read in class and storytelling. | | | | |

**EYFS statements taken from Development Matters DfE**

*Objectives in italics are not from the National Curriculum but school based decisions*

Red objectives are taken from the EYFS ELGs and Interim teacher assessment framework at the end of Key Stage 2 Reading document for 'Working at the expected standard'.