



Four Oaks Primary School Reading Progression Map



	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and Decoding	<p>Understand that - print has meaning</p> <p>Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother</p> <p>To recognise some graphemes</p>	<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter- sound correspondences</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter- sound correspondences and, where necessary, a few exception words.</p> <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>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>Apply phonic knowledge and skills as the route to decode words.</p> <p>Respond speedily with the correct sound to graphemes for all 40+ phonemes (+alternatives)</p> <p>Blend sounds in unfamiliar words containing GPCs that have been taught</p> <p>Read common exception word noting unusual correspondence between spelling and sound and where these occur in the word.</p> <p>Read words containing taught GPCs and -s/-es/-ing/-ed/-er/-est</p> <p>Read multi-syllable words containing taught GPCs</p> <p>Read contractions (e.g. I'm, I'll, we'll) and understand use if apostrophe.</p> <p>Read phonetically decodable texts that do not require other strategies to work out words. (Re-read texts to build fluency)</p>	<p>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>Read accurately by blending the sounds in words that containing taught GPCs and alternatives.</p> <p>Accurately read multi-syllable containing taught GPCs and alternatives.</p> <p>Read words containing common suffixes.</p> <p>Read further common exception word noting unusual correspondence between spelling and sound and where these occur in the word.</p> <p>Read most words quickly and accurately without overt sounding and blending, when they have been frequently encountered.</p> <p>To read aloud books closely matched to improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without hesitation. (Re-read texts to build fluency).</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and to understand the meaning of new words they meet.</p> <p>Read further exception words (begin to read words from the Year 3/ Year 4 exception words list) noting the unusual correspondences between spelling and sound and where these occur in the word.</p> <p>(See NC English Appendix 1 for details of prefixes, suffixes and common exception words to learn.)</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and to understand the meaning of new words they meet.</p> <p>Read further exception words (all words from the Year 3/ Year 4 exception words list), noting the unusual correspondences between spelling and sound and where these occur in the word.</p> <p>(See NC English Appendix 1 for details of prefixes, suffixes and common exception words to learn.)</p>	<p>Apply their growing knowledge of root words and prefixes and suffixes (morphology and etymology) to read aloud and to understand the meaning of new words that they meet.</p> <p>(See NC English Appendix 1 for details of prefixes, suffices and common exception words to learn.)</p> <p><i>NC guidance:</i> <i>At this stage there should be no need for further direct teaching of word reading skills. If pupils are struggling the reasons for this should be investigated).</i></p>	<p>Apply their growing knowledge of root words and prefixes and suffixes (morphology and etymology) to read aloud and to understand the meaning of new words that they meet.</p> <p>(See NC English Appendix 1 for details of prefixes, suffices and common exception words to learn.)</p> <p><i>NC guidance:</i> <i>At this stage there should be no need for further direct teaching of word reading skills. If pupils are struggling the reasons for this should be investigated).</i></p>

Range of Reading (Genres and Text Structure)	<p>Understand that print can have different purposes</p>	<p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>Engage in story times.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p>	<p>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>Being encouraged to link what they read or hear read to their own experiences</p>	<p>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</p>	<p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Reading books that are structured in different ways and reading for a range of purposes</p>	<p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Reading books that are structured in different ways and reading for a range of purposes</p>	<p>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Reading books that are structured in different ways and reading for a range of purposes.</p> <p>Making comparisons within and across books.</p>	<p>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Reading books that are structured in different ways and reading for a range of purposes.</p> <p>Making comparisons within and across books.</p>
Familiarity with Texts (Compare and Contrast/ Themes and Conventions)	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>be able to talk about familiar books and be able to tell a long story.</p>	<p>Engage in story times.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs.</p>	<p>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p> <p>Recognising and joining in with predictable phrases.</p>	<p>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>Recognising simple recurring literary language in stories and poetry</p>	<p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>Identifying themes and conventions in a wide range of books</p>	<p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>Identifying themes and conventions in a wide range of books</p>	<p>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.</p> <p>Identifying and discussing themes and conventions in and across a wide range of writing.</p>	<p>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.</p> <p>Identifying and discussing themes and conventions in and across a wide range of writing.</p>
Words in Context and Authorial Intent (Vocabulary and Structure)	<p>Understand that print has meaning</p>	<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>Discussing word meanings, linking new meanings to those already known.</p>	<p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</p> <p>Discussing their favourite words and phrases</p>	<p>Using dictionaries to check the meaning of words that they have read</p> <p>Discussing words and phrases that capture the reader's interest and imagination.</p> <p>Identifying how language, structure, and presentation contribute to meaning.</p>	<p>Using dictionaries to check the meaning of words that they have read</p> <p>Discussing words and phrases that capture the reader's interest and imagination.</p> <p>Identifying how language, structure, and presentation contribute to meaning.</p>	<p>Identifying how language, structure and presentation contribute to meaning.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>	<p>Identifying how language, structure and presentation contribute to meaning.</p> <p>Green Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>

<p style="text-align: center;">Understanding (KS1 includes Correcting Inaccuracies)</p>	<p>Engage in extended conversations about stories, learning new vocabulary</p> <p>To be aware of page sequencing</p> <p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>To be able to talk about familiar books</p>	<p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <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>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>	<p>Drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading.</p>	<p>Discussing the sequence of events in books and how items of information are related.</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading.</p>	<p>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Asking questions to improve their understanding of a text.</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these.</p>	<p>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Asking questions to improve their understanding of a text.</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these.</p>	<p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Asking questions to improve their understanding.</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p>	<p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Asking questions to improve their understanding.</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p>
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Inference and Prediction		<p>Anticipate – where appropriate – key events in stories</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>	<p>Discussing the significance of the title and events.</p> <p>Making inferences on the basis of what is being said and done</p> <p>Predicting what might happen on the basis of what has been read so far</p>	<p>Making inferences on the basis of what is being said and done.</p> <p>Answering and asking questions</p> <p>Predicting what might happen on the basis of what has been read so far.</p>	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Predicting what might happen from details stated and implied</p>	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Predicting what might happen from details stated and implied.</p>	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Predicting what might happen from details stated and implied</p>	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Predicting what might happen from details stated and implied.</p>
Poetry and Performance	<p>Be able to sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story</p>	<p>Use and understand recently introduced vocabulary during discussions about rhymes and poems and during role-play.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p>Offer explanations for why things might happen, making use of recently introduced rhymes and poems when appropriate.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others.</p>	<p>Learning to appreciate rhymes and poems, and to recite some by heart.</p>	<p>Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p>	<p>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>Discussing words and phrases that capture the reader's interest and imagination</p> <p>Recognising some different forms of poetry [for example, free verse, narrative poetry]</p>	<p>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>Discussing words and phrases that capture the reader's interest and imagination</p> <p>Recognising some different forms of poetry [for example, free verse, narrative poetry]</p>	<p>Learning a wider range of poetry by heart.</p> <p>Preparing 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.</p>	<p>Learning a wider range of poetry by heart.</p> <p>Preparing 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.</p>

<p>Non-Fiction</p>	<p>Understand that print has meaning</p> <p>Understand that print can have different purposes</p> <p>Understand the names of the different parts of a book</p>	<p>Use and understand recently introduced vocabulary during discussions about non-fiction.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from non-fiction when appropriate.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts</p>	<p><i>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</i> (Taken from 'Range of Texts' strand)</p>	<p>Being introduced to non-fiction books that are structured in different ways.</p>	<p>Retrieve and record information from non-fiction.</p>	<p>Retrieve and record information from non-fiction.</p>	<p>Distinguish between statements of fact and opinion.</p> <p>Retrieve, record and present information from non-fiction.</p>	<p>Distinguish between statements of fact and opinion.</p> <p>Retrieve, record and present information from non-fiction.</p>
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Discussing Reading	Engage in extended conversations about stories, learning new vocabulary	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	Participate in discussion about what is read to them, taking turns and listening to what others say.	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.	Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	Recommending books that they have read to their peers, giving reasons for their choices.	Recommending books that they have read to their peers, giving reasons for their choices.
	To be able to talk about familiar books	Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts	Explain clearly their understanding of what is read to them.	Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.			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.	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.	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 justification for their views	Provide reasoned justification for their views

Statements for Year 3/4 and Year 5/6 are the same as set out in the NC2014. Progression is developed through the texts selected to be read in these year groups. Texts in Year 4 and Year 6 will allow children to further develop and secure the skills introduced in the previous year group.

Related Documents:

KS2 Whole Class Reading Threads
Reading Content Domain Skills Breakdown.