

St John's Primary school English reading progression map

Early Years

Reading: Word Reading

Phonics and Decoding

30-50 Months Literacy Reading

- To enjoy rhyming and rhythmic activities.
- To show an awareness of rhyme and alliteration.
- To recognise rhythm in spoken words.

40-60 Months Literacy Reading

- To continue a rhyming string.
- To hear and say the initial sound in words.
- To segment the sounds in simple words and blend them together and know which letter represents some of them.
- To link sounds to letters, naming and sounding the letters of the alphabet.

ELG

Literacy Reading

- To use phonic knowledge to decode regular words and read them aloud accurately.

Common Exception Words

ELG

Literacy Reading

- To read some common irregular words.

Fluency

30-50 Months

Literacy Reading • To show interest in illustrations and print in books and print in the environment. • To

recognise familiar words and signs, such as own name and advertising logos. • To look at books independently.
• To handle books carefully. • To hold books the correct way up and turn pages.

Writing

• To ascribe meanings to marks that they see in different places.

40-60 Months Literacy

Reading • To begin to read words and simple sentences.

Writing • To begin to break the flow of speech into words.

ELG

Literacy Reading • To read and understand simple sentences.

Reading: Comprehension

Understanding and Correcting Inaccuracies

30-50 Months Literacy Reading

• To know that print carries meaning and, in English, is read from left to right and top to bottom.

40-60 Months Communication and Language Understanding

• To understand humour, e.g. nonsense rhymes, jokes.

Comparing, Contrasting and Commenting

30-50 Months Communication and Language Listening and Attention

- To listen to stories with increasing attention and recall.
- To join in with repeated refrains and anticipate key events and phrases in rhymes and stories. Literacy Reading
- To listen to stories with increasing attention and recall.
- To begin to be aware of the way stories are structured.
- To describe main story settings, events and principal characters.

40-60 Months Communication and Language Understanding

- To follow a story without pictures or props. Literacy Reading
- To enjoy an increasing range of books.

ELG

Communication and Language Listening and Attention • To listen to stories, accurately anticipating key events and responding to what they hear with relevant comments, questions or actions.

Literacy Reading • To demonstrate understanding when talking with others about what they have read.

Words in Context and Authorial Choice

30-50 Months Communication and Language Speaking

- To build up vocabulary that reflects the breadth of their experiences.

40-60 Months Literacy Reading

- To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.

Inference and Prediction

30-50 Months Literacy Reading

- To suggest how a story might end. Communication and Language Understanding
- To begin to understand

'why' and 'how' questions.

ELG

Communication and Language Understanding • To answer 'how' and 'why' questions about their experiences and in response to stories or events.

Poetry and Performance

30-50 Months Literacy Reading

• To listen to and join in with stories and poems, one-to-one and also in small groups. Communication and Language Listening and Attention • To join in with repeated refrains in rhymes and stories. Speaking • To use intonation, rhythm and phrasing to make the meaning clear to others. Expressive Arts and Design Being Imaginative • To develop preference for forms of expression.

40-60 Months Expressive Arts and Design Being Imaginative

• To play cooperatively as part of a group to develop and act out a narrative.

ELG

Communication and Language Speaking • To express themselves effectively, showing awareness of listeners' needs.

Non-Fiction

30-50 Months Literacy Reading

• To know that information can be relayed in the form of print.

40-60 Months Literacy Reading

• To know that information can be retrieved from books and computers.

Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding	<ul style="list-style-type: none"> •apply phonic knowledge to decode words •speedily read all 40+ letters/groups for 40+ phonemes •read accurately by blending taught GPC •read common exception words •read common suffixes (-s, -es, -ing, -ed, 	<ul style="list-style-type: none"> •secure phonic decoding until reading is fluent •read accurately by blending, including alternative sounds for graphemes •read multisyllable words containing these graphemes •read common suffixes •read exception words, noting unusual correspondances 	<ul style="list-style-type: none"> •apply their growing knowledge of root words, prefixes and suffixes, 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 	<ul style="list-style-type: none"> •apply their growing knowledge of root words, prefixes and suffixes, 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 	<ul style="list-style-type: none"> •apply their 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 	<ul style="list-style-type: none"> •apply their 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>etc.)</p> <ul style="list-style-type: none"> •read multi-syllable words containing taught GPCs •read contractions and understanding use of apostrophe •read aloud phonically-decodable texts 	<ul style="list-style-type: none"> •read most words quickly & accurately without overt sounding and blending 				
<p>Range of Reading</p>	<ul style="list-style-type: none"> •listening to and discussing a wide range of poems, stories and non-fiction at a level beyond 	<ul style="list-style-type: none"> •listening to, discussing and expressing views about a wide range of contemporary and classic 	<ul style="list-style-type: none"> •listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books 	<ul style="list-style-type: none"> •listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books 	<ul style="list-style-type: none"> •continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non- 	<ul style="list-style-type: none"> •continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-

	<p>that at which they can read independently</p> <ul style="list-style-type: none"> •being encouraged to link what they read or hear read to their own experiences 	<p>poetry, stories and non-fiction at a level beyond that at which they can read independently</p>	<p>or textbooks</p> <ul style="list-style-type: none"> •reading books that are structured in different ways and reading for a range of purposes 	<p>or textbooks</p> <ul style="list-style-type: none"> •reading books that are structured in different ways and reading for a range of purposes 	<p>fiction and reference books or textbooks</p> <ul style="list-style-type: none"> •reading books that are structured in different ways and reading for a range of purposes •making comparisons within and across books 	<p>fiction and reference books or textbooks</p> <ul style="list-style-type: none"> •reading books that are structured in different ways and reading for a range of purposes •making comparisons within and across books
<p>Familiarity with texts</p>	<ul style="list-style-type: none"> •becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering 	<ul style="list-style-type: none"> •becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales •recognising simple recurring 	<ul style="list-style-type: none"> •increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally 	<ul style="list-style-type: none"> •increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally 	<ul style="list-style-type: none"> •increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction 	<ul style="list-style-type: none"> •increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction

	<p>their particular characteristics</p> <ul style="list-style-type: none"> •recognising and joining in with predictable phrases 	<p>literary language in stories and poetry</p>	<ul style="list-style-type: none"> •identifying themes and conventions in a wide range of books 	<ul style="list-style-type: none"> •identifying themes and conventions in a wide range of books 	<p>from our literary heritage, and books from other cultures and traditions</p> <ul style="list-style-type: none"> •identifying and discussing themes and conventions in and across a wide range of writing 	<p>from our literary heritage, and books from other cultures and traditions</p> <ul style="list-style-type: none"> •identifying and discussing themes and conventions in and across a wide range of writing
<p>Poetry & Performance</p>	<ul style="list-style-type: none"> •learning to appreciate rhymes and poems, and to recite some by heart 	<ul style="list-style-type: none"> •continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to 	<ul style="list-style-type: none"> •preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action 	<ul style="list-style-type: none"> •preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action 	<ul style="list-style-type: none"> •learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through 	<ul style="list-style-type: none"> •learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through

		make the meaning clear	•recognising some different forms of poetry	•recognising some different forms of poetry	intonation, tone and volume so that the meaning is clear to an audience	intonation, tone and volume so that the meaning is clear to an audience
Word meanings	•discussing word meanings, linking new meanings to those already known	•discussing and clarifying the meanings of words, linking new meanings to known vocabulary •discussing their favourite words and phrases	•using dictionaries to check the meaning of words that they have read	•using dictionaries to check the meaning of words that they have read		
Understanding	•drawing on what they already know or on background information and	•discussing the sequence of events in books and how items of information are related •drawing on	•checking that the text makes sense to them, discussing their understanding and explaining the meaning of	•checking that the text makes sense to them, discussing their understanding and explaining the meaning of	• checking that the book makes sense to them, discussing their understanding and exploring the meaning of	• checking that the book makes sense to them, discussing their understanding and exploring the meaning of

	<p>vocabulary provided by the teacher</p> <ul style="list-style-type: none"> •checking that the text makes sense to them as they read and correcting inaccurate reading 	<p>what they already know or on background information and vocabulary provided by the teacher</p> <ul style="list-style-type: none"> •checking that the text makes sense to them as they read and correcting inaccurate reading 	<p>words in context</p> <ul style="list-style-type: none"> •asking questions to improve their understanding of a text •identifying main ideas drawn from more than one paragraph and summarising these 	<p>words in context</p> <ul style="list-style-type: none"> •asking questions to improve their understanding of a text •identifying main ideas drawn from more than one paragraph and summarising these 	<p>words in context</p> <ul style="list-style-type: none"> •asking questions to improve their understanding •summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas 	<p>words in context</p> <ul style="list-style-type: none"> •asking questions to improve their understanding •summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas
<p>Inference</p>	<ul style="list-style-type: none"> •discussing the significance of the title and events •making inferences on 	<ul style="list-style-type: none"> •making inferences on the basis of what is being said and done •answering and asking questions 	<ul style="list-style-type: none"> •drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, 	<ul style="list-style-type: none"> •drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, 	<ul style="list-style-type: none"> •drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, 	<ul style="list-style-type: none"> •drawing inferences such as inferring characters' feelings, thoughts and motives from their actions,

	the basis of what is being said and done		and justifying inferences with evidence	and justifying inferences with evidence	and justifying inferences with evidence	and justifying inferences with evidence
Prediction	<ul style="list-style-type: none"> •predicting what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> •predicting what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> •predicting what might happen from details stated and implied 	<ul style="list-style-type: none"> •predicting what might happen from details stated and implied 	<ul style="list-style-type: none"> •predicting what might happen from details stated and implied 	<ul style="list-style-type: none"> •predicting what might happen from details stated and implied
Authorial Intent			<ul style="list-style-type: none"> •discussing words and phrases that capture the reader's interest and imagination •identifying how language, structure, and presentation contribute to meaning 	<ul style="list-style-type: none"> •discussing words and phrases that capture the reader's interest and imagination •identifying how language, structure, and presentation contribute to meaning 	<ul style="list-style-type: none"> •identifying how language, structure and presentation contribute to meaning •discuss and evaluate how authors use language, including figurative language, 	<ul style="list-style-type: none"> •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	considering the impact on the reader
Non-fiction	<ul style="list-style-type: none"> •being introduced to non-fiction books that are structured in different ways 	<ul style="list-style-type: none"> •retrieve and record information from non-fiction 	<ul style="list-style-type: none"> •retrieve and record information from non-fiction 	<ul style="list-style-type: none"> •retrieve and record information from non-fiction 	<ul style="list-style-type: none"> •distinguish between statements of fact and opinion •retrieve, record and present information from non-fiction 	<ul style="list-style-type: none"> •distinguish between statements of fact and opinion •retrieve, record and present information from non-fiction
Discussing reading	<ul style="list-style-type: none"> •participate in discussion about what is read to them, taking turns and listening to what others say •explain 	<ul style="list-style-type: none"> •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 	<ul style="list-style-type: none"> •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 	<ul style="list-style-type: none"> •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 	<ul style="list-style-type: none"> •recommending books that they have read to their peers, giving reasons for their choices •participate in discussions about books, 	<ul style="list-style-type: none"> •recommending books that they have read to their peers, giving reasons for their choices •participate in discussions about books,

	clearly their understanding of what is read to them	others say <ul style="list-style-type: none">•explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves			building on their own and others' ideas and challenging views courteously <ul style="list-style-type: none">•explain and discuss their understanding of what they have read, including through formal presentations and debates•provide reasoned justifications for their views	building on their own and others' ideas and challenging views courteously <ul style="list-style-type: none">•explain and discuss their understanding of what they have read, including through formal presentations and debates•provide reasoned justifications for their views
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