

Reading / word reading	<b><u>Reception (EYFS)</u></b> Jupiter and Mercury	<b><u>Year 1</u></b> Star, Sun & Earth Class	<b><u>Year 2</u></b> Mars, Neptune and Rocket Class	<b><u>Year 3</u></b> Supernova, Pluto and Venus Class	<b><u>Year 4</u></b> Galaxy and Moon
Phonics / Decoding	<p><b><u>30 – 50 months:</u></b></p> <p>To enjoy rhyming and rhythmic activities.</p> <p>To show an awareness of rhyme and alliteration.</p> <p>To recognise rhythm in spoken words.</p> <p><b><u>40 – 60 months:</u></b></p> <p>To continue a rhyming string.</p> <p>To hear and say the initial sounds in words.</p> <p>To segment the sounds in simple words and blend them together and know which letter represents some of them.</p>	<p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To blends sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>To read words containing taught GPCs.</p> <p>To read words containing –s, -es, -ing, -ed and –est endings.</p>	<p>To 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>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables.</p> <p>To read most words containing common suffixes.</p>	<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti-, and auto- to begin to read aloud.</p> <p>To apply their growing knowledge of root words and suffixes/word endings, including –ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and –cian to begin to read aloud.</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.</p>

## Reading Progression Map

	<p>To link sounds to letters, naming and sounding the letters of the alphabet.</p> <p><b><u>ELG:</u></b></p> <p>To use phonic knowledge to decode regular words and read them aloud accurately.</p>	To read words with contractions, e.g. I'm, I'll, We'll.			
Common exception words	<p><b><u>ELG:</u></b></p> <p>To read some common irregular words.</p>	To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.	To read most Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in word.	To begin to read Y3/Y4 exception words.	To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and where these occur in words to read.
Fluency	<p><b><u>30 – 50 months:</u></b></p> <p>To show interest in illustrations and print in books and print in the environment.</p> <p>To recognise familiar words and signs such as own name and advertising logos.</p>	<p>To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</p> <p>To reread texts to build up fluency and</p>	To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.	

## Reading Progression Map

	<p>To look and handle books independently (hold books the correct way up and turn pages).</p> <p><b><u>40 – 60 months:</u></b></p> <p>To ascribe meanings to marks that they see in different places.</p> <p>To begin to break the flow of speech into words.</p> <p>To begin to read words and simple sentences.</p> <p><b><u>ELG:</u></b></p> <p>To read and understand simple sentences.</p>	confidence in word reading.	<p>To reread these books to build up fluency and confidence in word reading.</p> <p>To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</p>		
Understanding and correcting inaccuracies	<p><b><u>30 – 50 months:</u></b></p> <p>To know that print carries meaning and, in English, is read from left to right and top to bottom.</p>	To check that a text makes sense to them as they read and to self correct.	To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.		

## Reading Progression Map

	<p><b><u>40 – 60 months:</u></b></p> <p>To understand humour e.g. nonsense rhymes and jokes.</p>		<p>To check that the text makes sense to them as they read and to correct inaccurate reading.</p>		
<p>Comparing, contrasting and commenting</p>	<p><b><u>30 – 50 months:</u></b></p> <p>To listen to stories with increasing attention and recall.</p> <p>To anticipate key events and phrases in rhymes and stories.</p> <p>To begin to be aware of the way stories are structured.</p> <p>To describe main story settings, events and principle characters.</p> <p><b><u>40 – 60 Months:</u></b></p> <p>To enjoy and increasing range of books.</p>	<p>To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can independently read.</p> <p>To link what they have read or have had read to them to their own experiences.</p> <p>To retell familiar stories in increasing detail.</p> <p>To join in with discussions about a text, taking turns and listening to what others say.</p> <p>To discuss the significance of titles and events.</p>	<p>To participate in discussions about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read themselves, explaining their understanding and expressing their views.</p> <p>To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p> <p>To discuss the sequence of events in books and how items of information are related.</p>	<p>To recognise, listen to and discuss a wide range of fiction, poetry, plays, non- fiction and reference books or textbooks.</p> <p>To use appropriate terminology when discussing texts (plot, character, setting).</p>	<p>To discuss and compare texts from a wide variety of genres and writers.</p> <p>To read for a range of purposes.</p> <p>To identify themes and conventions in a wide range of books.</p> <p>To 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>

## Reading Progression Map

	<p>To follow a story without pictures or props.</p> <p><b><u>ELG:</u></b></p> <p>To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>To demonstrate understanding when talking with others about what they have read.</p>		<p>To recognise simple recurring literacy language in stories and poetry.</p> <p>To ask and answer questions about a text.</p> <p>To make links between the text they are reading and other texts they have read (in texts that they can read independently).</p>		<p>To identify how language, structure and presentation contribute to meaning.</p> <p>To identify main ideas drawn from more than one paragraph and summarise these.</p>
Words in context and authorial choice	<p><b><u>30 – 50 months:</u></b></p> <p>To build up vocabulary that reflects the breadth of their experiences.</p> <p><b><u>40 – 60 months:</u></b></p> <p>To extend vocabulary, especially by grouping and naming, exploring</p>	<p>To discuss word meaning and link new meanings to those already known.</p>	<p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>To discuss their favourite words and phrases.</p>	<p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>To discuss authors' choice of words and phrases for effect.</p>	<p>Discuss vocabulary used to capture readers' interest and imagination.</p>

## Reading Progression Map

	<p>the meaning and sounds of new words.</p> <p>To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p>				
Inference and prediction	<p><b><u>30 -50 months:</u></b></p> <p>To suggest how a story might end.</p> <p>To begin to understand 'why' and 'how' questions.</p> <p><b><u>ELG:</u></b></p> <p>To answer 'how' and 'why' questions about their experiences and in response to stories and events.</p>	<p>To begin to make simple inferences.</p> <p>To predict what might happen on the basis of what has been read so far.</p>	<p>To make inferences on the basis of what is being said and done.</p> <p>To predict what might happen on the basis of what has been read so far in a text.</p>	<p>To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p> <p>To justify predictions using evidence from the text.</p>	<p>To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.</p> <p>To justify predictions from details started and implied.</p>
Poetry and Performance	<p><b><u>30 – 50 months:</u></b></p> <p>To listen to and join in with stories and poems, 1 to 1 and also in small groups.</p>	<p>To recite simple poems by heart.</p>	<p>To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation</p>	<p>To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</p>	<p>To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).</p>

## Reading Progression Map

	<p>To join in with repeated refrains in rhymes and stories.</p> <p>To use intonation, rhythm and phrasing to make the meaning clear to others.</p> <p>To develop preference for forms of expression.</p> <p><b><u>40 – 60 months:</u></b></p> <p>To play co-operatively as part of a group to develop and act out a narrative.</p> <p><b><u>ELG:</u></b></p> <p>To express themselves effectively showing an awareness of listener's needs.</p>		to make the meaning clear.	To begin to use appropriate intonation and volume when reading aloud.	To prepare and perform poems and play scripts with appropriate techniques (Intonation, tone, volume and action) to show awareness of the audience when reading aloud.
Non-fiction	<p><b><u>30 – 50 months:</u></b></p> <p>To know that information can be relayed in the form of print.</p>		To recognise that non-fiction books are often structured in different ways.	To retrieve and record information from non-fiction texts.	To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.

## Reading Progression Map

	<p><b><u>40 – 60 months:</u></b></p> <p>To know that information can be retrieved from books and computers.</p>				<p>To use dictionaries to check the meaning of words that they have read.</p>
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- These are detailed in the word lists within the spelling appendix to the National Curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.