

National Curriculum Progression Map - Reading

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word reading – phonics and decoding	<ul style="list-style-type: none"> say a sound for each letter in the alphabet say at least 10 digraphs segment the sounds in simple words and blend them together hear and say the initial sound in words 	<ul style="list-style-type: none"> apply phonic knowledge and skills as the route to decoding words respond speedily with the correct sound to graphemes for all of the 40+ phonemes, including, where applicable, alternative sounds for graphemes read accurately by blending sounds in unfamiliar words containing GPCs that have been taught read words containing taught GPCs and -s, -es, -ing, -ed -er and -est endings read other words of more than one syllable that contain taught GPCs 	<ul style="list-style-type: none"> continue to applying phonic knowledge and skills as the route to decoding words until automatic decoding has becoming embedded and reading is fluent read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes accurately read most words of two or more syllables read most words containing common suffixes 	<ul style="list-style-type: none"> use phonic knowledge to decode quickly and accurately (may still need support to reading longer words) applying 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 applying growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud 	<ul style="list-style-type: none"> read most words fluently, attempting to decode any unfamiliar words with increasing speed and skill apply knowledge of root words, prefixes and suffixes / word endings to read aloud fluently 	<ul style="list-style-type: none"> read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues applying growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently 	<ul style="list-style-type: none"> read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes / word ending decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues

Word reading – common exception words	<ul style="list-style-type: none"> reading some common exception words 	<ul style="list-style-type: none"> read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words read words with contractions, e.g. I'm, I'll and we'll 	<ul style="list-style-type: none"> read Y1 and all Y2 common exception words, noting unusual correspondences between the spelling and sound and where these occur in the word 	<ul style="list-style-type: none"> begin to read Y3/Y4 exception words 	<ul style="list-style-type: none"> read all Y3/Y4 exception words, discussing the unusual correspondences between the spelling and sound and where these occur in the word 	<ul style="list-style-type: none"> begin to read Y5/Y6 exception words 	<ul style="list-style-type: none"> read all Y5/ Y6 exception words, discussing the unusual correspondences between the spelling and sound and where these occur in the word
Word reading - fluency	<ul style="list-style-type: none"> read aloud simple sentences and books consistent with their phonic knowledge 	<ul style="list-style-type: none"> accurately read aloud books that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words re-read texts to build up fluency and confidence in word reading 	<ul style="list-style-type: none"> read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation re-read books to build up fluency and confidence in word reading read words accurately and fluently without overt sounding and blending, when they have been frequently encountered e.g. at over 90 words per minute, in age-appropriate texts 	<ul style="list-style-type: none"> read books written at an age-appropriate level accurately read at a speed sufficient to be able to focus on understanding what they read rather than decoding individual words 	<ul style="list-style-type: none"> read books written at an age-appropriate level accurately read at a speed sufficient to be able to focus on understanding what they read 	<ul style="list-style-type: none"> read aloud a wider range of books and poetry written at an age-appropriate interest level with accuracy and at a reasonable speaking pace read most words effortlessly work out how to pronounce unfamiliar written words with increasing automaticity 	<ul style="list-style-type: none"> read aloud a wide range of books and poetry written at an age-appropriate interest level with accuracy and pace read most words fluently and effortlessly pronounce unfamiliar written words with increasing automaticity

<p>Word reading – range of genres</p>	<ul style="list-style-type: none"> listen to stories, non-fiction, rhymes and poems enjoy an increasing range of books 	<ul style="list-style-type: none"> listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks read for a range of purposes increase 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"> listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks read for a range of purposes increase familiarity with a wide range of books, including myths and legends, and retelling some of these orally read books structured in different ways 	<ul style="list-style-type: none"> read widely and frequently, outside as well as in school read for pleasure read for information read an increasingly wide range of fiction, poetry, plays, non-fiction and reference or textbooks read books that are structured in different ways read books including myths, legends and traditional stories, modern fiction, fiction from literary heritage and books from other cultures and traditions 	<ul style="list-style-type: none"> read widely and frequently, outside as well as in school read for a range of purposes continue to read an increasingly wide range of fiction, poetry, plays, non-fiction and reference or textbooks read books that are structured in different ways read books including myths, legends, modern fiction, fiction from literary heritage and books from other cultures and traditions
<p>Comprehension -understanding and correcting inaccuracies</p>	<ul style="list-style-type: none"> know that print carries meaning and, in English, is read from left to right and top to bottom begin to self-correct if a word is read incorrectly ask questions to clarify their understanding 	<ul style="list-style-type: none"> show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher check that a text makes sense to them as they read, self-correcting if needed 	<ul style="list-style-type: none"> show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher check that the text makes sense to them as they read, correcting inaccurate reading 	<ul style="list-style-type: none"> with support, test out different pronunciations with longer words check that the text makes sense to them and discuss their understanding ask questions to improve their understanding of the text 	<ul style="list-style-type: none"> test out different pronunciations with longer words check that the text makes sense to them and discuss their understanding ask questions to deepen their understanding of the text 	<ul style="list-style-type: none"> with new words, learn both a word's meaning and its correct pronunciation check that a book makes sense to them ask questions to improve their understanding 	<ul style="list-style-type: none"> with new words, learn both a word's meaning and its correct pronunciation ask more in depth questions to improve their understanding

Comprehension - vocabulary	<ul style="list-style-type: none"> understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play use recently introduced story vocabulary to help retell stories and narratives 	<ul style="list-style-type: none"> recognise and join in with predictable phrases discuss word meanings, linking new meanings to those already known 	<ul style="list-style-type: none"> recognise simple recurring literary language in stories and poetry discuss and clarify the meanings of words, linking new meanings to known vocabulary discuss their favourite words and phrases 	<ul style="list-style-type: none"> with support, use dictionaries to check the meaning of words that they have read explain the meaning of words in context discuss words and phrases that capture the reader's interest and imagination 	<ul style="list-style-type: none"> use dictionaries independently to check the meaning of words that they have read explain the meaning of words in context discuss words and phrases that capture the reader's interest and imagination extend their interest in the meaning and origins of words 	<ul style="list-style-type: none"> infer the meaning of unfamiliar words explore the meaning of words in context discuss how authors use language to have an impact on the reader 	<ul style="list-style-type: none"> explore the meaning of words in context, giving reasons for their decisions discuss how authors use language to have an impact on the reader, including terminology such as simile, metaphor, personification, analogy, imagery, style and effect
Comprehension – inference	<ul style="list-style-type: none"> begin to offer explanations for why things might happen in stories 	<ul style="list-style-type: none"> begin to make simple inferences on the basis of what is being said and done 	<ul style="list-style-type: none"> make inferences on the basis of what is being said and done 	<ul style="list-style-type: none"> draw inferences such as inferring characters' feelings and thoughts from their actions 	<ul style="list-style-type: none"> draw inferences from characters' feelings, thoughts and motives that justifies their actions justify inferences with evidence from the text 	<ul style="list-style-type: none"> draw inferences from texts infer characters' feelings, thoughts and motives justify inferences with evidence (sometimes from different places in the text) 	<ul style="list-style-type: none"> draw inferences such as inferring characters' feelings, thoughts and motives from their actions, justifying inferences with evidence consider different accounts of the same event, discussing viewpoints, both of authors and of fictional characters discuss how characters change and develop through texts by drawing inferences based on indirect clues

Comprehension - prediction	<ul style="list-style-type: none"> begin to suggest how a story might end 	<ul style="list-style-type: none"> begin to predict what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> predict what might happen on the basis of what has been read so far in a text 	<ul style="list-style-type: none"> predict what might happen from details stated and implied 	<ul style="list-style-type: none"> justify predictions from details stated and implied 	<ul style="list-style-type: none"> predict what might happen from details stated using evidence make predictions based on details implied, using evidence 	<ul style="list-style-type: none"> make predictions based on details stated and implied, justifying them in detail with evidence from the text
Comprehension - retrieval	<ul style="list-style-type: none"> answer simple questions about characters, plot and settings in books 	<ul style="list-style-type: none"> answer simple questions about a text 	<ul style="list-style-type: none"> ask and answer questions about a text 	<ul style="list-style-type: none"> answer questions about a text by retrieving information 	<ul style="list-style-type: none"> retrieve and record information from texts 	<ul style="list-style-type: none"> know where to search in a text to retrieve information retrieve and record information from a range of texts 	<ul style="list-style-type: none"> quickly retrieve and record information accurately from a range of texts
Comprehension - Summarise	<ul style="list-style-type: none"> be able to retell stories and narratives in their own words anticipate key events in stories 	<ul style="list-style-type: none"> become familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics 	<ul style="list-style-type: none"> become increasingly familiar with, and retelling a wide range of stories, fairy stories and traditional tales discuss the sequence of events in books and how items of information are related 	<ul style="list-style-type: none"> identify main ideas drawn from a paragraph summarise main ideas a one paragraph identify simple themes and conventions in books 	<ul style="list-style-type: none"> identify main ideas drawn from more than one paragraph summarise main ideas from more than one paragraph identify themes and conventions in a wide range of books 	<ul style="list-style-type: none"> identify and succinctly summarise the main ideas drawn from more than one paragraph identify and recognise themes within a wide range of books 	<ul style="list-style-type: none"> succinctly summarise the main ideas drawn from more than one paragraph identify key details that support the main ideas recognise a more complex range of themes in what they have read, such as loss or subtle heroism

<p>Comprehension - explain</p>	<ul style="list-style-type: none"> • listen attentively to stories with increasing attention • listen and respond to stories read with relevant questions, comments and actions • demonstrate an understanding when talking with others about what they have been reading • offer explanations for why things might happen in stories 	<ul style="list-style-type: none"> • listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently • make links between what they read or hear read and their own experiences • join in with discussions about a text, taking turns and listening to what others are saying • discuss the significance of titles and events 	<ul style="list-style-type: none"> • explain 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, 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 	<ul style="list-style-type: none"> • use appropriate terminology when discussing texts (plot, character, setting) • identify how language, structure and presentation contribute to meaning 	<ul style="list-style-type: none"> • discussing and comparing texts from a wide variety of genres and writers • 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 using of presentational devices such as numbering and headings) • identify how language, structure and presentation contribute to meaning 	<ul style="list-style-type: none"> • participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas • recommend texts to peers based on personal choice • make comparisons within books • make comparisons across books • explain how language, structure and presentation contribute to meaning • distinguish between statements of fact and opinion • use formal presentations and debates to explain and discuss their understanding of what they have read • provide justifications for their views 	<ul style="list-style-type: none"> • participate in discussions, building on their own and others' ideas and challenging views courteously • recommend texts to peers, giving reasons for choices • compare characters, settings, themes and plot within and across books • explain and discuss their understanding of texts, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary • listen to and act on guidance and feedback about the quality of their explanations and contributions to discussions, • distinguish independently between statements of fact and opinion, providing reasoned justifications for their views
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<p>Poetry and performance</p>	<ul style="list-style-type: none"> • listen to and join in with stories and poems • join in with repeated refrains in rhymes and stories • during role-play, use story vocabulary 	<ul style="list-style-type: none"> • listen to and discuss a wide range of poems beyond their independent reading level • learn to appreciate rhymes and poems • reciting simple poems by heart 	<ul style="list-style-type: none"> • continue to build up a repertoire of poems learnt by heart • recite some poems with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> • recognise different forms of poetry • prepare and perform poems, showing some awareness of the audience when reading aloud • prepare and perform play scripts, showing some awareness of the audience when reading aloud • begin to use appropriate intonation and volume when reading aloud 	<ul style="list-style-type: none"> • recognise and discuss some different forms of poetry e.g. free verse or narrative poetry • prepare and perform poems with appropriate techniques (intonation, tone, volume) showing awareness of the audience when reading aloud • prepare and perform play scripts with appropriate techniques (intonation, tone, volume and action) showing awareness of the audience when reading aloud 	<ul style="list-style-type: none"> • learn a wide range of poetry by heart • prepare poems to read aloud • prepare plays to read aloud and perform • continually show an awareness of the audience when reading out loud using intonation, tone and volume so that the meaning is clear 	<ul style="list-style-type: none"> • confidently perform poems (including poems learnt by heart) using a wide range of drama techniques to engage the audience and convey the meaning • prepare plays to perform, showing an awareness of character and theme through intonation, tone and volume
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Non-fiction	<ul style="list-style-type: none"> • know that information can be relayed in the form of print • know that information can be retrieved from books and computers 	<ul style="list-style-type: none"> • listen to and discuss non-fiction at a level beyond that at which they can read independently • begin to learn the processes for finding out information 	<ul style="list-style-type: none"> • recognise that non-fiction books are often structured in different ways 	<ul style="list-style-type: none"> • listen to and discuss non-fiction books • retrieve and record information from non-fiction texts • use the contents pages and indexes to location information 	<ul style="list-style-type: none"> • listen to and discuss non-fiction books • know what information to look for before they begin • retrieve and record information from non-fiction texts 	<ul style="list-style-type: none"> • read and discuss non-fiction books at an age-appropriate level • retrieve, record and present information from non-fiction 	<ul style="list-style-type: none"> • read and discuss non-fiction books at an age-appropriate level • retrieve, record and present information from non-fiction • know what information to look for before beginning a task and understand the task • 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
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