

English Reading



Progression Map of Key learning Indicators of Performance

	Word Reading	Comprehension				
		Attitude Towards Reading	Understanding	Discussion of Texts	Retrieving and Recording	Evaluation
Year 6	<ul style="list-style-type: none"> - Read books at an age appropriate interest level. - Work out unfamiliar words by focusing on all letters in the word, e.g. not reading invitation for imitation. - Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. un+happy+ness, dis+repute+able, dis+respect+ful, re+engage+ment. - Use suffixes to understand meanings e.g. -cious, -tious, -tial, -cial. - Read and understand words from the Year 6 list (selected from the statutory Year 5/6 word list) - Use etymology to help the pronunciation of new words e.g. chef, chalet, machine, brochure – French in origin. 	<p>Maintaining positive attitudes to reading</p> <ul style="list-style-type: none"> - Listen to, read and discuss an increasingly wide range of fiction, poetry, plays and non-fiction. - Regularly listen to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves. - Independently read longer texts with sustained stamina and interest. - Recommend books to their peers with detailed reasons for their opinions. - Express preferences about a wider range of books including modern fiction, traditional stories, fiction from our literary heritage and books from other cultures. - Learn a wider range of poems by heart. - Prepare poems and play scripts to read aloud and perform using dramatic effects. 	<ul style="list-style-type: none"> - Understanding texts they read independently and those which are read to them - Explain the meaning of new vocabulary within the context of the text. - Demonstrate active reading strategies e.g. challenging peers with questions, justifying opinions, responding to different viewpoints within a group. - Use a reading journal to record on-going reflections and responses to personal reading. - Explore texts in groups and deepen comprehension through discussion. - Provide reasoned justifications for their views. - Justify opinions and elaborate by referring to the text e.g. using the PEE prompt – Point+Evidence+Explanation. - Infer characters’ feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. Point+Evidence+Explanation. - Predict what might happen from information stated and implied. - Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text. - Make comparisons within and across texts e.g. similar events in different books such as being an evacuee in Carrie’s War and Goodnight Mr Tom. - Compare characters within and across texts. - Compare texts written in different periods. - Recognise themes within and across texts e.g. hope, peace, fortune, survival. - Distinguish between statements of fact or opinion across a range of texts e.g. first-hand account of an event compared with a reported example such as Samuel Pepys’ diary and a history textbook. - Skim for gist. - Scan for key information e.g. identify words and phrases which tell you the character is frustrated, or find words/phrases which suggest that a theme park is exciting. - Use a combination of skimming, scanning and close reading across a text to locate specific detail. - Retrieve, record, make notes and present information from non-fiction, including texts used in other subjects. - Analyse the conventions of different types of writing e.g. use of dialogue to indicate geographical and/or historical settings for a story. - Identify how language, structure and presentation contribute to meaning e.g. persuasive leaflet, balanced argument. 	<ul style="list-style-type: none"> - Participating in discussion and debate - Participate in discussions about books, 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. - Prepare formal presentations individually or in groups. - Use notes to support presentation of information. - Respond to questions generated by a presentation. - Participate in debates on issues related to reading (fiction/non-fiction). 		<p>Evaluating the impact of the author’s use of language</p> <ul style="list-style-type: none"> - Explore, recognise and use the terms personification, analogy, style and effect. - Explain the effect on the reader of the author’s choice of language and reasons why the author may have selected these words, phrases and techniques.

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Year 5	<ul style="list-style-type: none"> - Read books at an age appropriate interest level. - Use knowledge of root words to understand meanings of words. - Apply knowledge of prefixes to understand meaning of new words, e.g. dis-, re-, pre-, mis-, over-. - Use suffixes to understand meanings e.g. -ant, -ance, -ancy, -ent, ence, -ency, -ible, -able, -ibly, -ably. - Read and understand words from the Year 5 list (selected from the statutory Year 5/6 word list) 	<p>Maintaining positive attitudes to reading</p> <ul style="list-style-type: none"> - Listen to and discuss a range of fiction, poetry and non-fiction which they might not choose to read themselves. - Regularly listen to whole novels read aloud by the teacher from an increasing range of authors. - Explore themes within and across texts e.g. loss, heroism, friendship. - Make comparisons within a text e.g. characters' viewpoints of same events. - Recommend books to their peers with reasons for choices. - Read books and texts that are structured in different ways for a range of purposes. - Express preferences about a wider range of books including modern fiction, traditional stories, myths and legends. - Learn a wider range of poems by heart. - Prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience. 	<ul style="list-style-type: none"> - Understanding texts they read independently and those which are read to them - Explain the meaning of words within the context of the text. - Use punctuation to determine intonation and expression when reading aloud to a range of audiences. - Check that the book makes sense to them and demonstrate understanding e.g. through discussion, use of reading journals. - Demonstrate active reading strategies e.g. generating questions to refine thinking, noting thoughts in a reading journal. - Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence. - Predict what might happen from information stated and implied. - Through close reading of the text, re-read and read ahead to locate clues to support understanding. - Scan for key words and text mark to locate key information. - Summarise main ideas drawn from more than one paragraph and identify key details which support this. - Justify opinions and elaborate by referring to the text, e.g. using the PEE prompt - Point + Evidence + Explanation. - Analyse the conventions of different types of writing e.g. use of first person in autobiographies and diaries. - Identify how language, structure and presentation contribute to meaning e.g. formal letter, informal diary, persuasive speech. 	<p>Participating in discussion and debate</p> <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 and challenging views courteously. - Explain and discuss their understanding of what they have read, including through formal presentations and debates. - Prepare formal presentations individually or in groups. - Use notes to support presentation of information. - Respond to questions generated by a presentation. - Participate in debates on an issue related to reading (fiction or non-fiction). 		<p>Evaluating the impact of the author's use of language</p> <ul style="list-style-type: none"> - Explore, recognise and use the terms metaphor, simile, imagery. - Explain the effect on the reader of the authors' choice of language. - Distinguish between statements of fact or opinion within a text.

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Year 4	<ul style="list-style-type: none"> - Read books at an age appropriate interest level. - Use knowledge of root words to understand meanings of words. - Use prefixes to understand meanings e.g. in-, ir-, sub-, inter-super-, anti-, auto-. - Use suffixes to understand meanings e.g. -ation, -tion, -ssion, -cian, -sion. - Read and understand words from the Year 4 list (selected from the statutory Year 3/4 word list). 	<p>Developing pleasure in reading and motivation to read</p> <ul style="list-style-type: none"> - Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms e.g. fairy tales, folk tales, classic poetry, kennings, advertisements, formal speeches, magazines, electronic texts. - Regularly listen to whole novels read aloud by the teacher. - Read books and texts, which are structured in different ways, for a range of purposes and respond in a variety of ways. - Learn a range of poems by heart and rehearse for performance. - Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action. - Orally retell a range of stories, including less familiar fairy stories, myths and legends. 	<p>Understanding the text</p> <ul style="list-style-type: none"> - Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. metaphors, similes. - Explain the meaning of key vocabulary within the context of the text. - Use dictionaries to check meanings of words in the texts that they read. - Use punctuation to determine intonation and expression when reading aloud to a range of audiences. - Make predictions based on information stated and implied. - Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images. - Justify responses to the text using the PE prompt (Point + Evidence). - Identify, analyse and discuss themes e.g. safe and dangerous, just and unjust, origins of the earth, its people and animals. - Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence. - Identify main ideas drawn from more than one paragraph and summarise these e.g. character is evil because...1/2/3 reasons, Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons across a text. - Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning. - Recognise and analyse different forms of poetry e.g. haiku, limericks, kennings. 	<p>Participating in discussion</p> <ul style="list-style-type: none"> - Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say. - Develop, agree on and evaluate rules for effective discussion. - Make and respond to contributions in a variety of group situations e.g. whole class, independent reading groups, book circles 	<p>Retrieving and recording information from non-fiction</p> <ul style="list-style-type: none"> - Prepare for research by identifying what is already known about the subject and key questions to structure the task. - Navigate texts ,e.g. using contents and index pages, in order to locate and retrieve information in print and on screen. - Record information from a range of non-fiction texts. - Scan for dates, numbers and names. - Analyse and evaluate how specific information is organised within a non-fiction text e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams. - Explain how paragraphs are used to order or build up ideas, and how they are linked. 	

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Year 3	<ul style="list-style-type: none"> - Read books at an age appropriate interest level. - Use knowledge of root words to understand meanings of words. - Use prefixes to understand meanings e.g. un-, dis-, mis-, re-, pre-, im-, in-. - Use suffixes to understand meanings e.g. -ly, -ous. - Read and understand words from the Year 3 list (selected from the statutory Year 3/4 word list) 	<p>Developing pleasure in reading and motivation to read</p> <ul style="list-style-type: none"> - Listen to and discuss a range of fiction, poetry, plays and non-fiction, e.g. fables, fairy tales, classic poetry, shape poetry, non-chronological reports, explanations. - Regularly listen to whole novels read aloud by the teacher. - Read a range of non-fiction texts, e.g. information, discussion, explanation, biography and persuasion. - Read books and texts for a range of purposes e.g. enjoyment, research, skills development, reference. - Recognise some different forms of poetry e.g. narrative, calligrams, shape poems. - Sequence and discuss the main events in stories. - Orally retell a range of stories, including less familiar fairy stories, fables and folk tales e.g. Grimm's Fairy Tales. - Identify and discuss themes e.g. good over evil, weak and strong, wise and foolish, mean and generous, rich and poor. - Identify and discuss conventions e.g. numbers three and seven in fairy tales, magical sentence repeated several times. - Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action. 	<p>Understanding the text</p> <ul style="list-style-type: none"> - Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination. - Explain the meaning of unfamiliar words by using the context. - Use dictionaries to check meanings of words they have read. - Use intonation, tone and volume when reading aloud. - Take note of punctuation when reading aloud. - Discuss their understanding of the text. - Raise questions during the reading process to deepen understanding e.g. I wonder why the character. - Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text. - Make predictions based on details stated. - Justify responses to the text using the PE prompt (Point + Evidence). - Discuss the purpose of paragraphs. - Identify a key idea in a paragraph. - Analyse and evaluate texts looking at language, structure and presentation e.g. persuasive letter, diary and calligram etc. 	<p>Participating in discussion</p> <ul style="list-style-type: none"> - Participate in discussion about what is read to them and books they have read independently. - Develop and agree on rules for effective discussion. - Take turns and listen to what others say. - Make and respond to contributions in a variety of group situations e.g. whole class, pairs, guided groups, book circles 	<p>Retrieving and recording information from non-fiction</p> <ul style="list-style-type: none"> - Prepare for research by identifying what is already known about the subject and key questions to structure the task. - Evaluate how specific information is organised within a non-fiction text e.g. text boxes, contents, bullet points, glossary, diagrams. - Quickly appraise a text to evaluate usefulness. - Navigate texts in print and on screen. - Record information from a range of non-fiction texts. 	

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Year 2	<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 frequently encountered words quickly and accurately without overt sounding and blending. - Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes. - Read accurately words of two or more syllables that contain alternative sounds for grapheme e.g. shoulder, roundabout, grouping. - Read longer and less familiar texts independently. - Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent. - Work out unfamiliar words by focusing on all letters in the word, e.g. not reading place for palace. - Read words containing common suffixes e.g. -ness, -ment, -ful, -less -ly, -ing, -ed, -er, -est, -y. - Read further common exception words, noting tricky parts. 	<p>Developing pleasure in reading and motivation to read</p> <ul style="list-style-type: none"> - Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories, non-fiction, and contemporary and classic poetry. - Orally retell a wider range of stories, fairy tales and traditional tales. - Sequence and discuss the main events in stories and recounts. - Read a range of non-fiction texts which are structured in different ways, including information, explanations, instructions, recounts, reports. - Recognise the use of repetitive language within a text or poem (e.g. run, run as fast as you can) and across texts (e.g. long, long ago in a land far away...). - Learn and recite a range of poems using appropriate intonation. - Make personal reading choices and explain reasons for choices. 	<p>Understanding books which they can read themselves and those which are read to them</p> <ul style="list-style-type: none"> - Identify, discuss and collect favourite words and phrases. - Introduce and discuss words within the context of a text, linking new meanings to known vocabulary. - Use morphology to work out the meaning of unfamiliar words e.g. terror, terrorised. - Uses tone and intonation when reading aloud. - Activate prior knowledge and raise questions e.g. What do we know? What do we want to know? What have we learned? - Check that texts make sense while reading and self-correct. - Demonstrate understanding of fiction and non-fiction texts by asking and answering who, what, where, when, why, how questions. - Explain and discuss their understanding, giving opinions and supporting with reasons e.g. Hansel was clever when he put stones in his pocket because... - Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. - Make inferences about characters and events using evidence from the text e.g. what is the character thinking, saying and feeling? - Make predictions based on what has been read so far. - Identify how specific information is organised within a non-fiction text e.g. sub-headings, contents, bullet points, glossary, diagrams. - Locate information from non-fiction texts using the contents page, index, labelled diagrams and charts. 	<p>Participating in discussion</p> <ul style="list-style-type: none"> - Participate in discussion about what is read to them, taking turns and listening to what others say. - Make contributions in whole class and group discussion. - Consider other points of view. - Listen and respond to contributions from others. 		

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Year 1	<ul style="list-style-type: none"> - Read aloud accurately books that are consistent with their developing phonic knowledge. - Apply phonic knowledge and skills as the route to decode words. - Respond speedily with the correct sound to grapheme for the 44 phonemes. - Recognise and use the different ways of pronouncing the same grapheme; e.g. ow in snow and cow. - Read accurately by blending sounds in unfamiliar words. Read common exception words, noting tricky parts (see below). - Read words containing –s, - es, -ing, -ed, -er, -est endings. - Split two and three syllable words into the separate syllables to support blending for reading. - Read words with contractions e.g. I’m, I’ll, we’ll and understand that the apostrophe represents the omitted letter. - Develop fluency, accuracy and confidence by re-reading books. - Read more challenging texts using phonics and common exception word recognition 	<p>Developing pleasure in reading and motivation to read</p> <ul style="list-style-type: none"> - Listen to and discuss a range of texts at a level beyond that at which they can read independently, including stories, non-fiction and poems. - Relate texts to own experiences. - Recognise and join in with language patterns and repetition. - Use patterns and repetition to support oral retelling, e.g. fairy stories, traditional tales and stories by well-known authors. - Orally retell familiar stories in a range of contexts e.g. small world, role play, storytelling. - Enjoy and recite rhymes and poems by heart. - Make personal reading choices and explain reasons for choices. 	<p>Understanding books which they can read themselves and those which are read to them</p> <ul style="list-style-type: none"> - Introduce and discuss key vocabulary, linking meanings of new words to those already known. - Activate prior knowledge e.g. what do you know about minibeasts? - Check that texts make sense while reading and self-correct. - Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. - Give opinions and support with reasons e.g. I like the Little Red Hen because she... - Explain clearly their understanding of what is read to them. - Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how. - Identify and discuss the main events in stories. - Identify and discuss the main characters in stories. - Recall specific information in fiction and non-fiction texts. - Locate parts of text that give particular information, e.g. titles, contents page and labelled diagram. - Discuss the title and how it relates to the events in the whole story e.g. Peace at Last by Jill Murphy. - Make basic inferences about what is being said and done. - Make predictions based on what has been read so far. 	<p>Participating in discussion</p> <ul style="list-style-type: none"> - Listen to what others say. - Take turns. 		

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Reception	<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother <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>-Read individual letters by saying the sounds for them.</p>	<p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing 			
Pre-School	<p>-Enjoy songs and rhymes, tuning in and paying attention.</p> <p>-Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p> <p>-Say some of the words in songs and rhymes.</p> <p>-Copy finger movements and other gestures.</p> <p>-Sing songs and say rhymes independently, for example, singing whilst playing.</p>	<p>-Enjoy songs and rhymes, tuning in and paying attention.</p> <p>-Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p>	<p>-Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</p> <p>-Repeat words and phrases from familiar stories.</p> <p>-Ask questions about the book. Make comments and shares their own ideas.</p> <p>-Develop play around favourite stories using props.</p> <p>-Pay attention and respond to the pictures or the words.</p>	<p>-Enjoy sharing books with an adult.</p>		