



Stoborough Primary School Reading Progression Map

This progression document is to be read in conjunction with the Stoborough's phonics progression map



Year group	Word reading	Comprehension						Reading Behaviours
		Skills to be taught						
		Vocabulary	Inference	Prediction	Explain	Retrieval	Sequence or Summarise	
		<b>1a Draw on knowledge of vocabulary to understand texts.</b> <b>2a Give/explain the meaning of words in context.</b>	<b>1d Make inferences from the text</b> <b>2d Make inferences from the text – explain and justify inferences with evidence.</b>	<b>1e Predict what might happen on the basis of what has been red so far.</b> <b>2e Predict what might happen from details stated and implied.</b>	<b>2f Identify/explain how information or narrative content is related and contributes to meaning as a whole.</b> <b>2g Identify/explain how meaning is enhanced through choice of words and phrases.</b> <b>2h Make comparisons within the text</b>	<b>1b Identify/explain key aspects of fiction and non-fiction texts, such as characters' events, titles and information.</b> <b>2b. Retrieve and record information. Identify key details from fiction and non-fiction texts.</b>	<b>1c Identify an explain the sequence of events in the texts.</b> <b>2c Summarise main ideas from more than one paragraph.</b>	
Pre- YR	To develop their phonological awareness, so that they can: <ul style="list-style-type: none"> <li>- Spot and suggest rhymes</li> <li>- Count or clap syllables in a word</li> <li>- Recognise words with the same initial sound, such as money and mother</li> </ul> <i>*Stoborough Primary does not have a nursery. These expectations are to be used as guidance with feeder Early Years settings.</i>	To understand the five key concepts about print.  To understand a question or instruction that has two parts.  To understand 'why' questions.  To engage in extended conversations about stories, learning new vocabulary.	To infer character feelings using pictures	Make simple predictions about the story based on the pictures in the book.	Demonstrate some understanding of what they have read by talking with others.	To retrieve information from pictures of familiar objects.  To discuss with other children and adults the characters in the book being read to them	Supported to retell and sequence a simple story.  Enjoy listening to longer story and can remember much more of what happens.	<i>To know many rhymes.</i>  <i>To be able to talk about familiar books.</i>  <i>To make up own stories, using other stories they have heard as a basis.</i>
YR	To say sounds for the first set of letters identified in the Phonics progression for Reception.  To say sounds for at least 10 digraphs.  To read words consistent with their phonic knowledge by sound blending.  To read aloud simple sentences and books that are consistent with their phonic knowledge.  To read some common exception words.	To follow instructions involving several ideas or actions.  To listen to stories and respond to what they hear with relevant comments, questions or actions.  To read and understand simple sentences.	To infer character's feelings through linking them to their own experiences.	To accurately anticipate key events in stories being read to them.	Demonstrate some understanding of what they have read by talking with others.	To identify familiar words and labels in the classroom.  To identify the main events, setting and main characters in a book they have been read.  To retrieve simple information from books (fiction and non-fiction) and computers.	Introduce a storyline or narrative into their play.  Play together cooperatively as part of a group, to develop and act out a narrative.  Retell stories and narratives using their own words and recently introduced vocabulary.	<i>To enjoy a broad, diverse range of texts.</i>  To engage in story times.  To engage with non-fiction books.

<p>Y1</p>	<p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To respond speedily with the correct sound to graphemes for all 40+ phonemes and where applicable, alternative sounds for graphemes.</p> <p>To begin to read some common exception words.</p> <p>To read words containing some suffixes (-s, -es, -ing, -ed, -er and -est) and know it changes the meaning of the word.</p> <p>To read words containing more than one syllable at their phonetic level.</p> <p>To read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).</p> <p>To read out loud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p> <p>To reread books to develop their confidence and fluency in word reading.</p>	<p>To check that the text makes sense to them as they read and correcting inaccurate reading</p> <p>To link what they read or have read to them to their own experiences.</p> <p>To link new word meanings to those already known.</p> <p>To draw on what they already know (e.g. in their topic).</p>	<p>To make inferences based on what is being said.</p> <p>To make inferences based on what is being done.</p> <p>Discuss the significance of titles and events.</p>	<p>To predict what might happen based on what has been read so far and their own understanding of the world.</p>	<p>Participate in discussion about what I read to them, taking turns and listening to what others say.</p> <p>Recognising and joining in with predictable phrases.</p> <p>Explain clearly their understanding of what is read to them.</p>	<p>Answer simple questions about what has happened in a text that has been read to them.</p> <p>Discuss ways of retrieving information from non-fiction texts.</p>	<p>To become familiar with key stories, fairy stories, traditional tales, rhymes and poems, retelling them and considering their particular characteristics.</p> <p>To listen to and discuss a wide range of poems, stories and non-fiction texts at a level beyond which they can read independently.</p>	<p><i>To enhance their imagination and creativity to support their writing.</i></p> <p><i>To enjoy a broad, diverse range of texts.</i></p> <p><i>To appreciate rhymes and poems.</i></p>
<p>Y2</p>	<p>To continue applying phonic knowledge and skills as the root to decode words until automatic coding has become embedded and reading is fluent.</p> <p>To read words accurately by blending the sounds in words that contain the graphemes taught so far.</p> <p>To read words containing 2 or more syllables that contain the graphemes that have been taught so far.</p> <p>To read words containing common suffixes (-ly, -ful -ment, -ness), and know this changes the meaning of the word.</p> <p>To read further common exception words, noting any unusual correspondences between the spellings and sound, where these occur in the word.</p>	<p>To check that the text makes sense to them as they read and correct inaccurate reading.</p> <p>To discuss and clarify the meaning of words linking new meanings to known vocabulary.</p> <p>To draw on background information and vocabulary provided by the teacher.</p> <p>To discuss their favourite words and phrases.</p>	<p>To make inferences on the basis of what is being said and done.</p>	<p>To predict what might happen based on what has been read so far.</p>	<p>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.</p> <p>Recognise simple recurring literary language in stories.</p> <p>Be introduced to nonfiction books that are structured in different ways.</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>	<p>Discuss the sequence of events in books and how items of information are related.</p> <p>Answer and ask simple questions about what has happened in a text that has been read to them.</p>	<p>Become increasingly familiar with and retelling and a wider range of stories, fairy stories, traditional tale, rhymes and poems.</p> <p>Discuss the sequence of events and discuss how items of information are related.</p> <p>To listen, discuss and express views about a wide range of poetry, stories and non-fiction texts at a level beyond which they can read independently.</p>	<p><i>To enhance their imagination and creativity to support their writing.</i></p> <p><i>To enjoy a broad, diverse range of texts.</i></p> <p><i>To learn a range of poems and how to use appropriate intonation when reciting them.</i></p>

	<p>To read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</p> <p>To sound out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>To read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>To re-read books to build up fluency and confidence in word reading.</p>							
Y3	<p>To begin to understand root words, prefixes and suffixes and how they change the meaning of words.</p> <p>To develop their ability to read common exception words (words that do not follow standard phonological decoding and blending).</p>	<p>With encouragement and support, check that the text makes sense to them.</p> <p>Use dictionaries to check the meaning of words that they have read.</p> <p>Distinguish between statements of fact and fiction.</p> <p>Discuss words and phrases that capture the reader's interests.</p> <p>To consider how language, structure, and presentation contribute to meaning.</p>	<p>To discuss a book's theme.</p> <p>To infer characters' feelings, thoughts and motives from their actions and begin to give reasons why.</p>	<p>To predict what will happen from both implied and stated details in the book.</p>	<p>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.</p> <p>Identify themes and conventions in a wide range of books.</p> <p>Read books that are structured in different ways and read for a range of purposes.</p> <p>Identify how language, structure and presentation contribute to meaning Explain and discuss their understanding of what they have read.</p>	<p>To find words and phrases that capture their own interest and imagination as the reader.</p> <p>To identify the main ideas from one paragraph and summarise it.</p> <p>To retrieve information from non-fiction texts.</p> <p>To begin to ask questions to improve their understanding.</p>	<p>To identify main ideas drawn from more than one paragraph and summarising these.</p> <p>To increase their familiarity with a wide range of books that are structured in different ways, including non-fiction, fiction, poetry, plays, textbooks, fairy stories, myths and legends.</p>	<p>With encouragement, use dictionaries to check meaning of words they have read.</p> <p><i>To read for a range of purposes.</i></p> <p><i>To enjoy a broad, diverse range of texts.</i></p> <p><i>To read books that are structured in different ways.</i></p> <p><i>To read aloud and perform poems and play scripts.</i></p>
Y4	<p>To apply the understanding of root words, prefixes and suffixes to read aloud in a variety of texts.</p> <p>To read further exception words with an awareness of the unusual correspondence between spelling and sound.</p>	<p>To independently check that the text makes sense to them.</p> <p>Use dictionaries to check the meaning of words that they have read.</p> <p>Distinguish between statements of fact and fiction.</p> <p>Discuss words and phrases that capture the reader's interests.</p> <p>To identify how language, structure, and presentation contribute to meaning.</p>	<p>To identify multiple themes in a book.</p> <p>To identify the conventions in a book.</p> <p>To infer characters' feelings, thoughts and motives from their actions and justify with evidence.</p>	<p>To predict what will happen from both implied and stated details in the book</p>	<p>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.</p> <p>Identify themes and conventions in a wide range of books.</p> <p>Read books that are structured in different ways and read for a range of purposes.</p> <p>Identify how language, structure and presentation contribute to meaning Explain</p>	<p>To find words and phrases that capture the reader's interest and imagination, as planned by the author.</p> <p>To retrieve and record information from non-fiction texts.</p>	<p>To identify main ideas drawn from more than one paragraph and summarising these.</p> <p>Distinguish between important and unimportant information in a text.</p> <p>To increase their familiarity with a wide range of books that are structured in different ways, including non-fiction, fiction, poetry, plays, textbooks, fairy stories, myths and legends.</p>	<p>To read for a range of purposes.</p> <p>To recognise different forms of poetry (for example, free verse and narrative poetry).</p> <p><i>To enjoy a broad, diverse range of texts.</i></p> <p><i>To read books that are structured in different ways.</i></p> <p><i>To understand the use of intonation, tone, volume and action when performing.</i></p>

					and discuss their understanding of what they have read.			
Y5 and Y6	<p>To apply their growing knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words they meet.</p>	<p>Continue to check that texts make sense to them and use dictionaries to look up unknown words.</p> <p>To explore the meaning of words in context.</p> <p>To improve their understanding by asking questions.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>	<p>To identify, discuss and <i>compare</i> themes in and across a wide range of writing.</p> <p>To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying the inferences with evidence.</p>	<p>To predict what might happen from details stated and implied in shared books and books that they are reading independently.</p>	<p>Participate in discussions about books, building on their own and others' ideas and challenging views courteously.</p> <p>Identify and discuss themes and conventions in and across a range of writing.</p> <p>Read books that are structured in different ways and read for a range of purposes.</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Make comparisons within and across books Explain and discuss their understanding of what they have read, including through formal presentations and debates Recommending books that they have read to their peers, giving reasons for their choices Provide reasoned justifications of their views</p>	<p>To retrieve, record and present information from a range of non-fiction text types.</p>	<p>To summarise the main ideas drawn from more than one paragraph/text and identify the key details that support them.</p> <p>To identify and define fact and opinion.</p> <p>To become increasingly familiar 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>To recommend books that they have read to their peers, giving reasons for their choices.</p>	<p>To read for different purposes.</p> <p>To read books that are structured in different ways.</p> <p>To learn a wider range of poetry by heart.</p> <p><i>To enjoy a broad, diverse range of texts.</i></p> <p><i>To read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</i></p>