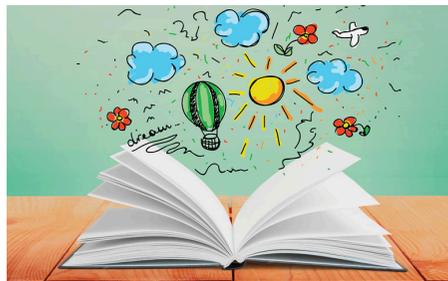# Rayleigh Primary School Progression Map
Subject: Reading

At Rayleigh Primary School, reading is a top priority and a key driver for our curriculum. It is our intention that, by the end of their primary education, all pupils will be able to read fluently and with confidence in any subject in their forthcoming secondary education. Our reading curriculum will incite a personal love of reading in all children as they engage with a stimulating range of texts from a variety of genres in both fiction and non-fiction. Through this curriculum, children will develop and nurture the essential skills of word reading and comprehension.

Reading
(38 weeks)

	EYFS	Key Stage 1		Key Stage 2			
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
PROGRESSION OF SKILLS							
Decode	• Say a sound for each letter in the alphabet and at least 10 digraphs. (ELG) • Read words consistent with their phonic knowledge by sound-blending. (ELG) • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. (ELG)	● 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, etc.) ● read multisyllable words containing taught GPCs ● read contractions and understand use of apostrophe ● read aloud phonically-decodable texts	● 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 correspondences ● read most words quickly & accurately without overt sounding and blending	● 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		● 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	
Vocabulary and word meanings	● use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play. (ELG) ● demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently	● discussing word meanings, linking new meanings to those already known	● discussing the meanings of words, linking new meanings to known vocabulary ● beginning to explain the meaning of words independently, making some references to the text they are reading. ● discussing their favourite words and phrases	● beginning to use meaning breakdown and background knowledge to explain meaning of words in a text ● explaining the meaning of the words, making references to a section of text or paragraph. - Linking new vocabulary to words they already know ● using dictionaries and thesauri to check the meaning of words that they have read and to find synonyms		● discussing their understanding of newly encountered vocabulary, drawing on contextual clues ● explaining the meaning of words, making reference to the text ● using dictionaries and thesauri to continue to broaden their vocabulary.	● discuss their understanding of the text in full, using all comprehension strategies. ● explaining the meaning of words, making reference to the text ● using their word knowledge to suggest appropriate synonyms

	introduced vocabulary. (ELG)				● applying their knowledge of morphology and etymology to explain unfamiliar words.	● explaining the shades of meaning within a set of synonyms, eg upset, sad, miserable, distraught ● applying their knowledge of morphology and etymology to explain unfamiliar words.
Retrieve	● scan left to right to retrieve images and shapes ● scan left to right to retrieve initial letters/ graphemes/ CVC words	● scan left to right to retrieve familiar, given words from a familiar text	● retrieve given words from fiction and non-fiction texts ● retrieve and record simple information (familiar text)	● retrieve and record information from familiar texts	● retrieve and record information from familiar texts ● retrieve and record information from non-fiction.	● retrieve and record information from familiar texts ● retrieve and record information from unseen texts ● retrieve, record and present information from non-fiction books that are structured different ways.
Sequence and Summarise	● when given 2 events encountered within a heard story, to identify which occurred e.g. first, using time-related language i.e. first, second, before, after, last, next etc	● discuss the sequence of events in familiar stories	● discuss and relay the sequence of key/main events in stories read and heard ● begin to discuss how items of information are related	● sequence minor and main events in texts read and heard ● identify main ideas within one paragraph or short text and summarising these.	● identify main ideas drawn from more than one paragraph and summarising these	● summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas
Infer	● demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. (ELG)	● discuss the significance of the title and events ● make inferences on the basis of what is being said and done	● make inferences on the basis of what is being said and done ● answer and ask questions e.g. about character motive, 'what will s/he do next?' etc	● draw inferences e.g infer characters' feelings, thoughts and motives from their actions ● begin to justify inferences with evidence	● draw inferences e.g infer characters' feelings, thoughts and motives from their actions ● justify inferences with evidence e.g. I think...because...	● begin to draw more perceptive inferences e.g infer characters' feelings, thoughts and motives from their actions within more complex texts, ● justify inferences with evidence, beginning to use PEPE structure where appropriate	● draw perceptive inferences e.g infer characters' feelings, thoughts and motives from their actions within more complex texts ● justify inferences with evidence, using PEPE structure confidently where appropriate

Predict	● anticipate (where appropriate) key events in stories. (ELG)	● discuss simple predictions on the basis of what has been read so far	● make simple predictions on the basis of what has been read so far	● make sensible predictions, using evidence	● make sensible predictions, using evidence and justifying in relation to evidence within text	● make and explain sensible predictions, justifying in relation to evidence within text and known text conventions
Explore & explain	● Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. (ELG)			● notice and begin to discuss structure and layout	● discuss words and phrases that capture the reader's interest and imagination ● begin to identify how language, structure, and presentation contribute to meaning	● identify how language, structure and presentation contribute to meaning ● discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
Compare						● make comparisons within and across books
Familiarity with texts	● Sing a range of well-known nursery rhymes and songs. (ELG) ● Perform songs, rhymes, poems and stories with others. (ELG)	● become very familiar with key stories, fairy stories and traditional tales, retell them and consider their particular characteristics ● recognise and join in with predictable phrases	● become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales ● recognise simple recurring literary language in stories and poetry	● increase familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally ● identify themes and conventions in a wide range of books		● increase familiarity 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 ● identify and discuss themes and conventions in and across a wide range of writing
Range of Reading		● listen to and discuss a wide range of poems, stories and non-fiction at a levels beyond that at which they can read independently ● begin link what they read or hear read to their own experiences	● listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and nonfiction at a level beyond that at which they can read independently ● begin to experience non-fiction books that are structured in different ways	● listen to and discuss a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks ● read books that are structured in different ways and read for a range of purposes		● continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ● read books that are structured in different ways and read for a range of purposes ● distinguish between statements of fact and opinion

Book Talk	● participate in discussion about what is read to them, taking turns and listening to what others say ● explain clearly their understanding of what is read to them	● 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 others say ● explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	● 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	● recommending books that they have read to their peers, giving reasons for their choices ● 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, ● provide reasoned justifications for their views

IMPACT (Endpoints)						
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Children in Reception can read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.	Children in Year 1 will be able to read sentences in fiction and non-fiction books with increasing fluency. They will be able to read words with 2 or more syllables with confidence using their phase 3,4 and 5 knowledge. They will be able to retell what happened in the story with confidence and be able to answer simple questions.	Children in Year 2 will be able to read sentences fluently with expression. They will be confident at reading common exception words and words with suffixes. They will be able to retell and sequence stories in detail. They will begin to use inference to understand what characters are thinking and feeling, and the possible actions they may make.	Children in Year 3 will have read a range of age appropriate texts both fiction and nonfiction and including poetry. They understand the key skills of vocabulary, retrieve, inference and predict and are beginning to make simple explanations and summaries.	Children in Year 4 will have read a wide range of age appropriate texts both fiction and non-fiction and including poetry. They understand the key skills of vocabulary, infer, predict, explain, retrieve and summarise	Children in Year 5 will have read a wide range of age appropriate texts both fiction and non-fiction and including poetry. They will be able to comment on the structure and layout of texts, the author's choices and impact on the reader and their comprehension of a widening vocabulary	Children in Year 6 are able to read fluently, and with confidence, so that they will be able to access all subjects in their forthcoming secondary education. They will understand and be secure in the key skill areas of vocabulary, inference, prediction, explanation, retrieve and summary so that they are able to understand and discuss any text they are presented with in further education or wider life.