Reading Progression Map

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word Reading	Know that graphemes represent a phoneme and the more connections the reader makes, the more independent they can be Know that words are read by blending phonemes Know that written text can be read like spoken language	Apply phonic knowledge and skills as the route to decode words Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word 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	Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become 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 Read accurately words of two or more syllables that contain the same graphemes as above Read words containing common suffixes Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Read most words quickly and accurately, without	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, 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 (etymology and morphology) as listed in English Appendix 1, 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), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

		Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words Re-read these books to build up their fluency and confidence in word reading.	overt sounding and blending, when they have been frequently encountered Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation Re-read these books to build up their fluency and confidence in word reading.				
Reading for Pleasure	Know that listening to a text several times increases enjoyment and understanding Know that some texts are more interesting or enjoyable than others Know that ideas and characters from text can be used in play	Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics Learning to appreciate rhymes and poems, and to recite some by heart	Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally Develop positive attitudes to reading and understanding of what they read by identifying how language, structure, and presentation contribute to meaning 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	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Fully 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	Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others'	Increase their 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 recommending books that they have read to their peers, giving reasons for their choices

Vocabulary	Know that text contains words that the reader does not understand Know that text contains interesting words and phrases	Discuss word meanings, linking new meanings to those already known Draw upon knowledge of vocabulary in order to understand the text Join in with predictable phrases Use vocabulary given by the teacher discuss his/her favourite words and phrases	Discuss and clarify the meanings of words; link new meanings to known vocabulary discussing their favourite words and phrases Recognise some recurring language in stories and poems	Use dictionaries to check the meaning of words that they have read Identify how language choices help build meaning find the meaning of new words using substitution within a sentence Discuss words that capture the readers interest or imagination	Use dictionaries to check the meaning of words that they have read Use a thesaurus to find synonyms Discuss new and unusual vocabulary and clarify the meaning of these find the meaning of new words using the context of the sentence. Discuss why words have been chosen and the effect these have on the reader Explain how words can capture the interest of the reader	Explore the meaning of words in context, Confidently use a dictionary to discuss how the author's choice of language impacts the reader Re-write passages using alternative word choices read around the word' and explore its meaning in the broader context of a section or paragraph. Use a thesaurus to find synonyms for a larger variety of words Evaluate the authors use of language Investigate alternative word choices that could be made Begin to look at the use of figurative language	Explore the meaning of words in context by 'reading around the word' and independently explore its meaning in the broader context of a section or paragraph Discuss how presentation and structure contribute to meaning Evaluate how the authors' use of language impacts upon the reader Find examples of figurative language and how this impacts the reader and contributes to meaning or mood
	Know that characters in stories sometimes do and feel the same things as the reader Know that readers can know things about a text even though it is not written down	Discuss the significance of the title and events Infer basic points with direct reference to the pictures and words in the text Demonstrate simple inference from the text based on what is said and done	Answer and ask questions and modify answers as the story progresses using pictures or words to make inferences Make inferences about characters' feelings using what they say and do	Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives Infer characters' feelings, thoughts	Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because questions) Infer characters' feelings, thoughts	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Make inferences about actions, feelings, events or states	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Make inferences about events, feelings, states

Inference			Infer basic points and begin, with support, to pick up on subtler references	and motives from their stated actions Make inferences about actions or events Justify inferences by referencing a specific point in the text	and motives from their stated actions Consolidate the skill of justifying inferences using a specific reference point in the text Use more than one piece of evidence to justify their answer	Give one or two pieces of evidence to support the point they are making Begin to draw evidence from more than one place across a text Use figurative language to infer meaning	backing these up with evidence Discuss how characters change and develop through texts by drawing inferences based on indirect clues Infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made. Draw evidence from different places across the text Use figurative language to infer meaning
Predict	Know that the reader can use what they already know to suggest what might happen next	Predict what might happen on the basis of what has been read so far in terms of story, character and plot Make simple predictions based on the story and on their own life experience Begin to explain these ideas verbally or though pictures.	Predict what might happen on the basis of what has been read in terms of plot, character and language so far Make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them	Use details from the text to form further predictions. Use relevant prior knowledge to make predictions and justify them Justify predictions using evidence from the text	Monitor predictions and compare them with the text as they read on Use relevant prior knowledge as well as details from the text to form predictions and to justify them Justify predictions using evidence from the text	Predict what might happen from details stated and implied support predictions with relevant evidence from the text Confirm and modify predictions as they read on	Predict what might happen from details stated and implied support predictions by using relevant evidence from the text Confirm and modify predictions in light of new information
	Know that reading or listening to stories raises questions in the reader's mind Know that readers talk about the text	Link what they read or hear to their own experiences Explain clearly my understanding of what has been read to me	Discuss some similarities between books listen to the opinion of others Explain and discuss their understanding of books, poems and other material,	Discuss the features of a wide range of fiction, poetry, plays, non-fiction and reference books identifying how language, structure, and presentation contribute to meaning of both	Discuss words and phrases that capture the reader's interest and imagination identifying how language, structure, and presentation contribute to meaning	Discuss how authors use language, including figurative language, considering the impact on the reader Explain and discuss their understanding	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

Explain		Give their opinion including likes and dislikes Express views about events or characters	both those that they listen to and those that they read for themselves Express my own views about a book or poem	fiction and non-fiction texts Recognise authorial choices and the purpose of these	Recognise authorial choices, and compare to style of author, and the purpose of these	of what they have read, including through formal presentations and debates Provide increasingly reasoned justification for my views Recommend books for peers in detail Begin to challenge points of view Give reasons for authorial choices Begin to distinguish between fact and opinion identifying how language, structure and presentation contribute to meaning	Explain and discuss their understanding of what they have read, including through formal presentations and debates Provide increasingly reasoned justification for my views Recommend books for peers in detail Give reasons for authorial choices Challenge points of view Distinguish between fact and opinion identifying how language, structure and presentation contribute to meaning Distinguish between fact, opinion and bias explaining how they know this.
Retrieval	Know that readers can answer questions and have opinions about text	Answer a question about what has just happened in a story Develop their knowledge of retrieval through images Retrieve information by finding a few key words contribute ideas and thoughts in discussion Recognise characters, events, titles and information	Independently read and answer simple questions about what they have just read Ask and answer retrieval questions Draw on previously taught knowledge Remember significant event and key information about the text that they have read	Retrieve and record information from a fiction text Retrieve information from a non-fiction text Learn the skill of 'skim and scan' to retrieve details Use contents page and subheadings to locate information Begin to use quotations from the text	Retrieve and record information from a fiction or non-fiction text Confidently skim and scan texts to record details Use relevant quotes to support their answers to questions	Retrieve, record and present information from non-fiction texts Ask my own questions and follow a line of enquiry Confidently skim and scan, and also use the skill of reading before and after to retrieve information	Retrieve, record and present information from a wide variety of non-fiction texts Ask my own questions and follow a line of enquiry Confidently skim and scan, and also use the skill of reading before and after to retrieve information. Use evidence from across whole chapters or texts

		Recognise differences between fiction and non-fiction texts through reading a wide selection of books	Monitor their reading, checking words that they have decoded, to ensure that they fit within the text they have already read			Use evidence from across larger sections of text Read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts	Read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts
Sequence/Summarise	Know that text has key points	Retell familiar stories orally e.g fairy stories and traditional tales sequence the events of a story they are familiar with Begin to discuss how events are linked	h	Give a brief verbal summary of a story Identify main ideas drawn from a key paragraph or page and summarise these Begin to distinguish between the important and less important information in a text Teachers begin to model how to record summary writing Make simple notes from one source of writing Identify themes from a wide range of books	Use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information Summarise whole paragraphs, chapters or texts highlight key information and record it in bullet points, diagrams, maps etc Identify main ideas drawn from more than one paragraph Identify themes from a wide range of books	Summarise the main ideas drawn from more than one paragraph, page, chapter or the entire text Identify key details to support the main ideas Make connections between information across the text and include this is an answer Discuss the themes or conventions from a chapter or text Identify themes across a wide range of writing	Summarise information from across a text and link information by analysing and evaluating ideas between sections of the text Summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas Make comparisons across different books