Ashdene Primary School – Reading Progression Map EYFS –Y6

Purpose of Study	English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised
Aims	The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils: • Read easily, fluently and with good understanding • Develop the habit of reading widely and often, for both pleasure and information • Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language • Appreciate our rich and varied literary heritage • Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences • Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas • Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

EYFS		Y1	Y2	KS2

Word Reading

EYFS	Attainment Targets	Y1	Y2	KS2
Phonics Read individual letters by saying the sounds for them Blend sounds into words, so they can read short words made up of known letter-sound correspondences Read some letter groups that each represent one		**Phonics** 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	**Phonics** 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 common graphemes for all 40+ phonemes, especially recognising alternative sounds for graphemes Read accurately words of two or more syllables that contain the same graphemes as taught	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.

sound and say sounds for them Read a few common exception words matched to the school's phonic programme Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words **ELG 2020** **Say a sound for each for each letter in the alphabet and at least 10 diagraphs.** **Read words consistent with the phonic knowledge by sound-blending.** **Read aloud simple sentences and books that are consistent with their phonic knowedge, including some common exception words.**	Read other words of more than one syllable that contain taught GPCs 	Year 1	Phase 2, 3, and 4 1 week Assessment Reteach gaps	Phase 5 1 week Reteach gaps so far from phase 5	Phase 5 6 weeks	Phase 5 1 week Reteach gaps so far from phase 5	Phonics screening Reteach gaps in learning	Phase 5 Alternative spelling
	Phase 5 7 weeks	Phase 5 6 weeks		Phase 5 5 weeks *All phase 5 sounds will now be covered	Assessment (Phonics screening)	
	Assessment	Assessment	Assessment	Assessment		Assessment		Read most words quickly and accurately, without overt sounding and blending | Year 2	Phase 5 2 weeks Assessment and reteach gaps	Phase 6 1 week Reteach gaps so far from phase 6	Phase 6 6 weeks	Phase 6 1 week Reteach gaps so far from phase 6	Phase 6 4 weeks	Phase 6 Reteach gaps
	Phase 6 6 weeks	Phase 6 6 weeks		Phase 6 5 weeks	Phase 6 1 week Reteach gaps so far from phase 6	
	Assessment	Assessment	Assessment	Assessment	Assessment	Assessment	
	Word reading (not necessarily phonic based) Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings Check that the text makes sense to them as they read and correcting inaccurate reading	**Word reading (not necessarily phonic based)** Read most common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Read words containing common suffixes Check that the text makes sense to them as they read and correcting inaccurate reading	

Ashdene Primary School

passionate about learning

Variety

EYFS		Year 1	Year 2	LKS2	UKS2
Reception Phase Learning Engage in story times Re-read books to build confidence in word reading, fluency and their understanding and enjoyment Listen to and talk about stories to build familiarity and understanding Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary **ELG 2020:** **Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role play**	**Attainment Targets**	Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Be encouraged to link what they read or hear read to their own experiences Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics	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 Discuss the sequence of events in books and how items of information are related Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales Be introduced to non-fiction books that are structured in different ways .	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Read books that are structured in different ways and reading for a range of purposes Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally	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 reading for a range of purposes 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

Poetry

EYFS		Year 1	Year 2	LKS2	UKS2
Reception Phase Learning Listen carefully to rhymes and songs, paying attention to how they sound Learn rhymes, poems and songs		Learn 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	Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	Learn a wider range of poetry by heart Prepare poems and plays to read aloud and to perform, showing understanding through intonation,

			Recognise some different forms of poetry [for example, free verse, narrative poetry]	tone and volume so that the meaning is clear to an audience
ELG 2020: **Comprehension** **Use and understand recently introduced vocabulary during discussion about … poems** **ELG 2020: Speaking** **Offer explanations for why things might happen, making use of recently introduced vocabulary from poems when appropriate**				

Comprehension
The knowledge and skills that pupils need in order to comprehend are very similar at different ages. The complexity of the texts provided increases the level of challenge.

EYFS		Year 1	Year 2	LKS2	UKS2
Reception Phase Learning Connect one idea or action to another using a range of connectives Describe events in some detail Listen to and talk about stories to build familiarity and understanding Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words		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.	Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves Answer and ask questions to improve their understanding 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	Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context Ask questions to improve their understanding 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	Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Asking questions to improve their understanding 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,

ELG 2020: Comprehension					maintaining a focus on the topic and using notes where necessary
Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

Anticipate (Where appropriate) key events in stories.

Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. | | | | | Provide reasoned justifications for their views. |

EYFS		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reception Phase Learning
Offer explanations for why things might happen, making use of recently introduced vocabulary

ELG 2020
Anticipate (Where appropriate) key events in stories. | **Prediction** | Predict what might happen on the basis of what has been read so far

Discuss the significance of the title and events | Predict what might happen on the basis of what has been read so far

Begin to apply knowledge of story types and genres to aid predictions from titles, illustrations and events | Predict what might happen from details stated and implied

Apply an increasing knowledge of story types and genres to aid predictions

Suggest if a text is likely to be fiction or non-fiction based on its structure and features | Predict what might happen from details stated and implied

Apply an increasing knowledge of story types and genres to aid predictions, and draw similarities to texts previously read

Recognise if a text is fiction or non-fiction based on its structure and features | Predict what might happen from details stated and implied and begin to justify predictions with reference to the text or other similar texts.

Apply knowledge of story types and genres to aid predictions and draw similarities between texts

Recognise if a text is fiction or non-fiction | Predict what might happen from details stated and implied and effectively justify predictions with reference to the text or other similar texts.

Apply knowledge of story types and genres to aid predictions and draw similarities between texts, making reference to genre-specific language choices

Recognise if a text is fiction or non-fiction |

EYFS		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reception Phase Learning Use new vocabulary in different contexts Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words Re-read books to build confidence in word reading, fluency and their understanding and enjoyment **ELG 2020: Speaking** **Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate** **ELG 2020: Comprehension** **Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.**	**Vocabulary and language**	Discuss word meanings, linking new meanings to those already known Recognise and join in with predictable phrases	Discuss and clarify the meanings of words, linking new meanings to known vocabulary Attempt to understand the meaning of unknown words from knowledge of the text, characters and events Discussing their favourite words and phrases Recognise simple recurring literary language in stories and poetry	Discuss and clarify words and phrases that capture the reader's interest and imagination, linking meanings to known vocabulary Attempt to understand the meaning of unknown words from knowledge of the text, characters and events With support, use dictionaries to check the meaning of words that they have read	Discuss and clarify words and phrases that capture the reader's interest and imagination, utlising different strategies to understand new words in context Infer meanings of unfamiliar words Use dictionaries to check the meaning of words that they have read	Discuss and clarify words and phrases, utlising different strategies to understand them in context Infer meanings of unfamiliar words Use dictionaries to check the meaning of words that they have read Discuss how language, structure and presentation contribute to meaning Identify when authors use language, including figurative language, considering the impact on the reader	Discuss and clarify words and phrases, utlising different strategies to understand them in context Infer meanings of unfamiliar words Use dictionaries to check the meaning of words that they have read Discuss and evaluate how language, structure and presentation contribute to meaning Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.							
EYFS		**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Reception phase learning Re-read books to build confidence in word reading, fluency and their understanding and enjoyment Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words **ELG 2020: Comprehension** Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (Where appropriate) key events in stories.	**Retrieval**	Retrieve and recall information from both fiction and non-fiction verbally [e.g. what colour was her dress?]	Retrieve and recall information from both fiction and non-fiction verbally and with increasing written responses	Retrieve and record information from fiction and non-fiction	Retrieve and record information from fiction and non-fiction Retrieve and combine information from multiple areas of a text to answer a singular question	Retrieve, record and present information from non-fiction Retrieve and combine information from multiple areas of a text to answer a singular question Apply knowledge of vocabulary and synonyms to retrieve information phased differently between text and question	Retrieve, record and present information from non-fiction Retrieve and combine information from multiple areas of a text to answer a singular question Apply knowledge of vocabulary and comprehension of the text as a whole to retrieve information not directly stated

Ashdene Primary School

passionate about learning

EYFS		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
ELG 2020: **Comprehension** **Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.** **Anticipate (Where appropriate) key events in stories.** **ELG 2020: Speaking** **Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate**	**Inference**	Explain what has happened so far in what they have read or listened to Discuss the significance of the title and events Draw on what they already know or on background information and vocabulary provided by the teacher Make inferences on the basis of what is being said and done	Explain what has happened so far in what they have read Draw on what they already know or on background information and vocabulary provided by the teacher Make inferences on the basis of what is being said and done Discuss the actions and basic emotions of the main characters	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Discuss the actions, feelings and relationships of the main characters and justify views using evidence from the text Discuss the relationship between characters based on dialogue	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Discuss the way that characters respond to situations and make deductions about their motives, feelings and moods Discuss what can be inferred from action and dialogue – are these always the same? Identify the use of descriptive and expressive language to build a fuller picture of a character	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Discuss and elaborate upon ideas about characters, citing and elaborating upon multiple pieces of evidence from the text Empathise with different characters' points of view (implicit and explicit) Discuss what can be deduced from what is spoken (and how it is done so) and not spoken within dialogue Identify the use of language and dialogue to build a fuller picture of characters and settings ==Distinguish between statements of fact and opinion==	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Discuss and elaborate upon ideas about characters, atmosphere and themes, citing and elaborating upon multiple pieces of evidence from the text Empathise with different characters' points of view (implicit and explicit) Justify impressions of characters, their relationships, behaviour and impressions of settings Identify, and make reference to, the use of language and dialogue to build a fuller picture of characters and settings

						Distinguish between statements of fact and opinion

EYFS		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Summarise and Evaluate	State if they liked or disliked a book and recall the main events	Explain what has happened so far in what they have read or listened to State if they liked or disliked a book, verbally giving reasons and examples	Identify ideas themes within and across books Through discussion, identify main ideas drawn from more than one paragraph and summarise these Explain what has happened so far in what they have read Explain what they liked and disliked about a book and rate their enjoyment	Identify themes and conventions in a wide range of books Identify main ideas drawn from more than one paragraph and summarise these Identify how language, structure, and presentation contribute to meaning Explain what has happened so far in what they have read Explain what they liked and disliked about a book and rate their enjoyment	Discuss themes and conventions in and across a wide range of writing Make comparisons within and across books Through discussion, summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas Identify how language, structure, and presentation contribute to meaning Recommend books that they have read to their peers, giving reasons for their choices	Identify and discuss themes and conventions in and across a wide range of writing Make comparisons within and across books Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas Identify how language, structure, and presentation contribute to meaning Recommend books that they have read to their peers, giving reasons for their choices

Greater Depth

	KS1	KS2
Attainment Targets	The pupil can, in a book they are reading independently: Make inferences Make a plausible prediction about what might happen on the basis of what has been read so far Make links between the book they are reading and other books they have read.	To achieve greater depth, children must: Attain a standardized score of 110 in their mid-year and end-of-year optional reading test Attainment in STAR reading tests should match this with an NRSS of well above 100 and a reading age above their chronological age. In Year 6: Attainment in STAR reading tests should reflect depth with an NRSS of well above 100 and a reading age above their chronological age. Children should be achieving above the national expectation in termly SATs practice and consistently achieving the high score from HT3 onwards. By achieving these standards, children working at greater depth evidence their ability to read fluently and strategically, understanding both the literal and inferred meaning of what they have read and being able to justify these inferences efficiently using evidence from the text.