

Abbeywood First School RSA Academy Reading Progression Map March 2020

Word Reading	EYFS 30-50mths to ELGs)	Key Stage 1		Key Stage 2		
	30 – 50 months 40 – 60 months Early Learning Goals	Year 1	Year 2	Year 3	Year 4	
Phonics and Decoding	<ul style="list-style-type: none"> To participate and enjoy rhyming and rhythmic activities. To show an awareness of rhyme and alliteration. To recognise rhythm in spoken words. To continue a rhyming string. To hear and say the initial sound in words. To segment the sounds in simple words and blend them together and know which letter represents some of them. To link sounds to letters, naming and sounding the letters of the alphabet. To use phonic knowledge to decode regular words and read them aloud accurately. 	<ul style="list-style-type: none"> To apply phonic knowledge and skills as the route to decode words. To blend sounds in unfamiliar words using the GPCs that they have been taught. To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes. To read words containing taught GPCs. To read words containing -s, -es, -ing, -ed and -est endings. To read words with contractions, e.g. I'm, I'll and we'll. 	<ul style="list-style-type: none"> To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. To accurately read most words of two or more syllables. To read most words containing common suffixes.* 	<ul style="list-style-type: none"> To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). To apply their growing knowledge of root words and prefixes, including: in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- and to begin to read aloud.* To apply their growing knowledge of root words and suffixes/word endings, including: -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, and to begin to read aloud.* To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. 		
Common Exception Words	<ul style="list-style-type: none"> To read some common irregular words 	<ul style="list-style-type: none"> To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words. 	<ul style="list-style-type: none"> To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word. 	<ul style="list-style-type: none"> To begin to read Y3/Y4 exception words.* 	<ul style="list-style-type: none"> To read all Y3/Y4 exception words* 	

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Fluency	<ul style="list-style-type: none"> To show interest in illustrations and print in books and print in the environment. To recognise familiar words and signs such as own name and advertising logos. To look and handle books independently (holds books the correct way up and turns pages). To ascribe meanings to marks that they see in different places. To begin to break the flow of speech into words. To begin to read words and simple sentences. To read and understand simple sentences. 	<ul style="list-style-type: none"> To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. To reread texts to build up fluency and confidence in word reading. 	<ul style="list-style-type: none"> To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. To reread these books to build up fluency and confidence in word reading. To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts. 	<p>By the beginning of Year 3, pupils should be able to read books written at an age appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. Consequently, at this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary. Pupils who have not achieved the required fluency should be given support in the form of intervention.</p>	
				<ul style="list-style-type: none"> Try out different pronunciations of longer words with support. 	<ul style="list-style-type: none"> Try out different pronunciations of longer words with support.
Reading Comprehension	EYFS 30-50mths to ELGs)	Key Stage 1		Key Stage 2	
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Understanding and Correcting Inaccuracies	<ul style="list-style-type: none"> To know that print carries meaning and, in English, is read from left to right and top to bottom. To understand humour, e.g. nonsense rhymes, jokes. 	<ul style="list-style-type: none"> To check that a text makes sense to them as they read and to self-correct. 	<ul style="list-style-type: none"> To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. To check that the text makes sense to them as they read and to correct inaccurate reading. 	<ul style="list-style-type: none"> To monitor their own reading, self-correct errors and check that the text makes sense to them as they read. Develop vocabulary through reading with support. 	<ul style="list-style-type: none"> To self-monitor and check understanding as they read. Develop vocabulary through reading, checking meaning of unknown words using a dictionary.

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Retrieval, Summarising, Comparing, Contrasting and Commenting	<ul style="list-style-type: none"> To listen to stories with increasing attention and recall. To anticipate key events and phrases in rhymes and stories. To begin to be aware of the way stories are structured. To describe main story settings, events and principal characters. To enjoy an increasing range of books. To follow a story without pictures or props. To listen to stories, attentively, anticipating key events and respond to what they hear with relevant comments, questions or actions. To demonstrate understanding when talking with others about what they have read. 	<ul style="list-style-type: none"> To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. To link what they have read or have read to them to their own experiences. To retell familiar stories in increasing detail and in sequence. To join in with discussions about a text, taking turns and listening to what others say. To discuss the significance of titles and events. 	<ul style="list-style-type: none"> To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views. To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales. To discuss the sequence of events in books and how items of information are related. To recognise simple recurring literary language in stories and poetry. To ask and answer questions about a text. To make links between the text they are reading and other texts they have read (in texts that they can read independently). 	<ul style="list-style-type: none"> To recognise, listen to, read and discuss a wide range of fiction, poetry, plays, non-fiction and reference books. To use appropriate terminology when discussing texts (plot, character, setting). To begin to identify themes and conventions in a wide range of books. Recognise different authorial styles e.g. formal / informal letters, diary written in the first person, third person narrator. To identify main ideas from a text and summarise these. 	<ul style="list-style-type: none"> To read, discuss and compare texts from a wide variety of genres and writers. To read for a range of purposes including pleasure. To identify themes and conventions in a wide range of books (e.g. triumph of good over evil). To refer to authorial style, and features (e.g. formal/informal letters, a diary written in the first person, third person narrator or the use of presentational devices). To identify how language, structure and presentation contribute to meaning. To identify main ideas drawn from more than one paragraph and summarise these.
Words in Context and Authorial Choice	<ul style="list-style-type: none"> To build up vocabulary that reflects the breadth of their experiences. To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. 	<ul style="list-style-type: none"> To discuss word meaning and link new meanings to those already known. 	<ul style="list-style-type: none"> To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To discuss their favourite words and phrases. 	<ul style="list-style-type: none"> To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. To discuss authors' choice of words and phrases for effect. 	<ul style="list-style-type: none"> Discuss vocabulary used to capture readers' interest and imagination. To evaluate the use of authors' language and explain how it has created an impact on the reader.

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Words in Context and Authorial Choice (continued)	<ul style="list-style-type: none"> To use vocabulary and forms of speech that are increasingly influenced by their experiences of books. 				<ul style="list-style-type: none"> Begin to recognise figurative language and discuss using appropriate terminology e.g. simile, metaphor.
Inference and Prediction	<ul style="list-style-type: none"> To suggest how a story might end. To begin to understand 'why' and 'how' questions. To answer 'how' and 'why' questions about their experiences and in response to stories or events. 	<ul style="list-style-type: none"> To begin to make simple inferences. To predict what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> To make inferences on the basis of what is being said and done. To predict what might happen on the basis of what has been read so far in a text. 	<ul style="list-style-type: none"> To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. To justify predictions using evidence from the text. 	<ul style="list-style-type: none"> To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text. To justify predictions from details stated and implied referring to evidence in the text.
Poetry and Performance	<ul style="list-style-type: none"> To listen to and join in with stories and poems, one-to-one and also in small groups. To join in with repeated refrains in rhymes and stories. To use intonation, rhythm and phrasing to make the meaning clear to others. To develop preference for forms of expression. To play cooperatively as part of a group to develop and act out a narrative. To express themselves effectively, showing awareness of listeners' needs. 	<ul style="list-style-type: none"> Learn some simple poems by heart. 	<ul style="list-style-type: none"> To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. To begin to use appropriate intonation and volume when reading aloud. 	<ul style="list-style-type: none"> To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.

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Non-Fiction	<ul style="list-style-type: none"> To know that information can be relayed in the form of print. To know that information can be retrieved from books and computers. 	<ul style="list-style-type: none"> To recognise that non-fiction books contain information. Identify facts in simple non-fiction books and digital media. 	<ul style="list-style-type: none"> To recognise that non-fiction books and digital media are often structured in different ways. To retrieve some information from non-fiction texts and digital media. To use dictionaries with support to check the meaning of words that they have read. 	<ul style="list-style-type: none"> To use some of the organisational devices to retrieve and record information from non-fiction texts and digital media. To use dictionaries to check the meaning of words that they have read. 	<ul style="list-style-type: none"> To use all of the organisational devices available within a non-fiction text and digital media To retrieve, record and discuss information. To use dictionaries to check the meaning of words that they have read.

** These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.*