

Marie Weller Primary School Progression Map

Subject: Reading

Intent:

Our Reading curriculum will insight a personal love of reading for all children. Children will become fluent and confident readers whilst engaging 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.

	EYFS	Key Stage 1		Key Stage 2			
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn and Spring Knowledge							
	Single sounds- phase 2/ 3 Hearing Initial sounds Segmenting/Blending CVC words High Frequency words Progression towards end point (summer) <u>Spring:</u> Digraph sounds. Phase 2/3/4 Segmenting/Blending CVC, CVCC, CCVC, CVVC words.	Reinforce phase 3 Teach Phase 4/5 sounds during phonic sessions Accurately read the Year 1 common exception words. Progression towards end point (summer) <u>Spring:</u> Phase 4 and 5 sounds Mock phonic screening tests Alien words and how to read them	Reinforce phase 4 and 5 sound in their reading during phonics sessions Accurately read the Year 2 common exception words. To know the different genres and their similarities and differences. Progression towards end point (summer) <u>Class Readers:</u> The Baker's Boy and The Great Fire of London – GFoL	Consolidation of fluency in age-appropriate texts such as Roald Dahl, lime/white level. Accurate reading of most of the Year 3/4 common exception words Progression towards end point (summer) <u>Class Reader:</u> The Day I Fell into a Fairytale - Ben Miller Link to English – story writing where a character falls into the Stone Age World. In this book characters also fall into another world.	Consolidation of fluency in age-appropriate texts such as David Walliams. Accurate reading of the Year 3/4 common exception words Progression towards end point (summer) <u>Class Reader:</u> How to train your dragon – Cressida Cowell History link to the Vikings.	Consolidation of fluency in age-appropriate texts such as Cosmic. Accurate reading of most of the Year 5/6 common exception words Progression towards end point (summer) <u>Class Reader:</u> Cosmic Frankie Cottrell-Boyce: Links to English as we do Cosmic unit (Jane Considine) and science as we do Space and gravity in Forces.	Consolidation of fluency in age-appropriate texts such as Varjak Paw. Accurate reading of the Year 5/6 common exception words Progression towards end point (summer) <u>Class Reader :</u> The Explorer (Katherine Rundell) - this is forming the basis of our English lessons at the moment (the novel will continue to be read after the end of the English unit.)

	<p>Looking for capital letters and full stops. High Frequency words</p> <p><u>Class Readers:</u></p> <p>We're Going on a Bear Hunt – Michael Rosen</p> <p>After the Storm – Nick Butterworth</p> <p>The Little Red Hen</p> <p>Sunflower Sisters – Monika Singh Gangotra and Michaela Dias – Hayes</p> <p>Winnie the Witch – Korky Paul</p> <p>Jack and the Jellybeanstalk – Rachel Mortimer</p> <p>Cave Baby – Julia Donaldson</p> <p>Lost and Found – Oliver Jeffers</p>	<p>Reading skills sessions: Readin VIPERS</p> <p><u>Class Readers:</u></p> <p>Maddi's Fridge (Safety Rules - secrets, helping others)</p> <p>Ruby's Worry (Support to introduce the Worry Box)</p> <p>The Tree- Neal Layton</p> <p>The Invisible String- Patrice Karst (Transition from Rec – supporting drop offs)</p> <p>Princess Hair – Sharee Miller</p> <p>Amazing- Steve Antony</p> <p>The Town Mouse and the Country Mouse and other traditional tales – Links with DT (windmills)</p> <p>Fantastic Mr Fox – Roald Dahl</p> <p>The Owl Who Was Afraid of the Dark – Jill Tomlinson</p>	<p>History Link (Fiction) The Great Fire of London Anniversary Book (Non-fiction)</p> <p>The Christmasaurus – Tom Fletcher (modern author – link to diversity & overcoming personal issues/differences)</p>	<p>Stone Age Boy- English unit</p> <p>I asked the little boy who cannot see poem- English unit</p> <p>A Christmas carol- Linked to our Christmas production</p>	<p>English link to narratives and fiction.</p> <p>Alladin – Phillip Pullman – English Narrative for our English in Spring 1</p> <p>Loki – Louie Stowell – History links to Vikings and English links to narrative.</p>		<p>Letters from the Lighthouse. Link to WWII topic and English unit.</p>
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		Illustrated Stories Aesop Usborne Collections					
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	EYFS	Key Stage 1		Key Stage 2			
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Summer Knowledge							
	<p>Double Sounds- phase 3/4/5</p> <p>Segmenting/Blending CVC, CVCC, CCVC, CVVC, CCVCC, CCVVC words.</p> <p>High Frequency words</p> <p><u>Class Readers:</u></p>	<p>Reinforce Phase 4/5</p> <p>Reading longer words and identifying tricky words by sight.</p> <p>To remember information and details from a text that is read to them.</p> <p>To make simple predictions for a text that has been read to them and begin to make predictions in a text they have read independently.</p> <p>Phonic screening test</p> <p><u>Class Readers:</u></p>	<p>To know what inference is and begin to understand characters' thoughts and feeling.</p> <p>Learn how to evaluate books that they like and dislike.</p> <p>To remember information and details from a text that is read to them and find information in a text that they have read independently.</p> <p>To begin to infer characters' thoughts and feelings from detail in the text.</p> <p>To make sensible predictions for a text that has been read to them.</p> <p><u>Class Readers:</u></p>	<p>To retrieve information from fiction and non-fiction texts.</p> <p>To infer characters' thoughts and feelings from details in a text.</p> <p>To express preferences for texts and begin to make comparisons between texts that they have read or that have been read to them.</p> <p>To make sensible predictions.</p> <p><u>Class Readers:</u></p>	<p>To retrieve information from fiction and non-fiction texts.</p> <p>To infer characters' thoughts and feelings from their actions.</p> <p>To express preferences for texts and compare texts</p> <p>To make sensible predictions and begin to justify these with evidence.</p> <p>To begin to explain the choices an author makes in regard to vocabulary and layout.</p> <p><u>Class Reader:</u></p>	<p>To retrieve information from fiction and non-fiction texts and begin to locate, evidence and explain.</p> <p>To infer characters' thoughts and feelings from their actions.</p> <p>To express preferences for texts and compare texts, from the same author and from different authors.</p> <p>To make sensible predictions and justify these with evidence.</p> <p>To begin to explain the choices an author makes in regard to vocabulary, layout and style.</p> <p><u>Class Reader:</u></p>	<p>To retrieve information from fiction and non-fiction texts and locate, evidence and explain.</p> <p>To infer characters' thoughts and feelings from a variety of clues.</p> <p>To express preferences for texts and compare texts, from the same author and from different authors.</p> <p>To make sensible predictions and justify these with evidence independently.</p> <p>To explain the choices an author makes in regard to vocabulary, layout and style.</p> <p><u>Summer 1</u> SATS questions from recent reading paper</p> <p><u>Summer 2</u> <u>Class Reader:</u></p>

	EYFS	Key Stage 1		Key Stage 2			
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Progression of Skills

<ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one 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. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Re-read what they have written to check that it makes sense. 	<ul style="list-style-type: none"> • Use sounds (graphemes, digraphs and trigraphs) to segment sounds in words and blend together. • Identify sounds in and read common exception words • To read aloud simple sentences • To read words with contractions, e.g. I'm, I'll and we'll. • To name and begin to use VIPER skills: picking out key vocabulary, inferring based on what we have read, predicting what may happen next, explaining what they have already read and retrieving key information. • Read to an adult and develop fluency and flow • Orally answer questions relating to texts • Read independently • Beginning to use expression • To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which 	<p>Vocabulary <u>Decoding</u> Consolidate their phonics knowledge and apply it to new and unfamiliar texts. To read out loud and begin to explain the meaning of new words. To read year 1 and 2 common exception words.</p> <p><u>Word meanings</u> Discuss and explicitly teach strategies for finding out the meaning of new and unfamiliar words.</p> <p><u>Understanding</u> To be explicitly taught how to use the context of a text to understand the meaning of words. To begin to explain the meaning of words independently, making some references to the text they are reading.</p> <p>Inference To make simple inferences from any part of the text, referring to settings or characters.</p> <p>Prediction To understand what the skill of prediction means. To use knowledge of events in the text to</p>	<p>Vocabulary <u>Decoding</u> Apply their growing knowledge of root words, prefixes and suffixes taught in KS1 and Year 3, when reading aloud and explaining the meaning of new words. Read some further exception words, noting the unusual correspondences between spelling and sounds and where these occur in the word.</p> <p><u>Word meanings</u> Explicitly teaching and providing assistance in using dictionaries to check meaning of words.</p> <p><u>Understanding</u> To be explicitly taught and beginning to use meaning breakdown and background knowledge to explain meaning of words in a text. To explain the meaning of the words, making references to a section of text or paragraph.</p> <p>Inference To draw inferences from across a paragraph referring to simple settings and characters.</p> <p>Prediction To use background knowledge and prediction reading strategies.</p>	<p>Vocabulary <u>Decoding</u> Apply their growing knowledge of root words, prefixes and suffixes taught in KS1 to LKS2, when reading aloud and explaining the meaning of new words. Independently read further exception words, explaining the unusual correspondence between the spelling and sound and where these occur in the word.</p> <p><u>Word meanings</u> Explicitly teaching and providing some assistance in using dictionaries to check meaning of words.</p> <p><u>Understanding</u> To be explicitly taught and independently using meaning break down and background knowledge to explain meaning of words in a text.</p> <p>To explain the meaning of words, making reference to a specific paragraph.</p> <p>Inference To draw inferences from across a page of text referring to settings and characters using evidence from the text.</p> <p>Prediction To explain reading strategies (use background knowledge, ask questions and infer) To use events that has happened in the text and</p>	<p>Vocabulary <u>Decoding</u> Children can apply their understanding of new words making reference to known root words, prefixes and suffixes taught throughout KS1 to Year 5. They can apply their knowledge of morphology and etymology to explain unfamiliar words.</p> <p><u>Word meanings</u> Apply their understanding of how to use a dictionary to become increasingly more independent in checking the meaning of words that they have read.</p> <p><u>Understanding</u> To discuss their understanding of a text using the VIP words. To explain the meaning of words, making reference to a specific page in the text.</p> <p>Inference To use quotations from the text to explain characters' thoughts, feelings and motives from their actions and settings using evidence from a chapter.</p> <p>Prediction To use all reading strategies to help make their prediction. To infer and retrieve details stated and implied to make an accurate prediction</p>	<p>Vocabulary <u>Decoding</u> Children can apply their understanding of new words making reference to known root words, prefixes and suffixes taught throughout KS1 and KS2. They can apply their knowledge of morphology and etymology to explain unfamiliar words.</p> <p><u>Word meanings</u> Independently using dictionaries to check to meaning of words that they have read.</p> <p><u>Understanding</u> To discuss their understanding of the text in full, using all comprehension strategies. To explain the meaning of words, making reference to the longer, whole texts. To use their word knowledge to find synonyms for words in a whole text.</p> <p>Inference To concisely paraphrase evidence from the text to explain character's thoughts, feelings and motives from their actions and settings using evidence from across the whole text.</p> <p>Prediction To use all reading strategies to help make their prediction. To infer and retrieve details stated and implied to make an accurate prediction based on</p>
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		<p>they can read independently.</p> <ul style="list-style-type: none"> To link what they have read or have read to them to their own experiences. To retell familiar stories in increasing detail. 	<p>make sensible predictions.</p> <p>Explain To be able to explain what new words mean, based on the context. To explain what parts of a text they find interesting and why. To discuss how word choices effect the meaning.</p> <p>Retrieve To retrieve and record information from fiction and non-fiction, based on a specific question. To explain the difference between fact and opinion.</p> <p>Sequence and Summarise To order key events from a text. To begin to identify the main ideas drawn from one paragraph and begin to summarise using a short passage.</p>	<p>To use events that has happened in the text to make an accurate prediction from a short passage.</p> <p>Explain To explore the meaning of words in context. To identify words and phrases that capture the reader's interest and imagination from a short passage. To discuss and identify how language, structure and presentation contribute to meaning.</p> <p>Retrieve To retrieve and record information from fiction and non – fiction from a passage. To explain the difference between statements of fact and opinion. Retrieve, record and present information from non-fiction.</p> <p>Summarise To identify the main ideas drawn from more than one paragraph and summarising using a short passage.</p>	<p>background knowledge to make an accurate prediction from what has been read.</p> <p>Explain To explain the meaning of words in context. To discuss and identify words and phrases that capture the reader's interest and imagination from a page of text. Identify and explain how language, structure and presentation contribute to meaning.</p> <p>Retrieve To retrieve and record information from fiction and non – fiction from a page of text. To explain the difference between statements of fact and opinion. Retrieve, record and present information from non-fiction.</p> <p>Summarise To identify the main ideas drawn from more than one paragraph and summarising using a chapter of text.</p>	<p>based on quotations from the previous chapter.</p> <p>Explain To accurately explain the meaning of words in context and suggest other suitable synonyms. To discuss how language, structure and presentation contribute to meaning in a chapter. Discuss how authors use language, including figurative language, considering the impact on the reader.</p> <p>Retrieve To retrieve and record information from fiction and non – fiction from a chapter. To explain the difference between statements of fact and opinion using examples from the text. Retrieve, record and present information from non-fiction.</p> <p>Summarise To summarise the main ideas drawn from more than one paragraph identifying key details to support the main ideas.</p> <p>APE – Answer, Point, Explain skills developed using the text to support inferences.</p>	<p>evidence from chapters previously read.</p> <p>Explain To accurately explain the meaning of words in context and show understanding by suggesting synonyms and antonyms. To discuss how language, structure and presentation contribute to meaning in a whole text. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Retrieve To retrieve and record information from fiction and non – fiction from a whole text. To explain the difference between statements of fact and opinion using examples from the text. Retrieve, record and present information from non-fiction.</p> <p>Summarise To concisely, summarise the main ideas drawn from more than one paragraph using the key details to support the main ideas.</p>
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Impact (End Points)						
EYFS	Key Stage 1		Key Stage 2			
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>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. Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by soundblending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>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 begin to to read tricky words and common exception words by sight. They will be able to retell what happened in the story with confidence and be able to answer simple questions about what they have read.</p>	<p>Children in Year 2 will be able to read sentences fluently with expression. They will be confident at reading common exception word and words with suffixes. The will be able to retell and sequence stories in detail. The will begin to use inference to understand what characters are thinking and feeling, and the possible actions they may make.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>It is essential that, by the end of their primary education, children in Year 6 are able to read fluently, and with confidence, in any subject in their forthcoming secondary education. They will understand and be secure in the key skills 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.</p>