

Durham Lane Primary School Reading Curriculum Progression Map

	EYFS	KS1		KS2			
Word Reading	<p>30 - 50 months 40 - 60 months Early Learning Goals</p>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and Decoding	<p>To 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.</p>	<p>To apply phonic knowledge and skills as the route to decode words. To blend sounds in unfamiliar words using the GPCs that 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, -er, -ed and -est endings. To read words with contractions, e.g. I'm, I'll and we'll and to understand that the apostrophe represents an omitted letter.</p>	<p>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. Can read words containing common suffixes.</p>	<p>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- to begin to read aloud and understand new words. To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud and understand new words.</p>	<p>To read most words fluently and attempt to decode some unfamiliar words with increasing speed and skill. To continue to apply their knowledge of root words, prefixes and suffixes/word endings to read and understand new words aloud with fluency.</p>	<p>To read most words fluently and attempt to decode most unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. To apply their growing knowledge of root words, prefixes and suffixes/word endings, including -able/-ably, -ible/ibly, -ate, -ise, -ify, dis-, de-, mis-, over-, re- to read and understand new words aloud with fluency.</p>	<p>To decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. To read fluently all Y5/ Y6, root words, prefixes, suffixes/word endings especially the following: -cious, -tious, -sion, -tion, -cial, -tial, ant-/ance/-ancy, -ent/-ence/-ency,,</p>

	EYFS	KS1		KS2			
Word Reading	30 - 50 months 40 - 60 months Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Common Exception Words	To read some common irregular words.	To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words (Refer to examples in Y1 word list).	To read Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word (Refer to examples in Y1 and 2 word lists).	To begin to read Y3/Y4 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word (Refer to examples in Y3/4 word lists).	To read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word (Refer to examples in Y3/4 word lists).	N/A	N/A
Fluency	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 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.	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 re-read these texts to build up fluency and confidence in word reading. To read short sentences applying phonic knowledge and skills to decode words.	To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. To re-read these books to build up fluency and confidence in word reading. To read words accurately and fluently without overt sounding out and blending, e.g. at over 90 words per minute, in age-appropriate texts. To read longer sentences accurately, sometimes using correct expression.	<i>For most children in KS2 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. However, if pupils are struggling or failing in this, especially in Y5 and 6, the reasons will be investigated and interventions put in place.</i>			

	EYFS	KS1		KS2			
Comprehension	30 - 50 months 40 - 60 months Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding and correcting inaccuracies	<p>To look at and handle books independently (holds books the correct way up and turns pages). 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. To demonstrate understanding when talking with others about what they have read.</p>	<p>To begin to show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. To begin to check that a text makes sense to them as they read and to self-correct. To begin to explain clearly their understanding of what is read to them.</p>	<p>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. To continue to check that the text makes sense to them as they read and to correct inaccurate reading. To explain and discuss their understanding of books, poems and other material, both those that they listen to and those they read independently.</p>	<p>To check that the text makes sense to them and self-correct more automatically. To discuss their understanding and explain the meaning of words in context when encouraged to do so.</p>	<p>To self-correct, without prompting, most of the time. To show that they are understanding what they have read by beginning to generate questions about a text with support.</p>	<p>Checks that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. To self-correct, without prompting, at all times. To continue to generate and ask questions about a text which has been read to them or in a group, showing understanding of that text.</p>	<p>Ask more in depth questions about word meanings and sentence construction independently to show that they have fully understood what they have read out loud or independently.</p>
Comparing, contrasting and commenting	<p>To listen to stories with increasing attention and recall. To anticipate key events and phrases. To begin to be aware of the way stories are structured. To describe main story settings, events and principal characters. To enjoy a range of books. To follow a story without pictures or props. To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p>	<p>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 (delivered outside guided reading sessions). To link what they have read, or have had read to them, to their own experiences. To become familiar with key stories, fairy stories and traditional tales and to retell some of</p>	<p>To participate in discussion about books, poems and other works that are read to them at a level beyond which they can read independently (delivered outside guided reading sessions). Discuss texts that they can read for themselves, explaining understanding and expressing their views. To become increasingly familiar with and to retell a wider range of stories, fairy stories and traditional tales.</p>	<p>To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. To have increased familiarity with a wide range of books, including more complicated fairy stories, myths and legends and to be able to retell parts of these. To use appropriate terminology when discussing texts</p>	<p>To discuss and compare texts from a wide variety of genres and writers, taking turns at listening to others. To read for a range of purposes. To begin to identify themes in a wide range of books (e.g. triumph of good over evil) and conventions (e.g. greetings in letters, a diary written in the 1st person or presentational</p>	<p>To read a wide range of genres, identifying the characteristics of text types (e.g. use of 1st person in writing diaries and autobiographies) and differences between text types. To 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. To identify main ideas drawn from more than one paragraph and to summarise these,</p>	<p>To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, literary heritage and books from other cultures and traditions. To recognise more complex themes in what they read (such as loss or heroism). To listen to guidance and feedback on the quality of their explanations and contributions to</p>

		<p>these with increasing detail.</p> <p>To join in with discussions about a range of text types, taking turns and listening to what others say.</p> <p>To discuss the significance of titles and events.</p>	<p>To discuss the sequence of events in books and how items of information are related.</p> <p>To recognise simple recurring literary language in stories and poetry.</p> <p>To ask and answer questions about a text.</p> <p>To begin to make links between the text they are reading and other texts they have read/experiences they have had.</p>	<p>(plot, character, setting).</p> <p>With support, can justify views about own reading or listened to texts.</p>	<p>devices such as numbering and headings in instructions).</p> <p>To identify how language, structure and presentation contribute to meaning.</p> <p>To identify main ideas drawn from more than one paragraph and summarise these.</p>	<p>referring to details in the text with support.</p> <p>To recommend books, that they have read, to peers based on personal choice, giving reasons for their choices.</p> <p>To begin to distinguish between statements of fact and opinion with support.</p>	<p>discussions and to make improvements when participating in discussions.</p> <p>To draw out key information and to summarise the main ideas in a text independently.</p> <p>To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.</p>
<p>Words in context and authorial choice</p>	<p>To build up vocabulary that reflects the breadth of their experiences.</p> <p>To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p>	<p>To begin to discuss word meaning and link new meanings to those already known.</p> <p>To recognise and join in with predictable phrases.</p>	<p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>To discuss their favourite words and phrases.</p>	<p>To discuss given words/phrases and how they make the reader feel.</p> <p>In fiction, can talk about words and phrases that add interest to the story.</p>	<p>To find words/phrases which denote or convey a given feeling or capture the reader's interest and imagination.</p> <p>Can find synonyms for a given word from a story.</p>	<p>To discuss vocabulary used by the author to create effect including figurative language.</p> <p>To begin to evaluate the use of authors' language and explain how it has created an impact on the reader.</p>	<p>To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, hyperbole, imagery, style and effect.</p>
<p>Inference and prediction</p>	<p>To suggest how a story might end.</p> <p>To begin to understand 'why' and 'how' questions.</p> <p>To answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	<p>To begin to make simple inferences.</p> <p>Can make simple predictions about what might happen on the basis of what has been read so far.</p>	<p>To make inferences on the basis of what is being said and done.</p> <p>To predict what might happen on the basis of what has been read so far.</p>	<p>To ask and answer questions appropriately, including some simple inference questions based on characters' feelings and thoughts.</p> <p>To make predictions using evidence from the text.</p>	<p>To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.</p> <p>To begin to justify predictions from details stated and implied.</p>	<p>To draw more detailed inferences from characters' feelings, thoughts and motives, some of which will compare different characters either in the book or from different books, justifying their answers with evidence from the text.</p> <p>To make more detailed predictions based on details stated and implied, justifying them in detail with evidence from the text.</p>	<p>To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).</p> <p>To discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p>

<p>Poetry and performance</p>	<p>To listen to and join in with stories and poems, one-to-one and also in small groups.</p> <p>To join in with repeated refrains in rhymes and stories.</p> <p>To use intonation, rhythm and phrasing to make the meaning clear to others.</p> <p>To develop preference for forms of expression.</p> <p>To Introduce a storyline or narrative into their play.</p> <p>To play cooperatively as part of a group to develop and act out a narrative.</p> <p>To express themselves effectively, showing awareness of listeners' needs.</p> <p>To represent their own ideas, thoughts and feelings through stories.</p>	<p>To begin to appreciate some simple rhymes and poems and to recite some by heart.</p>	<p>To be encouraged to discuss and express views about contemporary and classic poetry which they can read themselves</p> <p>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.</p>	<p>To prepare and perform a poem and a play script (with support) that shows some awareness of the audience when reading aloud.</p> <p>To begin to use appropriate intonation and volume when reading aloud.</p>	<p>To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).</p> <p>To prepare and perform a poem and a play script with appropriate techniques (intonation, tone, volume and action) and to begin to show awareness of the audience when reading aloud.</p>	<p>To prepare 2 different poem styles e.g. narrative poem V limericks to read aloud and perform these showing an awareness of audience when using intonation, tone, volume and action and to do so independently.</p> <p>To prepare and perform a playscript using correct expression, volume and action.</p>	<p>To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.</p> <p>To prepare and perform a complex playscript using correct expression, volume and action.</p>
<p>Non-fiction</p>	<p>To know that information can be relayed in the form of print.</p> <p>To know that information can be retrieved from books and computers.</p>	<p>Be introduced to the term non-fiction and to be shown examples of these texts.</p> <p>Begin to discuss non-fiction texts read to them.</p>	<p>To be encouraged to listen to, discuss and express views about non-fiction.</p> <p>To recognise that non-fiction books are often structured in different ways and identify some features.</p>	<p>To begin to retrieve and record information from non-fiction texts.</p> <p>Can look up a word in a children's dictionary to find the meaning.</p>	<p>To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information with support.</p> <p>To use dictionaries to check the meaning of words that they have read.</p>	<p>To use knowledge of texts and organisational devices to retrieve, record and discuss information from non-fiction texts.</p> <p>To know how to use a reference book to find information e.g. index.</p> <p>To show understanding of what they have found in non-fiction books through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p>	<p>To continue independently to retrieve, record and present info from non-fiction texts.</p> <p>To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out info (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).</p>

Blue highlighting = objectives taught outside of guided reading sessions