Eastcote Primary Academy - Reading Progression Map										
Word Reading										
	EYFS	EYFS Key Stage 1			Key Stage 2					
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6			
Phonics	To enjoy rhyming and	To apply phonic knowledge	To continue to apply	To use their phonic	To read most	To read most	To read fluently			
and	rhythmic activities.	and skills as the route to	phonic knowledge	knowledge to	words fluently and	words fluently and	with full			
Decoding	To show an	decode words.	and	decode quickly and	attempt to decode	attempt to decode	knowledge of all			
Decouning	awareness of rhyme and	To blend sounds in	skills as the route to	accurately (may still	any unfamiliar	any unfamiliar	Yr 5 and Yr 6			
	alliteration.	unfamiliar words using the	decode words until	need support to read	words with	words with	exception words,			
	To recognise rhythm in	GPCs	automatic decoding	longer unknown	increasing	increasing speed	root words,			
	spoken words.	that they have been taught.	has become	words).	speed and skill.	and skill,	prefixes, suffixes,			
	To continue a	To respond speedily, giving	embedded and	To apply their	To apply their	recognising their	word endings and			
	rhyming string.	the correct sound to	reading is fluent.	growing knowledge of	knowledge of	meaning through	to decode any			
	To hear and say the initial	graphemes for all of the	To read accurately	root words and	root words,	contextual cues.	unfamiliar words			
	sound in words.	40+ phonemes.	by	prefixes,including in-	prefixes and	To apply their	with increasing			
	To segment the	To read words	blending the sounds	,im-,il-,ir-,dis-, mis-,	suffixes/word	growing	speed and skill,			
	sounds in simple	containing taught GPCs.	in words that contain	un-, re-,sub-, inter-,	endings to read	knowledge of root	recognising their			
	words and blend	To read words	the	super-, anti- and auto-	aloud fluently.	words, prefixes	meaning through			
	them together and	containing -s, -es, -ing, -ed	graphemes taught so	To begin to read	•	and suffixes/ word	contextual cues.			
	know which letter	and -est endings.	far, especially	aloud.		endings, including				
	represents some of	To read words with	recognising	To apply their		sion, -tion, -cial, -				
	them.	contractions, e.g. I'm, I'll	alternative	growing knowledge of		tial,				
	To link sounds to	and we'll.	sounds for	root words and		-ant/-ance/-ancy, -				
	letters, naming and	To read simple sentences	graphemes.	suffixes/word		ent/ - nce/ -ency,				
	sounding the letters	and understand the	To accurately read	endings,including		-able/-ably and -				
	of the alphabet.	meaning.	most words of two or	-ation, -ly, -ous,		ible/ibly,				
	To use phonic knowledge to	To read polysyllabic words	more syllables.	-ture, -sure, -sion,		To read aloud				
	decode regular words and	containing taught GPCs.	To read most words	-tion, -ssion and		fluently.				
	read them aloud	To develop some fluency	containing common	-cian,						
	accurately.	and expression, pausing at	suffixes.	To begin to						
		full stops	To note punctuation	read aloud.						
Common	To read some common	To read Y1 common	To read all Yr 1 and	To begin to read Yr 3		To read most Yr 5				
Exception	irregular words and common	exception words, noting	Yr 2 exception	and Y4 exception		and Yr 6 exception				
Words	exception words	unusual correspondences	words, discussing	words.	words, discussing	words, discussing				
	Identify the taught GPCs	between spelling and	the unusual		the unusual	the unusual				
	Blend the taught sounds to	sound and where these	correspondences		correspondences	correspondences				
	read CVC, CVCC and	occur in words.	between spelling and		between spelling	between spelling				
	CCVC words.		where these occur in		and where these	and sound and				
			the word.		occur in the word.	where these occur				
						in the word				

Fluency	To show interest in	To accurately read texts	To read aloud books	At this stage, teaching	comprehension sk	ills should be taking	precedence over				
	illustrations and print in	that are consistent with	(closely matched to	teaching word reading							
	books and print in the	their developing phonic	their improving		nould support the development of vocabulary.						
	environment.	knowledge, that does not	phonic	There may be children	•	•	pecific targeted				
	To recognise			interventions along wit							
	familiar words and	strategies to work out	out unfamiliar words	phonics and early read							
	signs such as own	words.	accurately,	decoding should be or							
	name and advertising logos.	To reread texts to build up	automatically and	accounty chould be ci	r top or what to all o	ady onorod in the or	acordon coung.				
	, , , , , , , , , , , , , , , , , , , ,	· •	without undue								
	independently (holds books	word reading.	hesitation.								
	the	Word rodding.	To reread these								
	correct way up and turn		books to build up								
	pages correctly).		fluency and								
	To ascribe meanings to		confidence in word								
	marks that they see in		reading.								
	different places.		To read words								
	To begin to break the flow of		accurately and								
	speech into words.		fluently without overt								
	To begin to read		sounding								
	words and simple		and blending, e.g. at								
	sentences.		over 90 words per								
Book talk											
	EYFS	Key Sta	ge 1	Key Stage 2							
		Year 1	Year 2	Year 3 Year 4 Year 5 Year 6							
	To talk about and respond to	To participate in discussion	To participate in	To explain and	To participate in	To recommend	To participate in				
	stories (rhymes and songs)	about what is read to them	discussion about	discuss their	discussions about	books that they	discussions about				
	with actions, relevant	by taking turns and	books, poems &	understanding of	both books that	have read to their	books, building on				
	comments, questions. To	listening to what others say	other works that are	books, poems and	are read to them	peers and giving	their own and				
	talk about and respond to	To explain clearly their	read to them & those	other material, both	and those they	reasons for their	others' ideas and				
	stories, rhymes and poetry;	understanding of what is	that they can read for	those that they listen	can read for	choices .	challenging views				
	recalling, sequencing and	read to them	themselves by taking	to and those that they	themselves by	To explain and	courteously				
	anticipating key events		turns and listening to		taking turns and	discuss their	To explain and				
	some as exact repetition and		what others say		listening to what	understanding of	discuss their				
	some in their own words.		To explain and		others say	books, poems and	understanding of				
	To begin to interpret stories,		discuss their		,	other materials.	what they have				
	rhymes and poetry; making		understanding of				read, including				
	suggestions for actions and		books, poems and				through formal				
	events. To talk about and		other materials.				presentations and				
	respond with questions to					[debates				
	non-fiction books; recalling					[To provide				
	,	i	l	I		1					
	_						Ireasoned				
	some facts with increasing						reasoned				
	some facts with increasing explanation and vocabulary						justifications for				
	some facts with increasing	Key Sta			Key St						

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding	To know that print carries	To check that a text makes	To show	To identify main	To check that the	To summarise the	To ask questions
and correcting	meaning and, in English, is	sense to them as they read	understanding by	ideas drawn from	text makes sense	main ideas drawn	to improve their
inaccuracies	read from left to right	and to self correct.	drawing on what	more than one	to them, discuss	from more than	understanding.
illaccuracies	and top to bottom.		they already know or	paragraph and	their	one paragraph,	To summarise the
	To understand humour, e.g.		on background	summarise these.	understanding and	identifying key	main ideas drawn
	nonsense rhymes, jokes.		information and	To ask questions to	explain the	details to support	from more than
			vocabulary	improve their	meaning of words	the main ideas	one paragraph,
			provided by the	understanding of a	in context.		identifying key
			teacher.	text.	To identify main		details to support
			To check that the		ideas drawn from		the main ideas.
			text makes sense to		more than one		
			them as they read		paragraph and		
			and to correct		summarise these.		
			inaccurate reading.		To identify morals		
			To discuss the		and messages in		
			sequence of events		a story		
			in books and how				
			items of information				
			are related				
			To make links				
			between a current				
			book and those				

	T - 15-4 4 4	T - 1:-4 4	IT	T	T	T	T
i touding ioi	To listen to stories with	To listen to and discuss a	To participate in	, ,	To discuss and	To read a wide	To read for
i ioaoaio		wide range of fiction, non-		to and discuss a wide	•	0 0 7	pleasure,
			books, poems and	range of fiction,		, ,	discussing,
Listening to	To anticipate key events and		other works that are	poetry, plays, non-	, ,		comparing and
	phrases in rhymes and	can read	read to them (at a	fiction and			evaluating in
and discussing		independently.	level beyond at	reference books or			depth across a
texts	To begin to be aware of the	To link what they have read	which they can read	textbooks.	range of	first person in	wide range of
	way stories are	or have read to	independently)	To use appropriate			genres, including
Comparing,	structured.	them to their own	and those that they	terminology when	To identify themes	autobiographies)	myths, legends,
contrasting &	To describe main story	experiences.	can read for	discussing texts (plot,	and conventions	and differences	traditional stories,
commenting	settings, events and	To retell familiar stories in	themselves,	characters and	in	between text	modern fiction,
commenting	principal characters	increasing detail.	explaining their	setting).	a wide range of	types.	fiction from our
	To enjoy an increasing	To join in with discussions	understanding	To read books that	books.	To participate in	literary heritage
	range of books.	about a text, taking turns	and expressing their	are structured in	To refer to	discussions about	and books from
	To follow a story without	and listening to what others	views.	different ways and	authorial	books that are	other cultures and
	pictures or props.	say.	To become	reading for a range of	style, overall	read to them and	traditions.
	To listen to stories,	To discuss the	increasingly familiar	purposes	themes (e.g.	those they can	To recognise
	accurately anticipating key	significance of titles and	with and to retell a		triumph of good	read for	more complex
	events and respond to	events.	wide range of stories,		over evil) and	themselves,	themes in what
	what they hear with relevant	To recognise simple	fairy stories and		features (e.g.	building on their	they read (such as
	comments,	recurring literary language	traditional tales.		greeting in letters,	own and others'	loss or heroism).
	questions or actions.	in stories and poetry.	To discuss the		a diary written in	ideas and	To explain and
		To ask and answer	sequence of events		the first person or	challenging views	discuss their
		questions about a text. To	in books and how		the use of	courteously.	understanding of
		make links between the	items of information		presentational	To identify main	what they have
		text they are	are		devices such as	ideas drawn from	read, including
		reading and other texts	related.		numbering and	more than one	through formal
		they have read (in texts			headings).	paragraph and to	presentations and
		that they can read			To identify how	summarise these.	debates,
		independently).			language,	To recommend	maintaining a
					structure and	texts to peers	focus on the topic
					presentation	based on personal	and using notes
							where necessary.
					meaning.		To listen to
					To identify main		guidance
					ideas drawn from		and feedback on
					more than one		the quality of their
					paragraph and		explanations and
					summarise these.		contributions to

Vocabulary Words in Context and Authorial Choice To extend vocabulary, especially by grouping and naming, exploining the meaning and Sounds of new words. To use vocabulary and forms of speach that are increasingly influenced by their experiences of books. To use vocabulary and forms of speach that are increasingly influenced by their experiences of books. To use vocabulary used to capture with them, discussing their understanding and explaining the meaning of words in Context. To use vocabulary and forms of speach that are increasingly influenced by their experiences of books. To begin to understand why and five feed, the meaning of words in the basis of what in response to stories or everts. Inference and Prediction To begin to understand why and in response to stories or everts. To begin to understand why and in response to stories or everts. To begin to make simple inferences or what has been read so far. To aske and answer to everts. To make inferences what has been read so far. To make inferences what has been read so far. To make inferences what has been read so far. To make inferences to check the meaning of words in the basis of what in response to stories or everts. To begin to understand why and form of speach that they have given the product what might happen on the basis of what has been read so far. To make inferences to check the meaning of words that they have read in the product what might happen on the basis of what has been read so far. To make inferences from characters' feelings, thoughts and motives with stated and implied to the predict what might happen on the pass of what has been read so far. To make inferences from characters' feelings, thoughts and motives with stated and implied to justify prediction based of the prodict what might happen to metalize the use of capture the reader's including one capture with explaining the meaning of words in the meaning of words in the title and produce the reader's interest and context. To discuss their favourities and phrases for		Image and the second	IT- and the second	Image of the second	IT. de de en en en	IT	IT. 10	IT
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the text. and implied text. on indirect clues.					the text.		text.	on indirect clues.
To justify						To justify		

Poetry and	To listen to and join in with	To recite simple	To continue to build	To prepare and	To recognise and	To continually	To confidently
Performance	stories and poems, one-to	poems by heart.	up a repertoire of	perform poems and	discuss some	show an	perform texts
	one and also in small	To learn to appreciate	poems learnt by	play scripts that show	different forms of	awareness of the	(including poems
	groups.	rhymes and poems, and to	heart, appreciating	some awareness of	poetry (e.g. free	audience when	learnt by heart)
	To join in with repeated	recite some by heart	these and reciting	the audience when	verse or narrative	reading out loud	using a wide
	refrains in		some with	reading aloud.	poetry).	using intonation,	range of devices
	rhymes and stories.		appropriate	To begin to use	To prepare and	tone, volume and	to engage the
	To use intonation,		intonation to make	appropriate intonation	perform poems	action.	audience and for
	rhythm and phrasing to		the meaning clear.	and volume when	and	To learn a wider	effect.
	make the meaning clear to			reading aloud.	play scripts with	range of poetry by	
	others.			To begin to recognise	appropriate	heart.	
	To develop			different forms of	techniques		
	preference for forms of			poetry (e.g. free	(intonation, tone,		
	expression.			verse or narrative	volume and		
	To play cooperatively as part			poetry)	action) to show		
	of a group to develop and				awareness of the		
	act out a				audience when		
	narrative.				reading aloud.		
	To express themselves						
	effectively, showing						
	awareness of						
	listeners' needs.						
	To listen and sing nursery						
	rhymes and songs, recalling						
	whole songs and rhymes						

Non-fiction	To know that information	To recognise that non-	To recognise that	To retrieve and	To use all of the	To use knowledge	To retrieve, record
Structure and	can be	fiction books are often	non- fiction books	record information	organisational	of	and present
Organisation	relayed in the form of print.	structured in different ways	are often structured	from non- fiction texts	devices available	texts and	information from
Organisation	To know that	To know that	in different ways.	using	within a non-	organisation	non-fiction texts.
	information can be	information can be	To retrieve and	contents and	fiction text to	devices to	To use non- fiction
	retrieved from books and	retrieved from books and	record information	glossary to locate it.	retrieve, record	retrieve, record	materials for
	computers.	computers.	from non- fiction text		and discuss	and discuss	purposeful
					information.	Information from	information
					To use	fiction and on-	retrieval (e.g. in
					dictionaries to	fiction texts.	reading history,
					check the	To distinguish	geography and
					meaning of words	between fact and	science
					that they have	opinion.	textbooks) and in
					read.		contexts where
							pupils are
							genuinely
							motivated to find
							out information
							(e.g. reading
							information
							leaflets before a
							gallery or museum
							visit or reading a
							theatre
							programme or
							review).