Coley Primary School
Whole School Reading Progression Map



Coley Primary School

Word Reading	EYFS (30 – 50 months 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	Year 5	Year 6
Phonics and Decoding	• 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.	• 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.	• 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.	• 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. • 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.	• To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. • To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.	• To read most words fluently and attempt to decode any 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 -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/ - ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.	• To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.
Common Exception Words	• To read some common irregular words.	• To read Y1 common exception words, noting unusual correspondences	• To read most Y1 and Y2 common exception words, noting	• To begin to read Y3/Y4 exception words.	• To read all Y3/Y4 exception words, discussing the	• To read most Y5/Y6 exception words, discussing	

Coley Primary School

		between spelling and sound and where these occur in words.	unusual correspondences between spelling and sound and where these occur in the word.		unusual correspondences between spelling and these occur in the word.	the unusual correspondences between spelling and sound and where these occur in the word.	
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 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.	• 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.	• 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.	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.			

Coley Primary School

Reading Comprehension	EYFS (30 – 50 months 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	Year 5	Year 6
Understanding and correcting inaccuracies	• 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 check that a text makes sense to them as they read and to self-correct.	• 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.				
Reading for Pleasure **Listening to and discussing texts** **Comparing, contrasting & commenting**	• 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	• 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. • To join in with	• 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	• To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • To use appropriate terminology when discussing texts (plot, character, setting).	• To discuss and compare texts from a wide variety of genres and writers. • To read for a range of purposes. • To identify themes and conventions in a wide range of books. • To refer to authorial style, overall themes (e.g.	• To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types. • To participate	• To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.

Coley Primary School

	characters. • To enjoy an increasing 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.	discussions about a text, taking turns and listening to what others say. • To discuss the significance of titles and events. • To recognise simple recurring literarylanguage in stories and poetry. • To ask and answer questions about atext. • Tomakelinks between the text they are reading and other texts they have read (in texts that they canread independently).	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.		triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings). • To identify how language, structure and presentation contribute to meaning. • To identify main ideas drawn from more than one paragraph and summarise these.	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. • To recommend texts to peers based on personal chice.	• To recognise more complex themes in what they read (such as loss or heroism). • To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. • To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions. • To draw out key information and to summarise the main ideas in a text. • To distinguish independently

Coley Primary School

							between statements of fact and opinion, providing reasoned justifications for their views. • To compare characters, settings and themes within a text and across more than one text.
Developing Vocabulary **Words in Context and Authorial Choice**	• 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. • To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.	• To discuss word meaning and link new meanings to those already known.	• To discuss and clarify the meanings of words, linking new meanings to known vocabulary. • To discuss their favourite words and phrases.	• 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. • To identify vocabulary that captures the reader's interest.	• Discuss vocabulary used to capture readers' interest and imagination.	• To discuss vocabulary used by the author to create effect including figurative language. • To evaluate the use of authors' language and explain how it has created an impact on the reader.	• 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, imagery, style and effect. • To identify and evaluate the effectiveness of an author's choice and use of language, explaining the impact on the reader.

Coley Primary School

Inference and Prediction	• 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.	• To begin to make simple inferences. • To predict what might happen on the basis of what has been read so far.	• 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.	• 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.	• 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.	• To draw inferences from characters' feelings, thoughts and motives with supporting evidence. • To make predictions based on details stated and implied, justifying them in detail with evidence from the text.	• To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). • To discuss how characters change and develop through texts by drawing inferences based on indirect clues.
Poetry and Performance	• 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	• To recite simple poems by heart.	• 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.	• 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. • To begin to recognise different forms of poetry (e.g. free verse or narrative poetry)	• 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	• To continually show an awareness of audience when reading out loud using intonation, tone, volume and action. • To learn a wider range of poetry by heart	• To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.

Coley Primary School

	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.				aloud.		
Non-fiction **Structure and Organisation**	• To know that information can be relayed in the form of print. • To know that information can be retrieved from books and computers.		• To recognise that non- fiction books are often structured in different ways.	• To retrieve and record information from non- fiction texts using contents and glossary to locate it.	• To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information. • To use dictionaries to check the meaning of words that they have read.	• To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts. • To distinguish between fact and opinion.	• To retrieve, record and present information from non-fiction texts. • 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 information (e.g. reading information leaflets before a gallery or museum visit or

Coley Primary School

							reading a theatre programme or review). • To recognise bias, fact and opinion.

Coley Primary School