Reading: St Peter's Whole-School Curriculum Progression Map

Word Reading					
	EYFS	Year 1	Year 2	Year 3	Year 4
Phonics and Decoding	Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending.	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 (see separate phonics overview). 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.

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.	To read most Y1 and Y2 common exception words (see word lists) noting unusual correspondences between spelling and sound and where these occur in the word.	To begin to read Y3/Y4 exception words (see word list)	To read all Y3/Y4 exception words (see word list) discussing the unusual correspondences between spelling and these occur in the word.
Fluency	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	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.	

Comprehension and Reading for Pleasure

	EYFS	Y1	Y2	Y3	Y4
Understanding and Correcting Inaccuracies	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	To check that a text makes sense to them as they read and to self- correct. To draw on what they already know or on background information and vocabulary provided by the teacher	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. discussing the sequence of events in books and how items of information are related	To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context To ask questions to improve their understanding of a text To identifying main ideas drawn from more than one paragraph and summarise these	
Comparing, Contrasting and Commenting	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Offer explanations for why things might happen, making use of recently introduced	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 discussions about a text, taking turns and listening to what others say.	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	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.

	vocabulary from stories, non-fiction, rhymes and poems when appropriate. Anticipate (where appropriate) key events in stories. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary	To discuss the significance of titles and events.	of information are related.  To recognise simple recurring literarylanguage in stories and poetry. To ask and answer questions about atext  . Tomakelinksbetween thetextthey arereading and other texts they have read (in texts that they can read independently).	 	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. 

Words in Context and Authorial Choice	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	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. 	Discuss vocabulary used to capture readers' interest and imagination.

Inference and Prediction	To offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Anticipate (where appropriate) key events in stories.	To begin to make simple inferences in texts read to them and simple texts read themselves: Make inferences on the basis of what is being said and done e.g. How a character feels, why a character does something..  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 and cause and effect from texts that they have read themselves, drawing on what they already know or on background information or vocabulary (provided by the teacher).  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. 

Poetry and Performance	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Make use of props and materials when role playing characters in narratives and stories. Invent, adapt and recount narratives and stories with their peers and their teacher. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music..	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 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.

Non-Fiction	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	To be able to retrieve the facts from a text. 	To recognise that non-fiction books are often structured in different ways.	To retrieve and record information from non-fiction texts. 	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. 