English: Reading Progression Map

Purpose of Reading:

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- word reading
- comprehension (both listening and reading)

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each. Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school. Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds. It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

Aims of Reading:

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

EYFS Knowledge

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas.

The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects.

This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for reading within the national curriculum.

The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for reading.

The most relevant statements for reading are taken from the following areas of learning:

- Communication and Language
- Literacy
- Expressive Arts and Design
- Understanding the World

Intent

We are determined that every pupil at Lawn Primary and Nursery School will learn to read, regardless of their background, needs or abilities. We recognise that reading is fundamental to our pupil's future success and is key to learning in all subjects. Therefore we want all of our pupils to develop a love of reading to support their successes and future lives.

EYFS

Yr N Suggested Texts	Yr R suggested texts
The Colour Monster- Anna Llenas	All about families
Every Family is Different- Maureen Eppen	What jobs could you do?-
The Paper dolls- Julia Donaldson	Can't you sleep little bear- Martin Waddell
Avocado Baby- John Birmingham	Bear snores on- Karma Wilson
Do you Remember?	Wow said the owl- Tim Hopgood
Short or tall doesn't matter at all- Asaf Rosanez	Amelia Earhart (little people big dreams)
A Year Full of celebrations and festivals	Terrific trains- Tony Milton
The Same but different too- Karl Newson	Terrific Trucks- Tony Milton
Owl Babies- Martin Waddel	Jack and The Beanstalk
The Detective Dog- Julia Donaldson	Little Red Hen

Cops and Robber- Janet and Allen Alberg The Hospital dog- Julia Donaldson Welcome to our table Pumpus and the vet- Lynly Dodd Dr Dog- Babbette Cole Dear Santa- Rod Campbell Father Christmas Needs a Wee- Nicholas Allan The Teeny Weeny Tadpole- Sheridon Cain Yucky Worms- Vivian French Olivers Vegetables- Vivian French Titch- Pat Hutchins Handas Surprise- Eileen Browne The Scarecrows Wedding- Julia Donaldson Farmyard Hullabaloo- Giles Andreae The Three Little Pigs Farmer Duck- Martin Waddell What The Ladybird herad- Julia Donaldson Rumble in the Jungle- Giles Andreae Monkey Puzzle- Julia Donaldson Walking Through the Jungle- Julie Lacome			Three Billy Goats Gruff The Tiny Seed- Eric Carl The Very Hungry Caterpillar- Eric Carl The big book of beasts- Yuval Zomer Dear Zoo- Rod Campbell
Word Reading			
Phonics and Decoding			

Three and Four-Year-Olds	Literacy		• Develop their phonological awareness, so that they can:
			  • spot and suggest rhymes
			  • count or clap syllables in words
			  • recognise words with the same initial sound, such as money and mother

Reception	Literacy		• Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
ELG	Literacy	Word Reading	• Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending.

			• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Common Exception Words			
Reception	Literacy		• Read a few common exception words matched to the school's phonic programme.
Fluency			
Three and Four-Year-Olds	Literacy		Understand the five key concepts about print: • print has meaning • print can have different purposes • we can read English text from left to right and from top to bottom • the names of different parts of a book • page sequencing Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in words • recognise words with the same initial sound, such as money and mother
Reception	Literacy		• Blend sounds into words, so that they can read short words made up of letter-sound correspondences. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
ELG	Literacy	Reading	• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Reading: Comprehension			
Understanding and Correcting Inaccuracies			
Three and Four-Year-Olds	Communication and Language		• Enjoy listening to longer stories and can remember much of what happens. • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.
	Literacy		• Engage in extended conversations about stories, learning new vocabulary.
Reception	Communication and Language		• Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.

			• Listen carefully to rhymes and songs, paying attention to how they sound. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
ELG	Literacy	Comprehension	• 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.
Comparing, Contrasting and Commenting			
Three and Four-Year-Olds	Communication and Language		• Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.
Reception	Understanding the World		• Compare and contrast characters from stories, including figures from the past.
ELG	Communication and Language	Listening, Attention and Understanding	• 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.
		Speaking	• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
Words in Context and Authorial Choice			
Three and Four-Year-Olds	Communication and Language		• Use a wider range of vocabulary.
	Literacy		• Engage in extended conversations about stories, learning new vocabulary.
Reception	Communication and Language		• Learn new vocabulary. • Use new vocabulary throughout the day. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
ELG	Communication and Language	Speaking	• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
	Literacy	Comprehension	• 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.

Inference and Prediction			
Three and Four-Year-Olds	Communication and Language		• Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
ELG	Communication and Language	Speaking	• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
	Literacy	Comprehension	• Anticipate (where appropriate) key events in stories.
Poetry and Performance			
Three and Four-Year-Olds	Communication and Language		• Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
	Expressive Arts and Design		• Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs. Create their own songs, or improvise a song around one they know.
Reception	Communication and Language		• Engage in story times. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Learn rhymes, poems and songs.
	Expressive Arts and Design		• Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play.
ELG	Literacy	Comprehension	• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
	Expressive Arts and Design	Creating with Materials	• Make use of props and materials when role playing characters in narratives and stories.
		Being Imaginative and Expressive	• 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.

Non-Fiction			
Reception	Communication and Language		• Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
ELG	Communication and Language	Speaking	• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
	Literacy	Comprehension	• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Year 1	
The Rainbow Fish- Marcus Pfister JoJo and GranGran (video) The Strom Whale- Benji Davis The Queen's Hat- Steve Antony The Bear and the piano- David Litchfield	**Poetry** Acrostic and list poetry
National curriculum	
Word Reading	
Decoding	• apply phonic knowledge to decode words • speedily read all 40+ letters/groups for 40+ phonemes • read accurately by blending taught GPC • read common exception words • read common suffixes (-s, -es, -ing, -ed, etc.) • read multisyllable words containing taught GPCs • read contractions and understanding use of apostrophe • read aloud phonically-decodable texts
Comprehension	
Range of reading	• listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • being encouraged to link what they read or hear read to their own experiences
Familiarity with texts	• becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics

	• recognising and joining in with predictable phrases
Discussing reading	• participate in discussion about what is read to them, taking turns and listening to what others say • explain clearly their understanding of what is read to them
Word meanings	• discussing word meanings, linking new meanings to those already known
Understanding	• drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading
Inference	• discussing the significance of the title and events • making inferences on the basis of what is being said and done
Prediction	• predicting what might happen on the basis of what has been read so far
Poetry and Performance	
	• learning to appreciate rhymes and poems, and to recite some by heart

Year 2	
Book focus George and the dragon The Great Fire of London- Emma Adams and James Weston Lewis Meerkat Christmas- Emily Gravett The Lighthouse keepers lunch- David and Rhonda Armitage A lion in Paris – Beatrice Alemagna The Building Boy- Ros Montgomery and David Litchfield The Day the Crayons Quit- Oliver Jeffers The Owl who was Afraid of the Dark- Jill Tomlinson	**Poetry** Repeating patterns poetry
National curriculum	
Word Reading	
Decoding	• secure phonic decoding until reading is fluent • read accurately by blending, including alternative sounds for graphemes • read multi-syllable words containing these graphemes • read common suffixes
Comprehension	

Range of reading	• listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
Familiarity with texts	• becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • recognising simple recurring literary language in stories and poetry
Discussing reading	• participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves
Word meanings	• discussing and clarifying the meanings of words, linking new meanings to known vocabulary • discussing their favourite words and phrases
Understanding	• discussing the sequence of events in books and how items of information are related • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading
Inference	• making inferences on the basis of what is being said and done • answering and asking questions
Prediction	• predicting what might happen on the basis of what has been read so far
Poetry and Performance	
	• continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
Non-Fiction	
	• being introduced to non-fiction books that are structured in different ways

	KS2			
	Year 3	**Year 4**	**Year 5**	**Year 6**
Whole Class Reading Texts (half-termly)	**• Mr Penguin and the Fortress of Secrets** **• The Nothing to See Here Hotel**	**•The Creakers** **•The Last Bear** **•Varjak Paw**	**•Letters from the Lighthouse** **•Asha and the Spirit Bird** **•Holes** **•Malamander**	**•The Super Miraculous Journey of Freddie Yates** **•Wonder**

	•Planet Omar-Accidental Trouble Magnet •The Boy who Grew Dragons •The Land of Roar (whole term read)	•The Boy at the Back of the Classroom •How to Train your Dragon •The Highland Falcon Thief	•The Legend of Podkin One-Ear •The Goldfish Boy	•No Ballet Shoes in Syria (whole term read) •Who Let the Gods Out •Crater Lake
Reading-Word Reading *(decoding + phonics)*	•*continue to use their KS1 phonic knowledge to decode quickly and accurately* **Pupils should be taught to:** •apply their growing knowledge of root words, prefixes and suffixes (etymology + morphology) **as listed in NC English Appendix 1**, both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	•*read most words fluently and attempt to decode any unfamiliar words with increasing skill and speed* **Pupils should be taught to:** •apply their growing knowledge of root words, prefixes and suffixes (etymology + morphology) **as listed in NC English Appendix 1,** both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	• *fluent readers* **Pupils should be taught to:** •apply their growing knowledge of root words, prefixes and suffixes (etymology + morphology) **as listed in NC English Appendix 1,** both to read aloud and to understand the meaning of new words they meet	• *fluent readers* **Pupils should be taught to:** •apply their growing knowledge of root words, prefixes and suffixes (etymology + morphology) **as listed in NC English Appendix 1,** both to read aloud and to understand the meaning of new words they meet
Comprehension-Listening and Reading (Reading for Pleasure) ***Y3+4:*** • *Word meanings* • *Familiarity with texts* • *Range of texts*	**Develop positive attitudes to reading and understanding of what they read by:** • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • using dictionaries to check the meaning of words that they have read • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying themes and conventions in a wide range of books • preparing poems and play scripts to read aloud and to perform, showing	**Develop positive attitudes to reading and understanding of what they read by:** • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • using dictionaries to check the meaning of words that they have read • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying themes and conventions in a wide range of books • preparing poems and play scripts to read aloud and to perform, showing	***Maintain positive attitudes to reading and understanding of what they read by:*** • *continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks* • *reading books that are structured in different ways and reading for a range of purposes* • *increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions* • *recommending books that they have read to their peers, giving reasons for their choices*	**Maintain positive attitudes to reading and understanding of what they read by:** • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • recommending books that they have read to their peers, giving reasons for their choices

• *Understanding (inc. themes)* • *Discussions* • *Inference* • *Prediction* • *Structure + Organisation* ***Y5+6 – all above plus,*** • *Authorial Intent*	understanding through intonation, tone, volume and action • discussing words and phrases that capture the reader's interest and imagination • recognising some different forms of poetry (for example, free verse, narrative poetry) **Understand what they read, in books they can read independently, by:** • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • asking questions to improve their understanding of a text • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • identifying main ideas drawn from more than one paragraph and summarising these • identifying how language, structure and presentation contribute to meaning • *participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say*	understanding through intonation, tone, volume and action • discussing words and phrases that capture the reader's interest and imagination • recognising some different forms of poetry (for example, free verse, narrative poetry) **Understand what they read, in books they can read independently, by:** • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • asking questions to improve their understanding of a text • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • identifying main ideas drawn from more than one paragraph and summarising these • identifying how language, structure and presentation contribute to meaning • *participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say*	• *identifying and discussing themes and conventions in and across a wide range of writing* • *making comparisons within and across books* • *learning a wider range of poetry by heart* • *preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience* ***Understand what they read by:*** • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • asking questions to improve their understanding • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • identifying how language, structure and presentation contribute to meaning • *discuss and evaluate how authors use language, including figurative language, considering the impact on the reader* • *participate in discussions about books, building on their own and others' ideas and challenging views courteously* • *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*	• identifying and discussing themes and conventions in and across a wide range of writing • making comparisons within and across books • learning a wider range of poetry by heart • preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience **Understand what they read by:** • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • asking questions to improve their understanding • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • identifying how language, structure and presentation contribute to meaning • *discuss and evaluate how authors use language, including figurative language, considering the impact on the reader* • *participate in discussions about books, building on their own and others' ideas and challenging views courteously* • *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*

			• *provide reasoned justifications for their views*	• *provide reasoned justifications for their views*
Non-Fiction • *Structure + Organisation*	• retrieve and record information from non-fiction **Each class has a non-fiction comprehension focus (VIPERS) at least 3 times every half-term. Texts often linked to other curriculum areas e.g. History (Vikings)**	• retrieve and record information from non-fiction **Each class has a non-fiction comprehension focus (VIPERS) at least 3 times every half-term. Texts often linked to other curriculum areas e.g. Geography (Volcanoes)**	• distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction **Each class has a non-fiction comprehension focus (VIPERS) at least 3 times every half-term. Texts often linked to other curriculum areas e.g. Black History Month**	• distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction **Each class has a non-fiction comprehension focus (VIPERS) at least 3 times every half-term. Texts often linked to other curriculum areas e.g. Science (Circulatory System)**