



Reading Progression Map



Lockington CE VC Primary School

Level Expected at the End of EYFS

The Early Learning Goals that link most closely to the Reading National Curriculum have been selected.

Key Stage 1 National Curriculum Expectations

Year 1

During Year 1, teachers build on work from the early Years foundation stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. Teachers should ensure that pupils continue to learn new grapheme-phoneme correspondences (GPCs) and revise and consolidate those learnt earlier.

The understanding that the letter(s) on the page represent the sounds in spoken words underpin pupils' reading and spelling of all words. This includes common words containing unusual GPCs. The term 'common exception words' is used throughout the programmes of study for such words. Pupils need to develop the skill of blending the sounds into words for reading and establish the habit of applying this skill whenever they encounter new words. This will be supported by practice in reading books consistent with their developing phonic knowledge and skill and their knowledge of common exception words.

At the same time, they will need to hear, share and discuss a wide range of high-quality books to develop a love of reading and broaden their vocabulary. Pupils are helped to read words without overt sounding and blending after a few encounters. Those who are slow to develop this skill should have extra practice. Teachers ensure that their teaching develops pupils' oral vocabulary as well as their ability to understand and use a variety of grammatical structures, giving particular support to pupils whose oral language skills are insufficiently developed.

Year 2

By the beginning of Year 2, pupils should be able to read all common graphemes. They should be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil's level of word-reading knowledge. They should also be able to read many common words containing GPCs taught so far [for example, shout, hand, stop, or dream], without needing to blend the sounds aloud first. Pupils' reading of common exception words [for example, you, could, many, or people], should be secure. Pupils will increase their fluency by being able to read these words easily and automatically. Finally, pupils should be able to retell some familiar stories that have been read to and discussed with them or that they have acted out during Year 1.

During Year 2, teachers continue to focus on establishing pupils' accurate and speedy word-reading skills. They should also make sure that pupils listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books. The sooner that pupils can read well and do so frequently, the sooner they will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum. For pupils who do not have the phonic knowledge and skills they need for Year 2, teachers should use the Year 1 programmes of study for word reading and spelling so

that pupils' word-reading skills catch up. However, teachers should use the Year 2 programme of study for comprehension so that these pupils hear and talk about new books, poems, other writing, and vocabulary with the rest of the class.

Key Stage 2 National Curriculum Expectations

LKS2

By the beginning of Year 3, pupils should be able to read books written at an age-appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation.

As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read: with support at the start of Year 3 and increasingly independently by the end of Year 4.

Most pupils will not need further direct teaching of word reading skills: they are able to decode unfamiliar words accurately, and need very few repeated experiences of this before the word is stored in such a way that they can read it without overt sound-blending. They should demonstrate understanding of figurative language, distinguish shades of meaning among related words and use age-appropriate, academic vocabulary. As in key stage 1, however, pupils who are still struggling to decode need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly with their peers. If they cannot decode independently and fluently, they will find it increasingly difficult to understand what they read and to write down what they want to say. As far as possible, however, these pupils should follow the Year 3 and 4 programme of study in terms of listening to new books, hearing and learning new vocabulary and grammatical structures, and discussing these.

Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In Years 3 and 4, pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.

UKS2

By the beginning of Year 5, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly. They should be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words. They should be reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read.

During Years 5 and 6, teachers continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension. It is essential that pupils whose decoding skills are poor are taught through a rigorous and systematic phonics programme so that they catch up rapidly with their peers in terms of their decoding and spelling. However, as far as possible, these pupils should follow the upper key stage 2 programme of study in terms of listening to books and other writing that they have not come across before, hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these.

By the end of Year 6, pupils' reading should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in Year 7, across all subjects and not just in English, but there will continue to be a need for pupils to learn subject-specific vocabulary. Pupils should understand nuances in vocabulary choice and age-appropriate, academic vocabulary. This involves consolidation, practice and discussion of language. Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In Years 5 and 6, pupils' confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate.

Intent

Reading lies at the heart of the curriculum. Reading is the key to academic success and all pupils should have the opportunity to be fluent, confident readers who are able to successfully comprehend and understand a wide range of texts. We want pupils to develop a love of reading, a good knowledge of a range of authors, and be able to understand more about the world in which they live through the knowledge they gain from reading. By the end of their time at primary school, all children should be able to read fluently and with confidence in any subject. We do not put ceilings on what pupils can achieve in reading and we do not hold pre-conceptions about any pupils' ability to make progress. We understand the importance of parents and carers in supporting their children to develop both word reading and comprehension skills and so we want to encourage a home-school partnership, which enables parents and carers to enhance the skills being taught in school.

Implementation

Implementation:

- We provide language-rich classroom environments and a curriculum where children are exposed to, and actively engage with, high quality language in varying forms in a meaningful, deliberate and engaging way. Language acquisition and its use is at the core of all reading.
- This is supported by the teaching of phonics for decoding from the very start of school onwards (following the Letters and Sounds programme), along with other reading skills such as inference and retrieval for developing comprehension of the text.
- Children take part in daily reading lessons, where they are exposed to a range of different texts and can demonstrate their understanding and thinking behind these.
- All pupils have a home-reading record which they are encouraged to take home daily. Parents and carers are asked to add comments to the home-reading records to indicate how much pupils have read.
- We have an excellent library, access a 'School Library Loans Service' and a wide range of reading books in every classroom. All children have a reading book to take home and this reading book is changed frequently.
- Each classroom has a selection of books directly linked to the class topic, offering opportunities for pupils to apply their reading skills across the curriculum.

- Their class teacher reads to the children daily. This can be a book that the teacher recommends or a recommendation from a child.
- Children have the opportunity to take part in 'Reading Buddies', in which children mix with other children from different year groups and share a book together.
- Children in key stage 2 who are not yet 'free readers', are given intervention sessions using "Letters and Sounds" for those in Years 3 and 4, and "Rapid Reading" for those in Years 5 and 6.
- Summative assessments are submitted termly. Teachers use their professional judgement to determine whether a child is working within age-related expectations, above or below. They will base their judgements for the most part on the quality of the written outcomes pupils given after structured teaching within the agreed reading skills. Teachers may also complete reading assessments (e.g. past SATS papers, Twinkl assessments, Rising Stars assessments) to provide another piece of evidence to support their assessment judgement. Care is taken to ensure that pupils are prepared appropriately for the test, and any barriers to accessing these is removed.

Impact

By the end of Key Stage One, our children will be successful, fluent decoders through the delivery of consistent high quality, systematic synthetic phonics teaching from EYFS until the end of KS1. They will have a growing understanding of text meaning, which will be developed during Key Stage 2. Children will leave Lockington as competent readers, who can recommend books to their peers, have a thirst for reading a wide range of high-quality texts across the genres, participate in discussions about texts and have an established love of reading. They can read books to enhance their knowledge and understanding of all subjects on the curriculum, and communicate their research to a wider audience. Parents and carers will have a good understanding of how they can support reading at home, and contribute regularly to home-school records. The percentage of pupils working at Age Related Expectations will be in line with national averages or above. The percentage of pupils working at Greater Depth will be in line with national averages or above. There will be no significant gaps in the progress of different groups of pupils.

Phonics and Decoding

30 – 50 months

- To enjoy rhyming and rhythmic activities.
- To show an awareness of rhyme and alliteration.
- To recognise rhythm in spoken words.

40 – 60 months

- 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.

Early Learning Goals

- 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.

KS1	<p>KS1 Reading National Curriculum</p> <p>Year 1 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.</p> <p>Year 2 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.*</p>
LKS2	<p>KS2 Reading National Curriculum</p> <p>Year 3 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.*</p> <p>Year 4 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.*</p>

UKS2	<p>KS2 Reading National Curriculum</p> <p>Year 5 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.*</p> <p>Year 6 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.</p>
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Common Exception Words	
<p>30 – 50 months 40 – 60 months Early Learning Goals</p>	<p>To read some common irregular words.</p>
KS1	<p>KS1 Reading National Curriculum</p> <p>Year 1 To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</p> <p>Year 2 To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.</p>

LKS2	<p>KS2 Reading National Curriculum</p> <p>Year 3 To begin to read Y3/Y4 exception words.*</p> <p>Year 4 To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.</p>
UKS2	<p>KS2 Reading National Curriculum</p> <p>Year 5 To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Year 6</p>

Fluency	
30 – 50 months	<p>To show interest in illustrations and print in books and print in the environment.</p> <p>To recognise familiar words and signs such as own name and advertising logos.</p> <p>To look and handle books independently (holds books the correct way up and turns pages).</p>
40 – 60 months Early Learning Goals	<p>To ascribe meanings to marks that they see in different places.</p> <p>To begin to break the flow of speech into words.</p> <p>To begin to read words and simple sentences.</p> <p>To read and understand simple sentences.</p>
KS1	<p>KS1 Reading National Curriculum</p> <p>Year 1 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.</p> <p>Year 2 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.</p>

LKS2	<p>KS2 Reading National Curriculum</p> <p>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.</p>
UKS2	<p>KS2 Reading National Curriculum</p> <p>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.</p>

Understanding and Correcting Inaccuracies	
<p>30 – 50 months</p> <p>40 – 60 months</p> <p>Early Learning Goals</p>	<p>To know that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p>To understand humour, e.g. nonsense rhymes jokes.</p>
KS1	<p>KS1 Reading National Curriculum</p> <p>Year 1 To check that a text makes sense to them as they read and to self- correct.</p> <p>Year 2 To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher</p>
LKS2	KS2 Reading National Curriculum
UKS2	KS2 Reading National Curriculum

Comparing, Contrasting and Commenting

<p>30 – 50 months</p>	<p>To listen to stories with increasing attention and recall.</p> <p>To anticipate key events and phrases in rhymes and stories.</p> <p>To begin to be aware of the way stories are structured.</p> <p>To describe main story settings, events and principal characters.</p>
<p>40 – 60 months</p> <p>Early Learning Goals</p>	<p>To enjoy an increasing range of books.</p> <p>To follow a story without pictures or props.</p> <p>To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>To demonstrate understanding when talking with others about what they have read.</p>
<p>KS1</p>	<p>KS1 Reading National Curriculum</p> <p>Year 1</p> <ul style="list-style-type: none"> 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 discuss the significance of titles and events. <p>Year 2</p> <ul style="list-style-type: none"> 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 of information are related. To recognise simple recurring literary language in stories and poetry. To ask and answer questions about a text. To make links between the text they are reading and other texts they have read (in texts that they can read independently).
<p>LKS2</p>	<p>KS2 Reading National Curriculum</p> <p>Year 3</p> <ul style="list-style-type: none"> 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). <p>Year 4</p> <ul style="list-style-type: none"> 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.

	<p>To refer to authorial style, overall themes (e.g. 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).</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>
UKS2	<p>KS2 Reading National Curriculum</p> <p>Year 5</p> <p>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.</p> <p>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.</p> <p>To identify main ideas drawn from more than one paragraph and to summarise these.</p> <p>To recommend texts to peers based on personal choice.</p> <p>Year 6</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, fiction from our literary heritage and books from other cultures and traditions.</p> <p>To recognise more complex themes in what they read (such as loss or heroism).</p> <p>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.</p> <p>To listen to guidance and feedback on the quality of their explanations and contributions to 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.</p> <p>To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.</p> <p>To compare characters, settings and themes within a text and across more than one text.</p>

Words in Context and Authorial Choice	
<p>30 – 50 months</p> <p>40 – 60 months</p> <p>Early Learning Goals</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>

KS1	<p>KS1 Reading National Curriculum</p> <p>Year 1 To discuss word meaning and link new meanings to those already known.</p> <p>Year 2 To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To discuss their favourite words and phrases.</p>
LKS2	<p>KS2 Reading National Curriculum</p> <p>Year 3 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.</p> <p>Year 4 Discuss vocabulary used to capture readers' interest and imagination.</p>
UKS2	<p>KS2 Reading National Curriculum</p> <p>Year 5 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.</p> <p>Year 6 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.</p>

Inference and Prediction	
<p>30 – 50 months</p> <p>40 – 60 months</p> <p>Early Learning Goals</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>

KS1	<p>KS1 Reading National Curriculum</p> <p>Year 1 To begin to make simple inferences. To predict what might happen on the basis of what has been read so far.</p> <p>Year 2 To make inferences on the basis of what is being said and done. To predict what might happen based on what has been read so far in a text.</p>
LKS2	<p>KS2 Reading National Curriculum</p> <p>Year 3 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.</p> <p>Year 4 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.</p>
UKS2	<p>KS2 Reading National Curriculum</p> <p>Year 5 To draw inferences from characters' feelings, thoughts and motives. To make predictions based on details stated and implied, justifying them in detail with evidence from the text.</p> <p>Year 6 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.</p>

Poetry and Performance	
<p>30 – 50 months</p> <p>40 – 60 months</p> <p>Early Learning Goals</p>	<p>To listen to and join in with stories and poems, one-to-one and 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 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>
KS1	<p>KS1 Reading National Curriculum</p> <p>Year 1 To recite simple poems by heart.</p> <p>Year 2 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>
LKS2	<p>KS2 Reading National Curriculum</p> <p>Year 3 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.</p> <p>Year 4 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.</p>
UKS2	<p>KS2 Reading National Curriculum</p> <p>Year 5 To continually show an awareness of audience when reading aloud using intonation, tone, volume and action.</p> <p>Year 6 To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.</p>

Non-Fiction	
<p>30 – 50 months</p> <p>40 – 60 months</p> <p>Early Learning Goals</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>
KS1	<p>KS1 Reading National Curriculum</p> <p>Year 1</p> <p>Year 2</p> <p>To recognise that non- fiction books are often structured in different ways.</p>
LKS2	<p>KS2 Reading National Curriculum</p> <p>Year 3</p> <p>To retrieve and record information from non- fiction texts.</p> <p>Year 4</p> <p>To use all of the organisational devices available within a non- fiction text to retrieve, record and discuss information.</p> <p>To use dictionaries to check the meaning of words that they have read.</p>
UKS2	<p>KS2 Reading National Curriculum</p> <p>Year 5</p> <p>To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.</p> <p>Year 6</p> <p>To retrieve, record and present information 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 information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).</p>

References: Hamilton Trust, National Curriculum 2014, Twinkl.