

English Skills Progression Map - Reading

		Key Stage 1		Key Stage 2			
National Curriculum							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

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<p style="writing-mode: vertical-rl; transform: rotate(180deg); text-align: center; font-weight: bold; font-size: 24px;">Phonics</p>	<p>Phase 1 Aspect 1 - General sound discrimination - environmental Aspect 2 - General sound discrimination - instrumental sounds Aspect 3 - general sound discrimination - body percussion vocabularies. Aspect 4 - Rhythm and rhyme Aspect 5 - Alliteration Aspect 6 - Voice sounds Aspect 7 - Oral blending and segmenting Phase 2 – To read and begin to spell Set 1: s a t p Set 2: i n m d Set 3: g o c k Set 4: ck e u r Set 5: h b f, ff l, ll ss Phase 3 Set 6: j v w x Set 7: y z zz qu Two and three letter graphemes: ch sh th ng ai ee igh oo oo</p> <p>Phase 2 High Frequency Words: a, an, as, at, and, back, big, but, can, dad, had, get, got, him, his, if, in, is, it, mum, not, on, of, off, up Tricky Words: the, no, to, into, go, l</p> <p>Phase 3 look, see, that, them, this, then, too, will, with Tricky words:</p>	<p>Statutory: To read and spell These vowel digraphs and trigraphs: using Letters and Sounds as a supportive structure Phase 3: oo oo, ar,or,ur, ow, oi, ear, er Phase 4: adjacent consonants, polysyllabic words, segmenting to spell, division of words into syllables, Compound words Phase 5 : ay, ie, oy, a-e, e-e, i-e, o-e, u-e, ar, ee, ea, er, ir, oe, ou, ow, ue, ew, ie ,or, ore, aw, au air, ear, are The sounds f, l, s, k spelt ff, ll, ss, zz, and ck nk -tch v phoneme at the end of words adding s and es, either as plural nouns or third person singular of verbs adding -ing, -ed and -er to verbs where the root word doesn't change adding -er and -est to adjectives where the root word doesn't change Words ending -y Consonant spellings ph and wh</p>	<p>Statutory: To read and spell dge or ge phoneme at the ends of words s phoneme, spelt 'c' (soft c) n phoneme, spelt 'kn' and 'gn' r phoneme, spelt 'wr' l phoneme, spelt 'le' at the ends of words l phoneme, spelt 'el' l phoneme, spelt 'al' Words ending 'il' -y (long 'i' phoneme) at the ends of words adding -es to nouns and verbs ending in -y adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it. adding -ing, -ed, -er -est and -y to words ending in -e, with a consonant before it. adding -ing, -ed, -er, -est and -y to words of one syllable, ending in a single consonant letter after a single vowel letter. the or phoneme, spelt a the short u phoneme, spelt o the phoneme made by the grapheme -ey the phoneme (short o) spelt a, after the letters w and qu the phoneme spelt or after w</p>	<p>Reading Eggspress with adult support</p>	<p>Reading Eggspress with adult support Simultaneous oral spelling with an adult for children who require further phonics</p>	<p>Simultaneous oral spelling with an adult for children who require further phonics</p>	<p>Simultaneous oral spelling independently for children who require further phonics.</p>
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	<p>be, he, me, she, was, we, you</p>	<p>Using k for the k sound Prefix un Common exception words: Read and Spell the, a, do, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our Phase 3 Year R plus: down, for, now, that, them, this, Tricky words: all, are, her, my, they Phase 4: went, children, it's, just, from, help Tricky words: come, do, have, like, little, one, out, said, so, some, there, were, what, when Phase 5: don't, day, old, made, I'm, came, by, make, time, here, saw, house, very, about, your Tricky words: Oh, their, people, Mr, Mrs, looked, called, asked, could</p>	<p>the phoneme spelt ar after w the rare phoneme spelt 's' in some words (see list) suffixes -ment, -ness, -ful, -less and -ly Contractions Possessive apostrophe – singular nouns -tion Homophones and near- homophones Common exception words; Read and Spell (tricky words) door, floor, poor because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas</p>				
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Decoding	<ul style="list-style-type: none"> • 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. 	<p>I can apply my phonic knowledge to decode words</p> <ul style="list-style-type: none"> •speedily read all 40+ letters/groups for 40+ phonemes •read accurately by blending •read common exception words •read common suffixes (-s, -es, -ing, -ed, etc.) •read multisyllable words •read contractions and understand the use of apostrophe •read aloud phonically-decodable texts 	<p>I can continue to secure my phonic decoding until my reading is fluent</p> <ul style="list-style-type: none"> *I can read accurately by blending *read multisyllable words *read common suffixes *read common exception words *read most words quickly & accurately without overt sounding and blending 	<p>I can begin to apply my understanding of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words I meet</p> <ul style="list-style-type: none"> *I can read more common exception words, recognising the differences between spelling and sound, and where these occur in the word 	<p>I can apply my knowledge of root words, prefixes and suffixes, to read aloud and to understand the meaning of new words I meet</p> <p>I can read most common exception words, recognising the differences between spelling and sound, and where these occur in the word</p>	<p>I can use and apply my knowledge of root words, prefixes and suffixes(morphology the structure of words) and etymology (study of the true meaning of words and how they've changed over time), both to read aloud and to understand the meaning of new words that I read in texts.</p>	<p>I can decode most new words I read by applying my knowledge of root words, prefixes and suffixes(morphology the structure of words) and etymology (study of the true meaning of words and how they've changed over time), both to read aloud and to understand the meaning of new words that I read in texts.</p>
Range of Reading		<p>I can listen to and discuss a wide range of poems, stories and non-fiction at a level beyond what I can read independently. I can link what I read or hear read to my own experiences</p>	<p>I can listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond what I can read independently.</p>	<p>I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>I can read books that are structured in different ways and read for a range of purposes</p>		<p>I can continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>I can make comparisons within and across books</p>	<p>I can select my own text to read ensuring that I read a range of genres.</p>

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Familiarity with texts</p>	<p>I am very familiar with the texts: Poems: Chocolate Cake Non-Fiction: I Wanna Iguana, If Sharks Disappeared Fiction: We're Going on a Bear Hunt, Handa's Surprise, Ruby's Worry, Perfectly Norman</p>	<p>I am very familiar with the texts: Poems: Firework Night, When I'm by Myself Non-Fiction: On Safari, Our Trip to the Woods, Ice Planet Adventure Park Fiction: The Train Ride, Grandad's Island, The Queen's Hat, Wombat Goes Walkabout</p> <p>I can recognise and join in with predictable phrases</p>	<p>I am familiar with and retelling the texts: Poems: If I were in Charge of the World, Non-Fiction: Pirates, Big Cats, In My Heart (a book of feelings) Fiction: The Owl Who was Afraid of the Dark, Stardust, George and the Dragon, The Marvellous Fluffy Squishy Itty Bitty</p> <p>I can recognise words and phrases that are used often in these texts.</p>	<p>I am familiar with and retelling the texts: Poems: Autumn is Here Non-Fiction: Street Beneath My Feet, How a Robot Dog Works, My Strong Mind Fiction: Stone Age Boy, The Blue Umbrella, Theseus and the Minotaur, Wolves in the Walls, The Incredible Book Eating Boy</p> <p>I can identify what themes and resolutions are in these texts.</p>	<p>I am familiar with and retelling the texts: Poems: Still I Rise, The River Non-Fiction: Wizards of Once, Once Upon a Raindrop Fiction: Charlie and the Chocolate Factory, The Iron Man, The Lost Thing, The BFG, Journey</p> <p>I can identify the themes in these texts.</p>	<p>I am familiar with and retelling the texts: Poems: The Highwayman Non-Fiction: Plastic Pollution, Scott of the Antarctic Fiction: Zoo, One Small Step, The Present, The Fantastic Flying Books of Mr Morris Lessmore, Rose Blanche, The Explorer</p> <p>I can identify and discuss themes in these texts.</p>	<p>I am familiar with and retelling the texts: Poems: Thinker: My Puppy Poet and Me Non-Fiction: Letters from the Lighthouse, Postcard from Prison Fiction: The Journey, The Graveyard Book, Kensuke's Kingdom, The Firework Maker's Daughter</p> <p>I can identify and discuss themes in these texts and others I have read.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Poetry & Performance</p>	<ul style="list-style-type: none"> • 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. 	<p>I can enjoy rhymes and poems, and learn to recite some by heart.</p>	<p>I can continue to build up a range of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p>	<p>I can prepare poems and plays to be performed aloud.</p>	<p>I can prepare poems and plays to be performed aloud. I can recognise some different forms of poetry</p>	<p>I can learn and perform poetry and plays to an audience ensuring the meaning is clear.</p>	<p>I can learn and perform poetry and plays to an audience ensuring the meaning is clear and engage the audience through participation.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Word Meanings</p>	<ul style="list-style-type: none"> • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 	<p>I can discuss word meanings, linking new meanings to those already known</p>	<p>I can discuss and classify the meanings of words, linking new meanings to known vocabulary I can discuss my favourite words and meanings.</p>	<p>I can use dictionaries to check the meaning of words I have read</p>	<p>I can use dictionaries to check the meaning of words I have read</p>	<p>Interpret meanings by using the whole sentence/sentences around the word</p>	

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Understanding</p>	<ul style="list-style-type: none"> • 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. 	<p>I can use what I know or on background information and vocabulary provided by the teacher to help me understand. I can check that the text makes sense as I read accurately.</p>	<p>I can discuss the sequence in a text. I can use what I know or on background information and vocabulary provided by the teacher I can check that the text makes sense as I read accurately.</p>	<p><i>I can check a text makes sense and explain my understanding</i> <i>I can ask closed questions to improve my understanding</i> <i>I can identify key details and summarise more than one paragraph.</i></p>		<p>I can explain my understanding of a text. I can ask open questions to improve my understanding I can summarise a text and identify key details to support the main ideas.</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Inference</p>	<ul style="list-style-type: none"> • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 	<p>I can discuss the title and key events explaining why they are important. I can make inferences on the basis of what is being said and done</p>	<p>I can make inferences on the basis of what is being said and done I can answer and ask questions about what is read</p>	<p>I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify my inferences with evidence</p>	<p>I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify my inferences with evidence</p>	<p>draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence</p>	<p>draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Prediction</p>	<ul style="list-style-type: none"> • Anticipate (where appropriate) key events in stories. 	<p>Predict whether a book will be story or nonfiction based upon the cover and title Predict what might happen based on what has been read so far</p>	<p>Make predictions prior to reading based upon the title, cover and skim reading of illustrations Make predictions based upon events in the text so far Make predictions using experience of reading books based on other familiar texts</p>	<p>Make predictions prior to reading based upon the title, cover and skim reading of illustrations, contents page and headings Make predictions based upon events and actions of characters so far in a story Make predictions drawing upon knowledge from other texts Make predictions based upon background knowledge of the topic</p>	<p>Make predictions prior to reading about the likely type of characters or events in a story based upon the front cover, title, knowledge of the author and different genres of writing Make plausible predictions based upon events and actions of characters so far in a story – identifying evidence in the text Make predictions drawing upon knowledge from other texts</p>	<p>Make predictions about characters based upon reading so far – identifying a range of evidence within and beyond the text to support opinion Categorise predictions as likely/unlikely based upon what has been read so far</p>	<p>Make predictions about characters, plots and themes of stories based upon knowledge of fiction genres and other books by the same author Make predictions using evidence stated and implied</p>

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<p>Authorial Intent</p>	<ul style="list-style-type: none"> • 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. 			<p>I can discuss words and phrases that capture the reader’s interest and imagination.</p>	<p>I can discuss words and phrases that capture the reader’s interest and imagination. I can identify how language, structure, and presentation contribute to meaning</p>	<p>I can identify how language, structure and presentation contribute to the meaning of a text.</p>	<p>I can identify how language, structure and presentation contribute to the meaning of a text. I can evaluate how the authors choice of language impacts on the reader. (Why it has been written)</p>
<p>Non-Fiction</p>	<ul style="list-style-type: none"> • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. 		<p>I am being introduced to non-fiction books that are structured in different ways</p>	<p>I can retrieve and record information from non-fiction</p>		<p>I can distinguish between statements of fact and opinion I can retrieve, record and present information from non-fiction</p>	
<p>Discussing Reading</p>	<ul style="list-style-type: none"> • 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 vocabulary from stories, non-fiction, rhymes and poems when appropriate. 	<p>I can discuss different books that are read to me. I can explain what I think these texts are about.</p>	<p>I can discuss different that I read and that are read to me and respond to different points of view. I can explain what I think these texts are about.</p>	<p>I can discuss books that I read and that are read to me and respond to different points of view.</p>	<p>I can discuss books that I read and respond to different points of view.</p>	<p>I can recommend books that I have read through presentations, discussions and book reviews giving reasons for my choices I can discuss and explain books I have read through presentations and debates. I can justify my views on what I have read.</p>	<p>I can recommend books that I have read through presentations, discussions and book reviews giving reasons for my choices I can discuss and explain books I have read through presentations and debates. I can justify my views on what I have read.</p>

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<p>Vocabulary</p>	<p>Digraph, trigraph, sound, phonics, blending, segmenting</p>	<p>letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark</p>	<p>noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p>	<p>preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')</p>	<p>determiner pronoun, possessive pronoun adverbial</p>	<p>modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity</p>	<p>subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points</p>
<p>Skills for life</p>	<p>Readiness – children build a good foundation for reading and are ready to progress with their learning</p> <p>Resourcefulness – children begin to apply their knowledge of phonic sounds when reading</p>	<p>Readiness – children have the phonic knowledge required to progress with the curriculum</p> <p>Resilience – children are able to make mistakes when reading and learn from them</p> <p>Resourcefulness – children begin to apply their knowledge of phonic sounds when reading</p>	<p>Readiness – children have the phonic knowledge required to progress with the curriculum</p> <p>Resilience – children are able to make mistakes when reading new vocabulary and learn from them</p> <p>Responsibility – children being to take responsibility for their reading</p>	<p>Resourcefulness – children can use the skills learnt previously and apply them when reading</p> <p>Resilience – children are able to make mistakes when reading new vocabulary and learn from them</p> <p>Responsibility – children take responsibility for their own reading</p> <p>Reflectiveness – children reflect on their reading and link this across the curriculum</p>	<p>Resilience – children are able to make mistakes when reading and comprehending reading and learn from them</p> <p>Responsibility – children continue take responsibility for their own reading</p> <p>Resourcefulness – children can use the skills learnt previously and apply them when reading</p> <p>Reflectiveness – children reflect on their reading and link this across the curriculum</p>	<p>Resilience – children are able to make mistakes when reading and comprehending reading and learn from them</p> <p>Responsibility – children continue take responsibility for their own reading</p> <p>Resourcefulness – children can use the skills learnt previously and apply them when reading</p> <p>Reflectiveness – children reflect on their reading and link this across the curriculum</p>	<p>Resilience – children are able to make mistakes when reading and comprehending reading and learn from them</p> <p>Responsibility – children continue take responsibility for their own reading</p> <p>Resourcefulness – children can use the skills learnt previously and apply them when reading</p> <p>Reflectiveness – children reflect on their reading and link this across the curriculum</p>

Vocabulary – the earlier the vocabulary for reading is introduced, the more familiar the children will be with it which will hopefully mean a better understanding.

Eg. Inference – ensure children understand what it is and use vocabulary they understand but also include the word inference especially during reading to help them understand.