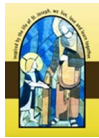


Reading Progression Map - Key Stage One

Word Reading



	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
EYFS <i>Letters inside // represent the sound</i>	Phase 2 Graphemes s a t p I n m d g o c k c k e u r h b f l Tricky Words is I the	Phase 2 Graphemes ff ll ss j v w x y z zz qu ch sh th ng nk Words with –s /s/ added at the end Words ending in s /z/ (his) and with –s /z/ added at the end (bags) Tricky Words put pull full as and has his her go no to into she push he of we me be	Phase 3 Graphemes ai ee igh oa oo oo ar or ur ow oi ear air er Words with double letters Longer words Tricky Words was you they my by all are sure pure	Review Phase 3 Words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words Words with s /z/ in the middle Words with –s /s/ /z/ at the end Words with –es /z/ at the end Tricky Words (review) is I the put pull full as and has his her go no to into she push he of we me be was you they my by all are sure pure	Phase 4 Short vowels with adjacent consonants CVCC CCVC CCVCC CCCVC CCCVCC Longer words and compound words Words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est Tricky Words said so have like some come love do were here little says there when what one out today	Phase 4 Graphemes Phase 3 long vowel graphemes with adjacent consonants CVCC CCVC CCCVC CCV CCVCC Words ending in suffixes –ing, -ed /t/, -ed /id/ /ed/, -ed /d/, -er, -est Longer words Tricky Words Review all Tricky Words taught so far
Year 1 <i>Letters inside // represent the sound</i>	Phase 5 Graphemes /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each Tricky Words (review) the put pull full push to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today	Phase 5 Graphemes /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw Tricky Words their people oh your Mr Mrs Ms ask could would should our house mouse water want	Phase 5 Graphemes /ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup Tricky Words any many again who whole where two school call different thought through friend work	Phase 5 Graphemes /ur/ or word /oo/ u oul awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor Tricky Words once laugh because eye	Phonics Screening Check Review No new GPCs or Tricky Words	Phase 5 Graphemes /ai/ igh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more Tricky Words busy beautiful pretty hour move improve parents shoes



Reading Progression Map - Key Stage One

Word Reading and Reading Comprehension (VIPERS)

	Word Reading	Vocabulary	Inference	Prediction	Explanation	Retrieval	Sequence
Year 1	- apply phonic knowledge to decode words read aloud phonically-decodable texts - re-read books to build fluency and confidence - read simple sentences and understand the meaning - speedily read all 40+ letters /groups for 40+ phonemes including alternative sounds for graphemes - read Year 1 common exception words noting unusual correspondences between spelling and sound (identifying where they appear) - read polysyllabic words containing taught GPCs - read common suffixes (-s, -es, -ing, -ed, -er and -est) - read contractions and understand that the apostrophe represents the omitted letter(s) - read accurately by blending taught GPCs - develop some fluency and expression, pausing at full stops	- discussing word meanings, linking new meanings to those already known - draw upon knowledge of vocabulary in order to understand the text - join in with predictable phrases - use vocabulary given by the teacher - discuss his/her favourite words and phrases	- children make basic inferences about characters' feelings by using what they say as evidence - infer basic points with direct reference to the pictures and words in the text - discuss the significance of the title and events - demonstrate simple inference from the text based on what is said and done	- predicting what might happen on the basis of what has been read so far in terms of story, character and plot - make simple predictions based on the story and on their own life experience - begin to explain these ideas verbally or through pictures	- give my opinion including likes and dislikes link what they read or hear to their own experiences - explain clearly my understanding of what has been read to them - express views about events or characters	- answer a question about what has just happened in a story - develop their knowledge of retrieval through images recognise characters, events, titles and information - recognise differences between fiction and non-fiction texts - retrieve information by finding a few key words - contribute ideas and thoughts in discussion	- retell familiar stories orally e.g fairy stories and traditional tales - sequence the events of a story they are familiar with - begin to discuss how events are linked
Year 2	- apply phonic decoding until automatic and reading is fluent - read common suffixes (-ed, -ing,-er, -est, -y, -er, -ment, -ful, -ness, -less, -ly - re-read books to build up fluency and confidence in word reading - note punctuation to read with appropriate expression - read accurately by blending, including alternative sounds for graphemes - read Year 2 common exception words, noting unusual correspondences - read aloud books matched to phonic knowledge by sounding out unfamiliar words automatically - read polysyllabic words containing above graphemes - read most words quickly & accurately without overt sounding and blending	- discussing and clarifying the meanings of words; link new meanings to known vocabulary - discussing their favourite words and phrase - recognise some recurring language in stories and poems	- make inferences about characters' feelings using what they say and do - infer basic points and begin, with support, to pick up on subtler references - answering and asking questions and modifying answers as the story progresses - use pictures or words to make inferences	- predicting what might happen on the basis of what has been read in terms of plot, character and language so far - make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them	- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves - express my own views about a book or poem - discuss some similarities between books - listen to the opinion of others	- independently read and answer simple questions about what they have just read - asking and answering retrieval questions - draw on previously taught knowledge - remember significant event and key information about the text that they have read - monitor their reading, checking words that they have decoded, to ensure that they fit within the text they have already read	- discuss the sequence of events in books and how items of information are related - retell using a wider variety of story language - order events from the text - begin to discuss how events are linked focusing on the main content of the story



Reading Progression Map - Lower Key Stage Two

Word Reading and Reading Comprehension (VIPERS)

	Word Reading	Vocabulary	Inference	Prediction	Explanation	Retrieval	Summarise
Year 3	- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), 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	- use dictionaries to check the meaning of words that they have read - discuss words that capture the readers interest or imagination - identify how language choices help build meaning - find the meaning of new words using substitution within a sentence.	- children can infer characters' feelings, thoughts and motives from their stated actions - justify inferences by referencing a specific point in the text. - ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives - make inferences about actions or events	- justify predictions using evidence from the text. - use relevant prior knowledge to make predictions and justify them - use details from the text to form further predictions.	- discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books - identifying how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts - recognise authorial choices and the purpose of these	- use contents page and subheadings to locate information - learn the skill of 'skim and scan' to retrieve details - begin to use quotations from the text. - retrieve and record information from a fiction text - retrieve information from a non-fiction text	- identifying main ideas drawn from a key paragraph or page and summarising these - begin to distinguish between the important and less important information in a text - give a brief verbal summary of a story - teachers begin to model how to record summary writing - identify themes from a wide range of books - make simple notes from one source of writing
Year 4	- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), 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	- using dictionaries to check the meaning of words that they have read - use a thesaurus to find synonyms - discuss why words have been chosen and the effect these have on the reader - explain how words can capture the interest of the reader - discuss new and unusual vocabulary and clarify the meaning of these - find the meaning of new words using the context of the sentence.	- ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because questions) - infer characters' feelings, thoughts and motives from their stated actions - consolidate the skill of justifying them using a specific reference point in the text - use more than one piece of evidence to justify their answer	- justify predictions using evidence from the text - use relevant prior knowledge as well as details from the text to form predictions and to justify them - monitor these predictions and compare them with the text as they read on	- discussing words and phrases that capture the reader's interest and imagination - identifying how language, structure, and presentation contribute to meaning - recognise authorial choices and the purpose of these	- confidently skim and scan texts to record details - using relevant quotes to support their answers to questions - retrieve and record information from a fiction or non-fiction text.	- use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information - identifying main ideas drawn from more than one paragraph - identify themes from a wide range of books - summarise whole paragraphs, chapters or texts - highlight key information and record it in bullet points, diagrams, maps etc



Reading Progression Map - Upper Key Stage Two

Word Reading and Reading Comprehension (VIPERS)

	Word Reading	Vocabulary	Inference	Prediction	Explanation	Retrieval	Summarise
Year 5	<i>- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</i>	<i>- explore the meaning of words in context, confidently using a dictionary</i> <i>- discuss how the author's choice of language impacts the reader</i> <i>- evaluate the authors use of language</i> <i>- investigate alternative word choices that could be made</i> <i>- begin to look at the use of figurative language</i> <i>- use a thesaurus to find synonyms for a larger variety of words</i> <i>- re-write passages using alternative word choices</i> <i>- read around the word and explore its meaning in the broader context of a section or paragraph</i>	<i>- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</i> <i>- make inferences about actions, feelings, events or states</i> <i>- use figurative language to infer meaning</i> <i>- give one or two pieces of evidence to support the point they are making</i> <i>- begin to draw evidence from more than one place across a text.</i>	<i>- predicting what might happen from details stated and implied</i> <i>- support predictions with relevant evidence from the text</i> <i>- confirm and modify predictions as they read on</i>	<i>- provide increasingly reasoned justification for my views</i> <i>- recommend books for peers in detail</i> <i>- give reasons for authorial choices</i> <i>- begin to challenge points of view</i> <i>- begin to distinguish between fact and opinion</i> <i>- identifying how language, structure and presentation contribute to meaning</i> <i>- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</i> <i>- explain and discuss their understanding of what they have read, including through formal presentations and debates.</i>	<i>- confidently skim and scan, and also use the skill of reading before and after to retrieve information</i> <i>- use evidence from across larger sections of text</i> <i>- read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts</i> <i>- retrieve, record and present information from non-fiction texts</i> <i>- ask my own questions and follow a line of enquiry.</i>	<i>- summarising the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas</i> <i>- make connections between information across the text and include this is an answer</i> <i>- discuss the themes or conventions from a chapter or text</i> <i>- identify themes across a wide range of writing</i>
Year 6	<i>- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</i>	<i>- evaluate how the authors' use of language impacts upon the reader</i> <i>- find examples of figurative language and how this impacts the reader and contributes to meaning or mood</i> <i>- discuss how presentation and structure contribute to meaning</i> <i>- explore the meaning of words in context by 'reading around the word' and independently explore its meaning in the broader context of a section or paragraph.</i>	<i>- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</i> <i>- discuss how characters change and develop through texts by drawing inferences based on indirect clues</i> <i>- make inferences about events, feelings, states backing these up with evidence</i> <i>- infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made. They can draw evidence from different places across the text</i>	<i>- predicting what might happen from details stated and implied</i> <i>- support predictions by using relevant evidence from the text</i> <i>- confirm and modify predictions in light of new information.</i>	<i>- provide increasingly reasoned justification for my views</i> <i>- recommend books for peers in detail</i> <i>- give reasons for authorial choices</i> <i>- begin to challenge points of view</i> <i>- begin to distinguish between fact and opinion</i> <i>- identifying how language, structure and presentation contribute to meaning</i> <i>- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</i> <i>- explain and discuss their understanding of what they have read, including through formal presentations and debates</i> <i>- distinguish between fact, opinion and bias explaining how they know this.</i>	<i>- children confidently skim and scan, and also use the skill of reading before and after to retrieve information</i> <i>- read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts</i> <i>- retrieve, record and present information from a wide variety of non-fiction texts.</i> <i>- ask my own questions and follow a line of enquiry.</i>	<i>- summarise information from across a text and link information by analysing and evaluating ideas between sections of the text</i> <i>- summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</i> <i>- make comparisons across different books</i> <i>- summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs.</i>