

**Reading Progression Map (EYFS – Year 6)**

	<b>EYFS</b> 3-4 year olds Reception Early Learning Goal	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Phonics Phase</b>	Phase 2 & 3 (Introduced to Phase 4)	Phase 4 & 5 Phonics Check	Phase 5 & 6 if needed. Phonics Check (repeat)	Phonics 5 & 6 if needed. <i>Phonics Check</i>			
<b>Phonically Decodable Reading Books</b>	Bug Club (Lilac, Pink, Red)	Bug Club (Yellow, Blue, Green)	Bug Club (Orange, Turquoise, Purple, Gold, White, Lime)	KS2 Library Brown	KS2 Library Grey	KS2 Library Black	KS2 Library Purple
<b>Reading Age</b>	3+ 4+ 5+	5+ 6+	6+ 7+	7+ 8+	8+ 9+	9+ 10+	10+ 11+
<b>Class Read Aloud Books (Teacher)</b>	Pie Corbett Reading Spine Nursery and Reception; Julia Donaldson; Jill Tomlinson; Kes Gray.	Pie Corbett Reading Spine Y1; Literacy Shed; stories/poetry linked to themes & topics; Alf Proysen; Steve Lenton; Roald Dahl; Tracey Corderoy; Nicola Davies.	Pie Corbett Reading Spine Y2; Literacy Shed; Michael Bond; Jeff Brown; Roald Dahl; Kenneth Grahame; Andy Shepherd; stories/poetry linked to themes & topics.	Pie Corbett Reading Spine Y3; Roald Dahl; Joe Todd-Stanton; Paul Jennings; Alastair Humphreys; Literacy Shed; stories/poetry linked to other subjects e.g. History.	Pie Corbett Reading Spine Y4; Roald Dahl; Literacy Shed; Michael Morpurgo; stories/poetry linked to other subjects e.g. History.	Pie Corbett Reading Spine Y5; Shropshire Bookfest novels; Literacy Shed; stories/poetry linked to other subjects e.g. History.	Pie Corbett Reading Spine Y6; Shropshire Bookfest novels; Literacy Shed; stories/poetry linked to other subjects e.g. History.
<b>Decoding</b>	<p>Begin to apply phonic knowledge and skills to decode simple words.</p> <p>Read carefully, using known graphemes.</p> <p>Developing fluency and confidence.</p> <p><b>Develop their phonological awareness, so that they can spot and suggest rhymes.</b></p> <p><b>Count or clap syllables in words.</b></p> <p><b>Recognise words with the same initial sound, such as money and mother.</b></p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and,</p>	<p>Apply phonic knowledge and skills to decode words.</p> <p>Blend accurately and speedily using known graphemes.</p> <p>Re-read with fluency and confidence.</p> <p>Read accurately.</p> <p>Recognise when a word does not make sense.</p> <p>Read common exception words accurately.</p>	<p>Read aloud books matched to their improving phonic knowledge and use other strategies:</p> <ul style="list-style-type: none"> <li>- sounding out unfamiliar words – reading them accurately, automatically and without undue hesitation.</li> <li>- begin to self-correct.</li> </ul> <p>Read accurately most words of 2 or more syllables without blending out loud.</p> <p>Read most words containing common suffixes.</p> <p>Read most common exception words.</p> <p>Re-read with fluency and confidence, taking account of punctuation.</p>	<p>Decode most new words outside of spoken vocabulary.</p> <p>Read longer words with support.</p> <p>Use the context of a sentence to read unfamiliar words.</p> <p>Self-correct consistently.</p> <p>Read simple chapter books independently and silently.</p>	<p>Decode most new words outside of spoken vocabulary.</p> <p>Read longer words with support.</p> <p>Use the context of a sentence to read unfamiliar words with greater accuracy.</p> <p>Self-correct consistently and accurately.</p> <p>Read chapter books independently and silently.</p>	<p>Use a range of reading strategies to work out some unfamiliar words.</p> <p>Read aloud and to perform, showing understanding through intonation, tone and volume so that meaning is clear to an audience.</p>	<p>Use a range of reading strategies to work out any unfamiliar word.</p> <p>Read aloud and perform with confidence, showing understanding through intonation, tone and volume so that meaning is clear to an audience.</p>

where necessary, a few exception words.  
Read a few common exception words matched to the school's phonic programme.

Say a sound for each letter in the alphabet and at least 10 digraphs.

Read words consistent with their phonic knowledge by sound blending.

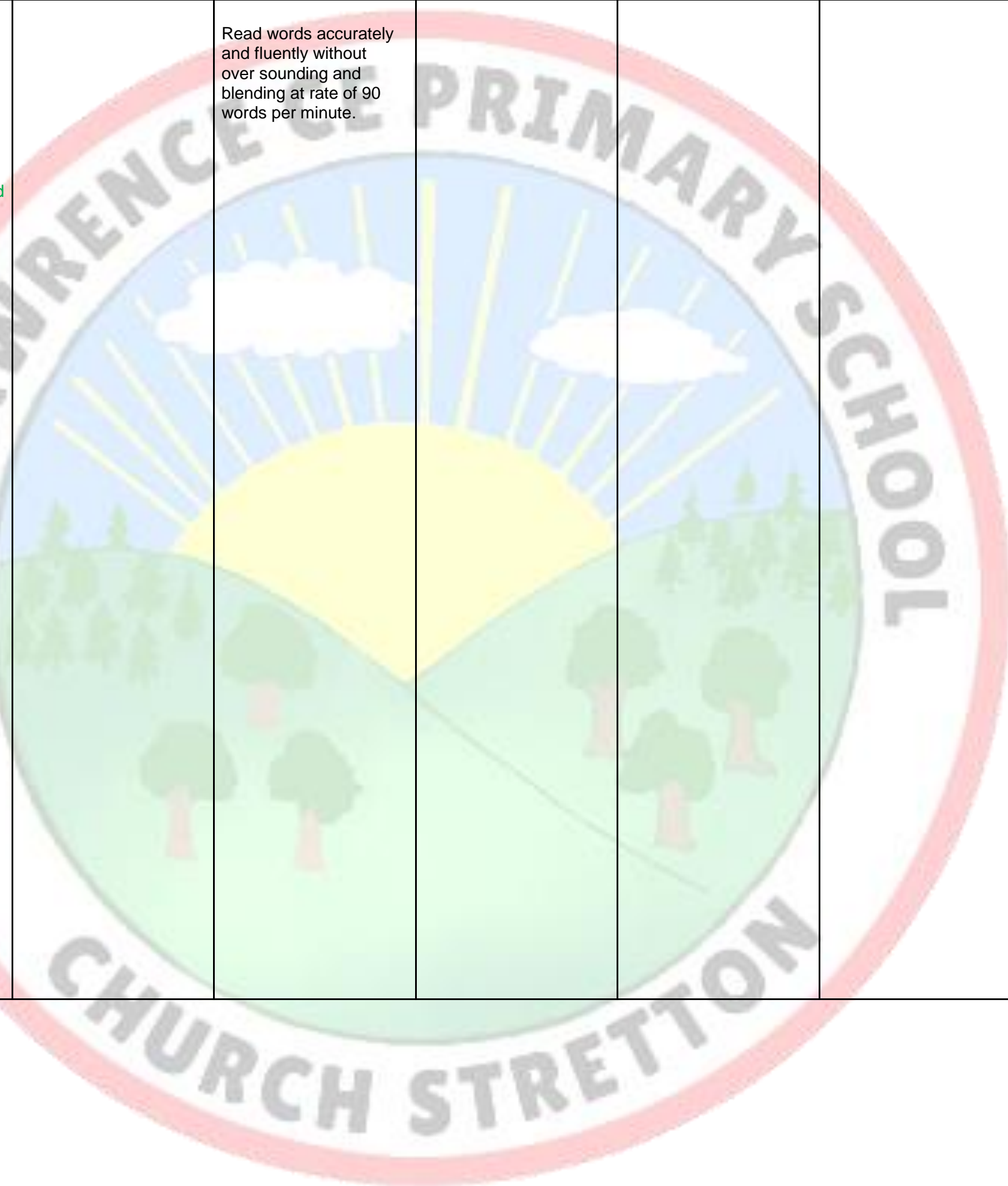
Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

To read some common irregular words  
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.

Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Read words accurately and fluently without over sounding and blending at rate of 90 words per minute.



<p><b>Reading for Pleasure</b></p>	<p>Listen to a range of stories, including picture books, individually, in small groups and as a class.</p> <p>Daily ERIC ('Everyone Reading In Class') with poetry books being read one day per week and own books chosen on other days.</p>	<p>Participate actively in listening and sharing a wide range of books.</p> <p>Choose to read.</p> <p>Daily ERIC ('Everyone Reading In Class') with poetry books being read one day per week and own books chosen on other days.</p>	<p>Read independently, demonstrating increasing stamina.</p> <p>Show developing preferences through book choice.</p> <p>Begin to read silently with understanding.</p> <p>Daily ERIC ('Everyone Reading In Class') with poetry books being read one day per week and own books chosen on other days.</p>	<p>Read for a range of purposes, independently.</p> <p>Choose appropriate texts with support.</p> <p>Demonstrate engagement with reading:</p> <ul style="list-style-type: none"> <li>- reading for sustained periods of time.</li> <li>- complete books</li> <li>- engaging actively in book discussion</li> <li>- respond to reading in written form.</li> </ul> <p>Daily ERIC ('Everyone Reading In Class') with poetry books being read one day per week and own books chosen on other days.</p>	<p>Read for a range of purposes, independently.</p> <p>Choose appropriate texts (with support).</p> <p>Demonstrate engagement with reading:</p> <ul style="list-style-type: none"> <li>- reading for increased sustained periods of time</li> <li>- complete books</li> <li>- engaging actively in book discussion</li> <li>- respond to reading in a written form.</li> </ul> <p>Daily ERIC ('Everyone Reading In Class') with poetry books being read one day per week and own books chosen on other days.</p>	<p>Read a broader range of texts including those from literary heritage.</p> <p>Recommend books they have read to their peers.</p> <p>Demonstrate continuing engagement with reading:</p> <ul style="list-style-type: none"> <li>- reading for sustained periods of time</li> <li>- complete a wider range of more challenging and lengthier books</li> <li>- engage actively in book discussions with and without adult support</li> <li>- respond to reading in a written form, beginning to develop a critical stance.</li> </ul> <p>Daily ERIC ('Everyone Reading In Class') with poetry books being read one day per week and own books chosen on other days.</p>	<p>Read a broader range of texts including those from literary heritage and more challenging texts.</p> <p>Recommend books they have read to their peers, giving reasons for their choices.</p> <p>Demonstrate continuing engagement with reading:</p> <ul style="list-style-type: none"> <li>- reading for increased sustained periods of time</li> <li>- complete a wider range of more challenging and lengthier books</li> <li>- engage actively in book discussions without adult support</li> <li>- respond to reading in a written form, with a critical stance.</li> </ul> <p>Daily ERIC ('Everyone Reading In Class') with poetry books being read one day per week and own books chosen on other days.</p>
<p><b>Prediction</b></p>	<p>Make simple predictions using the information listened to and the pictures on the page.</p>	<p>With support can link own experiences to what they read.</p> <p>Make predictions about reading: - from a title and front cover of a book.</p> <ul style="list-style-type: none"> <li>- on the basis of what has been read so far.</li> </ul>	<p>Predict what might happen on the basis of what has been read so far.</p>	<p>Predict what might happen from details stated and implied based on: - content - simple themes/ text types. Justify predictions with evidence.</p>	<p>Predict what might happen from details stated and implied based on: - content - simple themes/ text types</p> <p>Justify predictions with different pieces of evidence.</p>	<p>Predict what might happen from details stated and implied based on: - themes - conventions - knowledge about the author - genres</p>	<p>Predict what might happen from details stated and implied based on: - themes - conventions - knowledge about the author - genres - experiences</p>

<b>Clarifying</b>	Discuss new words/vocabulary.	Discuss word meanings, making links to known vocabulary.	Discuss and clarify the meaning of words to understand texts further.  Check what is being read makes sense to them.	Use dictionaries to check the meanings of words they have read.	Use dictionaries to clarify the meanings of words they have read and begin to explore synonyms.	Give the meaning of words in context.  Explain and explore the meaning of words in context with synonyms.  Distinguish between fact and opinion.  Clarify concepts and ideas at sentence, paragraph and whole text level.	Give the meaning of words in context.  Explain and explore the meaning of words in context with synonyms and antonyms  Distinguish between fact and opinion using evidence.  Clarify concepts and ideas at sentence, paragraph and whole text level.
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<b>Questioning</b>	Ask simple questions about the texts that are read to them.  Answer simple questions about the information presented to them.	Raise simple questions about texts they read and that are read to them.  Answer simple, information retrieval questions about texts.	Ask and answer questions and make some inferences on the basis of what is being said and done in a text.	Ask and answer questions to improve understanding of a text.	Ask and answer multiple questions to improve understanding of a text with greater confidence.	Ask and answer questions to improve understanding of themes and authorial intent.	Ask and answer multiple questions to improve understanding of themes and authorial intent with greater confidence.
<b>Summarising</b>	Link events to pictures.	Link title to key events in a text.	Identify and explain the sequence of events in texts.	Identify main ideas drawn from more than one paragraph and summarise these.	Identify main ideas drawn from more than one paragraph and summarise these in a variety of forms.	Identify and summarise main ideas from across a text.  Identify key details that support main ideas.  Retrieve and record key information from non-fiction.	Identify and summarise main ideas from across a text.  Identify key details that support and justify main ideas.  Retrieve and record key information from non-fiction.
<b>Language for Effect</b>	Join in when asked with predictable phrases.	Recognise and join in with predictable phrases.	Identify simple literary language in stories and poetry.  Discuss favourite words and phrases and their impact on the meaning.	Identify language, structural and presentational features of texts and discuss how they contribute to the meaning.  Discuss words and phrases that engage the reader.  Give extended explanations of the impact of language choices on meaning.	Identify language, structural and presentational features of texts and discuss how they contribute to the meaning.  Discuss words and phrases that engage the reader and suggest alternatives.  Give extended explanations of the impact of language choices on meaning.	Discuss how the structural and presentational choices impact on meaning, theme and purpose.  Discuss and evaluate texts, commenting on writers' use of words, phrases and language features.	Discuss how the structural and presentational choices impact on meaning, theme and purpose.  Discuss and evaluate texts, commenting on writers' use of words, phrases and language features, including figurative language.

<p><b>Themes and Conventions</b></p>	<p>Retell a story with pictures.</p>	<p>Retell familiar stories and rhymes and talk about their key features.</p>	<p>Identify key aspects of texts, e.g. Fiction: characters, setting, plot Non-fiction: titles/headings, contents, index, glossary.</p> <p>With support, justify personal response to texts.</p> <p>Make links between the book they are reading and the other book they have read.</p>	<p>Begin to make connections between texts.</p> <p>Begin to identify simple common themes in texts e.g. good vs evil, use of magical devices.</p> <p>Begin to identify conventions of different types of writing.</p> <p>Comment on the use of conventions in different types of writing.</p>	<p>Make connections between texts.</p> <p>Identify simple common themes in texts e.g. good vs evil, use of magical devices.</p> <p>Identify conventions of different types of writing.</p> <p>Comment on the use of conventions in different types of writing.</p>	<p>Identify the themes and conventions of texts.</p> <p>Discuss/comment on themes and conventions in different genres and forms.</p> <p>Make comparisons and contrasts across two texts.</p> <p>Discuss viewpoints (both of the author and fictional characters) within a text and across more than one text.</p> <p>Provide opinions about a book.</p>	<p>Identify the themes and conventions of a range of texts.</p> <p>Discuss/comment on themes and conventions in different genres and forms.</p> <p>Make comparisons and contrasts within and across different texts.</p> <p>Discuss viewpoints (both of the author and fictional characters) within a text and across more than one text.</p> <p>Provide reasoned justifications for opinions about a book.</p>
<p><b>Inference</b></p>	<p>In texts read to them, make inferences on the basis of what is seen in the pictures or what a character has done e.g. how a character feels, etc.</p>	<p>In texts read to them and simple texts read themselves, make inferences on the basis of what is being said and done e.g. How a character feels, why a character does something, etc.</p>	<p>Make inferences from texts they have read themselves on the basis of what has been said or done, and cause or effect, drawing on what they already know or on background information or vocabulary (provided by the teacher).</p>	<p>Draw inferences such as characters' feelings, thoughts and motives from their actions, and justify with evidence from the text or life experience.</p>	<p>Draw inferences such as characters' feelings, thoughts and motives from their actions, and justify with evidence from the text, prior knowledge, vocabulary understanding or life experience.</p>	<p>Make inferences drawn from across and between texts and justify with evidence.</p>	<p>Make inferences drawn from across and between texts and justify with a range of evidence in different contexts.</p>