

## Reading Progression Map: Cranford Park Academy

EYFS	
Literacy- Word Reading	Reading- Comprehension
<p><b>Early Learning Goals:</b></p> <ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>• Read words consistent with their phonic knowledge by sound-blending.</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>	<p><b>Early Learning Goals:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Anticipate (where appropriate) key events in stories.</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> <li>• 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.</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> <li>• Invent, adapt and recount narratives and stories with their peers and their teacher.</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</li> </ul>

Year 1	
Word Reading	
<ul style="list-style-type: none"> <li>• Apply phonic knowledge and skills as a route to decode words</li> <li>• Blend sounds in unfamiliar words using GPCs that they have been taught</li> <li>• Respond speedily, giving the correct sound to graphemes (letters or groups of letters for all of the 40+ phonemes, including, where applicable, alternative sounds for graphemes)</li> <li>• Read words containing taught GPCs</li> <li>• Read words containing -s, -es, -ing, -ed and -est endings</li> <li>• Read words with contractions (e.g. I'm, I'll and we'll) and understand that the apostrophe represents the omitted letter(s)</li> <li>• Read Y1 common exception words noting unusual correspondences between spelling and sound and where these occur in words</li> <li>• Accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words</li> <li>• Reread texts to build up fluency and confidence in word reading</li> </ul>	
Comprehension	
<ul style="list-style-type: none"> <li>• Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>• Read accurately by blending the sounds in words that contain the graphemes taught to far, especially recognising alternative sounds for graphemes</li> </ul>	

- Read most words containing common suffixes
- Read most Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- Read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation
- Reread these books to build up fluency and confidence in word reading

## Year 2

### Word Reading

- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- Read accurately by blending the sounds in words that contain the graphemes taught to far, especially recognising alternative sounds for graphemes
- Read accurately read most words of two or more syllables that contain the same graphemes as above
- Read most words containing common suffixes
- Read most Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- Read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation
- Reread these books to build up fluency and confidence in word reading

### Comprehension

- 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
- Become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales
- Discuss the sequence of events in books and how items of information are related
- Recognise simple recurring literary language in stories and poetry
- Ask and answer questions about a text
- Make links between the text they are reading and other texts they have read (in texts that they can read independently)
- Discuss and clarify the meanings of words, linking new meanings to known vocabulary
- Discuss their favourite words and phrases
- Make inferences on the basis of what is being said and done
- Predict what might happen on the basis of what has been read so far in a text
- Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear
- Recognise that non-fiction books are often structured in different ways

## Year 3

### Word Reading

- Use their phonic to decode quickly and accurately (may still need support to read longer unknown words)
- Apply their growing knowledge of root words and prefixes, including in-, -in-, -il-, -ir-, -dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud
- Apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian to begin to read aloud
- Begin to read Y3/Y4 exception words

### Comprehension

- Use appropriate terminology when discussing texts (plot, character, setting)
- Check that the text makes sense to them, discussing their understanding and explaining of words in context
- Discuss authors' choice of words and phrases for effect
- Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives
- Justify predictions using evidence from the text
- Prepare and perform poems and play scripts that show some awareness of the audience when reading aloud
- Begin to use appropriate intonation and volume when reading aloud
- Retrieve and record information from non-fiction

#### Year 4

##### Word Reading

- Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill
- Apply their knowledge of root words, prefixes and suffixes/word endings to read fluently
- Read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and where these occur in the word

##### Comprehension

- Discuss and compare texts from a wide variety of genres and writers
- Read for a range of purposes
- Identify themes and conventions in a wide range of books
- 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)
- Identify how language, structure and presentation contribute to meaning
- Identify main ideas drawn from more than one paragraph and summarise these
- Discuss vocabulary used to capture readers' interest and imagination
- Recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry)
- Prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud
- Use all the organisational devices available within a non-fiction text to retrieve, record and discuss information
- Use dictionaries to check the meaning of words that they have read

#### Year 5

##### Word Reading

- Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues
- 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
- Read most Y5/Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word

##### Comprehension

- Read a wide range of genres, identifying the characteristics of text types (such as the use of first person in writing diaries and autobiographies) and differences between text types
- Participate in discussions about the books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- Identify main ideas drawn from more than one paragraph and to summarise these

- Discuss vocabulary used by the author to create effect including figurative language
- Evaluate the use of authors' language and explain how it has created an impact on the reader
- Draw inferences from characters' feelings, thoughts and motives
- Make predictions based on details stated and implied, justifying them in detail with evidence from the text
- Continually show an awareness of audience when reading out loud using intonation, tone, volume and action
- Use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts

## Year 6

### Word Reading

- 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

### Comprehension

- 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
- Recognise more complex themes in what they read (such as loss or heroism)
- 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
- Listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions
- Draw out key information and to summarise the main ideas in a text
- Distinguish independently between statements of fact and opinion, providing reasoned justifications for their views
- 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
- Confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect
- Retrieve, record and present information from non-fiction texts
- Use non-fiction materials for purposeful information retrieval (e.g. reading history, geography, 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)