Reading Progression Map

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding and Fluency Twinkl Phonics Spellings WCR lessons	*apply phonic knowledge to decode words *speedily read all 40+ letters/groups for 40+ phonemes *read accurately by blending taught GPC *read common exception words *read common suffixes (-s, -es, -ing, -ed, -er, -est, etc.) *read multisyllable words containing taught GPCs *read contractions and understand apostrophe represents the omitted letter *read aloud phonically-decodable texts *reread these texts to build fluency and confidence *checking that the text makes sense to them as they read and correcting inaccurate reading	*secure phonic decoding until reading is fluent *read accurately by blending, including alternative sounds for graphemes *read multisyllable words containing these graphemes *read words containing common suffixes *read exception words, noting unusual correspondances *read most words quickly & accurately without overt sounding and blending *read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately and automatically *checking that the text makes sense to them as they read and correcting inaccurate reading	*apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), 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	*apply their growing knowledge of root words, prefixes and suffixes, 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	*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	*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
Range of Reading Class text overview WCR lessons	*listening to and discussing a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently *being encouraged to link what they read or hear read to their own experiences	*listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently	*listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *reading books that are structured in different ways and reading for a range of purposes	*Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *reading books that are structured in different ways and reading for a range of purposes	*continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *reading books that are structured in different ways and reading for a range of purposes	*continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *reading books that are structured in different ways and reading for a range of purposes
Familiarity with Texts Class text overview WCR lessons	*becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics *recognising and joining in with predictable phrases	*becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales *recognising simple recurring literary language in stories and poetry *being introduced to non-fiction books that are structured in different ways	*increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally	*increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally	*increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions	*increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
Poetry & Performance Class text overview WCR lessons Celebratory days	*learning to appreciate rhymes and poems, and to recite some by heart	*continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	*preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action *recognising some different forms of poetry	* poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action *recognising some different forms of poetry	*learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	*learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

1a 2a	**Vocabulary** WCR lessons Daily English lessons	*discussing word meanings, linking new meanings to those already known *understand some familiar and less familiar words and phrases in a shared story	*discussing and clarifying the meanings of words, linking new meanings to known vocabulary *discussing their favourite words and phrases *find a word in a sentence or page that has the same meaning as a given word or phrase ***draw on knowledge of vocabulary to understand texts**	*using dictionaries to check the meaning of words that they have read *check that the text makes sense to them, discussing their understanding/explaining the meaning of words in context *use text before and after an unknown word to make a sensible guess	*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context *using dictionaries to check the meaning of words that they have read *use text before and after an unknown word to make a sensible guess	*using dictionaries independently to check the meaning of words that they have read *checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context *use text before and after an unknown word to make a sensible guess	*using dictionaries independently to check the meaning of words that they have read *checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context *give alternative words with a similar meaning ***give/explain the meaning of words in context**
1d 2d	**Inference** WCR lessons	*discussing the significance of the title and events *making inferences on the basis of what is being said and done by a character *drawing on what they already know or on background information and vocabulary provided by the teacher	*making inferences about a character's actions based on specific events *answering and asking questions *drawing on what they already know or on background information and vocabulary provided by the teacher * **make inferences from the text**	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence *asking questions to improve their understanding of a text	*drawing inferences based on evidence linked to a characters' feelings, thoughts and motives from their actions, from different points in the text *justifying inferences with evidence *asking questions to improve their understanding of a text	*drawing detailed inferences such as inferring characters' feelings, thoughts and motives from their actions * justifying inferences with more than one piece of evidence *asking questions to improve their understanding of a text	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions *justifying inferences with multiple, specific, pieces of evidence or implied detail *give opposing inferences, backing up both with evidence *asking questions to improve their understanding of a text ***make inference from the text *explain and justify inference using evidence from the text**
1e 2e	**Prediction** WCR lessons	*make a plausible prediction about what might happen on the basis of what has been read so far	*make a sensible prediction of what might happen next based on what is stated *justify the prediction, when prompted, based on what has already happened in the story	*predicting what might happen from details stated and implied *justify the prediction, when prompted, based on what has happened so far	*predicting what might happen from details stated and implied *use stated and clearly implied evidence to justify the prediction	*make a more detailed prediction, drawing on stated and implied details from the text to justify this	*predict what might happen from details based on the character or setting, giving justifications by identifying specific supporting evidence from the text ***predict what might happen from details stated and implied**
2g 2h 2f	**Explanation** WCR lessons	*with some prompting, recalls some interesting words/phrases from the book/story, stating their reason/s why.	*explain why a character thinks, feels or behaves in a specific way ***identifies specific words or phrases (e.g. alliteration) that they find interesting, explaining their opinions for their choice/s (1g is not an official domain)**	*discussing words and phrases that capture the reader's interest and imagination, explaining the effect *identifying and explaining how language, structure, and presentation contribute to meaning *identify, explain and compare themes and conventions in a wide range of books *begin to use familiar non-fiction features independently to navigate	*discussing words and phrases that capture the reader's interest and imagination, explaining the effect *identifying and explaining how language, structure, and presentation contribute to meaning *identifying, explain and compare themes and conventions in a wide range of books *identify basic features or organisation at sentence or text level * use	*identifying and compare how language, structure and presentation contribute to meaning across books and poetry *discuss and evaluate how authors use language, including figurative language, considering the impact on the reader *identify and discuss themes and conventions in and across a wide range of writing *discuss features	*evaluate a range of features relating to organisation at sentence or text level, explaining how they contribute to the effects achieved *explore in some detail about how structural choices support the writer's purpose or theme *discuss and evaluate how authors use common types of literary language or subject specific language,

				through a text *identify some basic features of organisation at sentence or text level *compare features of stories such as characters, settings, openings, endings	familiar non-fiction features independently to navigate through a text *identify, compare and contrast themes, settings and plots across a wide range of fiction and non-fiction	relating to organisation at sentence and text level *give explanation as to why the author might have chosen this structure, commenting on effectiveness * compare how a common theme is presented in a range of texts	considering the impact upon the reader *compare information, ideas, values and attitudes across texts *compare themes and topics in stories of the same genre *identify/explain how information/narrative content (language/structure/presentation) is related and contributes to the meaning as a whole *identify/explain how meaning is enhanced through choice of words/phrases *Make comparisons within and across texts
lb 2b	**Retrieve and Record** WCR lessons	*understand the events of a shared story *identify and link two significant events in a shared story	*retrieve and record information from fiction and non-fiction *understand simple cause and effect in texts, with a clearly stated link *identify/explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	*retrieve and record information from fiction and non-fiction *know information can be found in diagrams, photos, captions, labels and charts as well as in a main text	*use a range of strategies to retrieve information from fiction and non-fiction and choose a way to record this	*distinguish between statements of fact and opinion *retrieve, record and present information from fiction and nonfiction, identifying key ideas *select and sort information from a range of sources and record this	*distinguish between statements of fact and opinion *retrieve, record and present key information from fiction and nonfiction for a clear purpose *select information independently from more than one source and summarise *retrieve and record key information/key details from fiction and non-fiction
1c 2c	**Sequence and Summarise** WCR lessons	*recall familiar stories from a shared story in the correct order *retell the key points of a shared story	*discussing the sequence of events in books and how items of information are related *retell the key events from their own story in the correct sequence *identify and explain the sequence of events in texts	*explain the main idea of a recently read paragraph *identifying main ideas drawn from more than one paragraph and summarising these	*identifying main ideas and key events from a range of one paragraphs and summarising these	*summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas	*summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas *summarise main themes and ideas explored across a whole text, identifying key details to support this *summarise main ideas from more than one paragraph