



Meadow Primary School Progression Map



Subject: Reading

Intent

Our reading curriculum will insight a personal love of reading for all children. Children will become fluent and confident readers whilst engaging with a stimulating range of texts from a variety of genres in both fiction and non-fiction. Through this curriculum, children will develop and nurture the essential skills of word reading and comprehension.

	EYFS	Key Stage 1		Key Stage 2			
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Autumn Knowledge

	Single sounds- phase 2/ 3 Hearing Initial sounds Segmenting/Blending CVC words High Frequency words <u>Class Readers:</u> Squirrels Who Squabbled Funny bones Stick man Leaf Man The Busy Squirrel	Reinforce phase 3 Teach Phase 4/5 sounds during phonic sessions Accurately read the Year 1 common exception words. <u>Class Readers:</u> Can't you sleep little bear? Katie in London Paddington's London Treasury Ruby's Worry The Dark Solar System	Reinforce phase 4 and 5 sound in their reading during phonics sessions Accurately read the Year 2 common exception words. <u>Class Readers:</u> George's Marvellous Medicine The Adventures of Sinbad the Sailor	<u>Class Reader:</u> Butterfly Lion	<u>Class Reader:</u> Varjak Paw	<u>Class Reader:</u> Kaspar Prince of Cats	<u>Class Reader:</u> Cogheart
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	EYFS	Key Stage 1		Key Stage 2			
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spring Knowledge							
	<p>Digraph sounds. Phase 2/3/4</p> <p>Segmenting/Blending CVC, CVCC, CCVC, CVVC words.</p> <p>Looking for capital letters and full stops. High Frequency words</p> <p><u>Class Readers:</u> Mrs Armitage's Wheels Train Ride Freddie and the fairy Harry and the bucketful of dinosaurs Pirates love underpants Mr Men in space Supertato</p>	<p>Phase 4 and 5 sounds</p> <p>Mock phonic screening tests</p> <p>Alien words and how to read them</p> <p>Guided Reading</p> <p><u>Class Readers:</u> Cinnamon Wild Cats A Lion in the Meadow Mr Wolf's Pancakes The Emperor of Absurdia Not now Bernard</p>	<p>To know the different genres and their similarities and differences.</p> <p>To name a range of books from the same author.</p> <p>To talk about their favourite books and authors.</p> <p><u>Class Readers:</u> Hodgeheg Esio Trot</p>	<p><u>Class reader:</u> Charlotte's Web</p>	<p><u>Class Reader:</u> Journey to the River Sea</p>	<p><u>Class Reader:</u> Wonder</p>	<p><u>Class Reader:</u> Goodnight Mr Tom</p>

	EYFS	Key Stage 1		Key Stage 2			
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Summer Knowledge							
	<p>Double Sounds- phase 3/4/5</p> <p>Segmenting/Blending CVC, CVCC, CCVC, CVVC, CCVCC, CCVVC words.</p> <p>High Frequency words</p> <p><u>Class Readers:</u> Rosie's Walk Farmer Duck Snail and the Whale Rumble in the Jungle The Very Hungry Caterpillar Tiddler Three little wolves and the big bad pig The true story of the three little pigs Jack and the Beanstalk The Gingerbread Man</p>	<p>Reinforce Phase 4/5</p> <p>Phonic screening test</p> <p><u>Class Readers:</u> How to Wash a Woolly Mammoth First facts Dinosaurs Dogger Where the Wild Things Are Supertato in the Valley of Doom Grandpa's Secret Giant</p>	<p>To know what inference is and begin to understand characters' thoughts and feeling.</p> <p>Learn how to evaluate books that they like and dislike.</p> <p><u>Class Readers:</u> Paddington Bill's new Frock</p>	<p><u>Class Readers:</u> Stig of the Dump</p>	<p><u>Class Reader:</u> How to train your dragon</p>	<p><u>Class Reader:</u> Secret Garden</p>	<p><u>Summer 1</u> SATS questions from recent reading paper – 2018 paper</p> <p><u>Summer 2</u> <u>Class Reader:</u> Holes</p>

EYFS	Key Stage 1		Key Stage 2			
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Progression of Skills						
<p>To continue a rhyming string. To hear and say the initial sound in words. To segment the sounds in simple words and blend them together and know which letter represents some of them. To link sounds to letters, naming and sounding the letters of the alphabet. To ascribe meanings to marks that they see in different places. To begin to break the flow of speech into words. To begin to read words and simple sentences. To understand humour, e.g. nonsense rhymes, jokes. To enjoy an increasing range of books. To follow a story without pictures or props. To play cooperatively as part of a group to develop and act out a narrative. To know that information can be retrieved from books and computers. To use phonic knowledge to decode regular words and read them aloud accurately. To read some common irregular words. To read and understand simple sentences. To listen to stories, accurately anticipating key events and respond to what</p>	<p>Can segment sounds in words and blend together. Identify sounds in common exception words To read words containing -s, -es, -ing, -ed and -est endings. To read words with contractions, e.g. I'm, I'll and we'll. Read 2 or more syllable words Use pictures to help their understanding of the story Orally answering questions relating to texts <u>Predicting</u> Read to an adult developing fluency and flow Children to read independently Beginning to use expression Retell a story Predict and answer questions To check that a text makes sense to them as they read and to self-correct. To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.</p>	<p>Vocabulary <u>Decoding</u> Consolidate their phonics knowledge and apply it to new and unfamiliar texts. To read out loud and begin to explain the meaning of new words. To read year 1 and 2 common exception words. <u>Word meanings</u> Discuss and explicitly teach strategies for finding out the meaning of new and unfamiliar words. <u>Understanding</u> To be explicitly taught how to use the context of a text to understand the meaning of words. To begin to explain the meaning of words independently, making some references to the text they are reading. Inference To make simple inferences from any part of the text, referring to settings or characters. Prediction To understand what the skill of prediction means. To use knowledge of events in the text to</p>	<p>Vocabulary <u>Decoding</u> Apply their growing knowledge of root words, prefixes and suffixes taught in KS1 and Year 3, when reading aloud and explaining the meaning of new words. Read some further exception words, noting the unusual correspondences between spelling and sounds and where these occur in the word. <u>Word meanings</u> Explicitly teaching and providing assistance in using dictionaries to check meaning of words. <u>Understanding</u> To be explicitly taught and beginning to use meaning breakdown and background knowledge to explain meaning of words in a text. To explain the meaning of the words, making references to a section of text or paragraph. Inference To draw inference from across a paragraph referring to simple settings and characters. Prediction To use background knowledge and prediction reading strategies.</p>	<p>Vocabulary <u>Decoding</u> Apply their growing knowledge of root words, prefixes and suffixes taught in KS1 to LKS2, when reading aloud and explaining the meaning of new words Independently read further exception words, explaining the unusual correspondence between the spelling and sound and where these occur in the word. <u>Word meanings</u> Explicitly teaching and providing some assistance in using dictionaries to check meaning of words. <u>Understanding</u> To be explicitly taught and independently using meaning break down and background knowledge to explain meaning of words in a text. To explain the meaning of words, making reference to a specific paragraph. Inference To draw inferences from across a page of text referring to settings and characters using evidence from the text. Prediction To explain reading strategies (use background knowledge, ask questions and infer) To use events that has happened in the text and</p>	<p>Vocabulary <u>Decoding</u> Children can apply their understanding of new words making reference to known root words, prefixes and suffixes taught throughout KS1 to Year 5. They can apply their knowledge of morphology and etymology to explain unfamiliar words. <u>Word meanings</u> Apply their understanding of how to use a dictionary to become increasingly more independent in checking the meaning of words that they have read. <u>Understanding</u> To discuss their understanding of a text using the VIP words. To explain the meaning of words, making reference to a specific page in the text. Inference To use quotations from the text to explain characters' thoughts, feelings and motives from their actions and settings using evidence from a chapter. Prediction To use all reading strategies to help make their prediction. To infer and retrieve details stated and implied to make an accurate prediction</p>	<p>Vocabulary <u>Decoding</u> Children can apply their understanding of new words making reference to known root words, prefixes and suffixes taught throughout KS1 and KS2. They can apply their knowledge of morphology and etymology to explain unfamiliar words. <u>Word meanings</u> Independently using dictionaries to check to meaning of words that they have read. <u>Understanding</u> To discuss their understanding of the text in full, using all comprehension strategies. To explain the meaning of words, making reference to the longer, whole texts. To use their word knowledge to find synonyms for words in a whole text. Inference To concisely paraphrase evidence from the text to explain character's thoughts, feelings and motives from their actions and settings using evidence from across the whole text. Prediction To use all reading strategies to help make their prediction. To infer and retrieve details stated and implied to make an accurate prediction based on</p>

<p>they hear with relevant comments, questions or actions.</p> <p>To demonstrate understanding when talking with others about what they have read.</p> <p>To answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>To express themselves effectively, showing awareness of listeners' needs.</p>	<p>To link what they have read or have read to them to their own experiences.</p> <p>To retell familiar stories in increasing detail.</p> <p>To join in with discussions about a text, taking turns and listening to what others say.</p> <p>To discuss the significance of titles and events.</p> <p>To discuss word meaning and link new meanings to those already known.</p> <p>To recite simple poems by heart.</p>	<p>make sensible predictions.</p> <p>Explain To be able to explain what new words mean, based on the context.</p> <p>To explain what parts of a text they find interesting and why.</p> <p>To discuss how word choices effect the meaning.</p> <p>Retrieve To retrieve and record information from fiction and non-fiction, based on a specific question.</p> <p>To explain the difference between fact and opinion.</p> <p>Summarise To begin to identify the main ideas drawn from one paragraph and begin to summarise using a short passage.</p>	<p>To use events that has happened in the text to make an accurate prediction from a short passage.</p> <p>Explain To explore the meaning of words in context.</p> <p>To identify words and phrases that capture the reader's interest and imagination from a short passage.</p> <p>To discuss and identify how language, structure and presentation contribute to meaning.</p> <p>Retrieve To retrieve and record information from fiction and non – fiction from a passage.</p> <p>To explain the difference between statements of fact and opinion.</p> <p>Retrieve, record and present information from non-fiction.</p> <p>Summarise To identify the main ideas drawn from more than one paragraph and summarising using a short passage.</p>	<p>background knowledge to make an accurate prediction from what has been read.</p> <p>Explain To explain the meaning of words in context.</p> <p>To discuss and identify words and phrases that capture the reader's interest and imagination from a page of text.</p> <p>Identify and explain how language, structure and presentation contribute to meaning.</p> <p>Retrieve To retrieve and record information from fiction and non – fiction from a page of text. To explain the difference between statements of fact and opinion. Retrieve, record and present information from non-fiction.</p> <p>Summarise To identify the main ideas drawn from more than one paragraph and summarising using a chapter of text.</p>	<p>based on quotations from the previous chapter.</p> <p>Explain To accurately explain the meaning of words in context and suggest other suitable synonyms.</p> <p>To discuss how language, structure and presentation contribute to meaning in a chapter.</p> <p>Discuss how authors use language, including figurative language, considering the impact on the reader.</p> <p>Retrieve To retrieve and record information from fiction and non – fiction from a chapter.</p> <p>To explain the difference between statements of fact and opinion using examples from the text.</p> <p>Retrieve, record and present information from non-fiction.</p> <p>Summarise To summarise the main ideas drawn from more than one paragraph identifying key details to support the main ideas.</p>	<p>evidence from chapters previously read.</p> <p>Explain To accurately explain the meaning of words in context and show understanding by suggesting synonyms and antonyms.</p> <p>To discuss how language, structure and presentation contribute to meaning in a whole text.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Retrieve To retrieve and record information from fiction and non – fiction from a whole text.</p> <p>To explain the difference between statements of fact and opinion using examples from the text.</p> <p>Retrieve, record and present information from non-fiction.</p> <p>Summarise To concisely, summarise the main ideas drawn from more than one paragraph using the key details to support the main ideas.</p>
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Impact (End Points)

EYFS	Key Stage 1		Key Stage 2			
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children in Reception can read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p>	<p>Children in Year 1 will be able to read sentences in fiction and non-fiction books with increasing fluency. They will be able to read words with 2 or more syllables with confidence using their phase 3,4 and 5 knowledge. They will be able to retell what happened in the story with confidence and be able to answer simple questions.</p>	<p>Children in Year 2 will be able to read sentences fluently with expression. They will be confident at reading common exception word and words with suffixes. They will be able to retell and sequence stories in detail. They will begin to use inference to understand what characters are thinking and feeling, and the possible actions they may make.</p>	<p>Children in Year 3 will have read a range of age appropriate texts both fiction and non-fiction and including poetry. They understand the key skills of vocabulary, retrieve, inference and predict and are beginning to make simple explanations and summaries.</p>	<p>Children in Year 4 will have read a wide range of age appropriate texts both fiction and non-fiction and including poetry. They understand the key skills of vocabulary, infer, predict, explain, retrieve and summarise.</p>	<p>Children in Year 5 will have read a wide range of age appropriate texts both fiction and non-fiction and including poetry. They will be able to comment on the structure and layout of texts, the author's choices and impact on the reader and their comprehension of a widening vocabulary.</p>	<p>It is essential that, by the end of their primary education, children in Year 6 are able to read fluently, and with confidence, in any subject in their forthcoming secondary education. They will understand and be secure in the key skills of vocabulary, inference, prediction, explanation, retrieve and summary so that they are able to understand and discuss any text they are presented with in further education or wider life.</p>