

**Primary Phase Progression Map: Reading**

	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Phonics and Decoding</b></p> <p>Say a sound for each letter in the alphabet (All 26 single letter sounds).</p> <p>Say at least 10 digraphs of any sort.</p> <p>Read words consistent with their phonic knowledge by sound blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge.</p>	<p>Respond speedily with the correct sound to graphemes (letters or groups of letters) from phases 2-5 of Little Wandle SSP.</p> <p>Apply phonic knowledge and skills as the route to decode words.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Read words of more than one syllable that contain taught GPCs.</p> <p>Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.</p>	<p>Apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>Read accurately by blending the sounds in words that contain the GPCs taught so far, especially recognising alternative sounds for graphemes.</p> <p>Sound out most unfamiliar words accurately and without hesitation.</p> <p>Read accurately most words of two or more syllables.</p> <p>Read most words containing common suffixes.</p>	<p>Use phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. disagree, misbehave, incorrect.</p> <p>Apply knowledge of the following prefixes: in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto-.</p> <p>Apply knowledge of the following suffixes: -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian,</p>	<p>Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>Determine the meaning of new words by sometimes applying knowledge of root words and their affixes (English Appendix 1 of the National Curriculum).</p>	<p>Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. disagree, misbehave, incorrect.</p> <p>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.</p> <p>Apply knowledge of the following suffixes: -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly.</p>	<p>Read fluently with full knowledge of all root words, prefixes, suffixes/word endings and decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>Determine the meaning of new words by sometimes applying knowledge of root words and their affixes (English Appendix 1 of the National Curriculum).</p> <p>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.</p>
<p><b>Common Exception Words</b></p> <p>Read aloud simple sentences and books that are consistent with their phonic and tricky word knowledge.</p> <p><b>Autumn 1 - Phase 2:</b> is, I, the</p>	<p>Read tricky words by sight, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p><b>Autumn 1 – Review Phases 2–4:</b> the, put, pull, full, push, to, into, I, no, go, of, he, she, we, me, be, was, you, they, all, are, my, by,</p>	<p>Read most Year 1/2 tricky words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read words with contractions (for example, I'm, I'll, we'll), and understand that the</p>	<p>Read most Year 3/4 tricky words by sight, noting unusual correspondence between spelling and sound.</p>	<p>Read all Year 3/4 tricky words by sight, noting unusual correspondence between spelling and sound.</p>	<p>Read most Year 5/6 tricky words by sight, noting unusual correspondence between spelling and sound.</p>	<p>Read all Year 5/6 tricky words by sight, noting unusual correspondence between spelling and sound.</p>

	<p><b>Autumn 2 – Phase 2:</b> put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be</p> <p><b>Spring 1 – Phase 3:</b> was, you, they, my, by, all, are, sure, pure</p> <p><b>Spring 2 – Review all</b></p> <p><b>Summer 1 – Phase 4:</b> said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today</p> <p><b>Summer 2 – Review all</b></p>	<p>sure, pure, said, have, like, so, do, some, come, love, were, there, little, one, when, out, what, says, here, today</p> <p><b>Autumn 2 – Phase 5:</b> their, people, oh, your, Mr, Mrs, Ms, ask, Could, would, should, our, house, mouse, water, want</p> <p><b>Spring 1 – Phase 5:</b> any, many, again, who, whole, where, two, school, call, different, thought, though, friend, work</p> <p><b>Spring 2 – Phase 5:</b> once, laugh, because, eye</p> <p><b>Summer 1 – Phase 5:</b> busy, beautiful, pretty, hour, move, improve, parents, shoe</p> <p><b>Summer 2 – Review all</b></p>	<p>apostrophe represents the omitted letter(s).</p>				
<p><b>Fluency and Expression</b></p>	<p>Show confidence in books at their level and re-read with some pace.</p> <p>Re-read books to build confidence in word reading, fluency and understanding. and enjoyment.</p> <p>Take on different roles and show intonation to portray different characters (such as Daddy Bear’s gruff voice in ‘Goldilocks and the Three Bears’).</p>	<p>Read aloud accurately books increasing complexity that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p> <p>Re-read books to build confidence in word reading, fluency, understanding and enjoyment.</p> <p>Use a range of strategies to keep listeners interested when reading aloud (clarity, volume, intonation, expression to reflect punctuation marks).</p>	<p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Read words accurately and fluently without overt sounding and blending (at approximately 90 words per minute).</p> <p>Use a range of strategies to keep listeners interested when reading aloud (clarity, volume, intonation, expression to reflect punctuation marks).</p>	<p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</p>	<p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</p>	<p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</p>	<p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</p>

<b>Vocabulary</b>	Talk about the meaning of key words in a text.	Link new word meanings to words they already know, using the pictures to support them to do this.	Clarify the meaning of new words, making links to known vocabulary (e.g. synonyms, antonyms and homophones) as well their knowledge of root words.	With adult support, read around a new word and explore its meaning in the broader context of the sentence and text so far.  Continue to use the skills of looking at the pictures, links to known words and knowledge of root words. Recognise prefixes and suffixes (including dis, mis, bi, re, de and -ly, -er, -ed, -ing, -en) and understand how they change the meaning of the root word.	Independently, read around a new word and explore its meaning in the broader context of the sentence and text so far.  Continue to use the skills of looking at the pictures, links to known words and knowledge of root words. Recognise prefixes and suffixes (including il, im, ir, sub, super, anti, auto, inter, ex and non and -ation, -ous) and understand how they change the meaning of the root word.	Read around any new words and explore their broader meaning within a section or paragraph with adult support.	Read around any new words and independently explore their meaning in the broader context of a section or paragraph.
	Discuss new words and phrases encountered.	Identify new words  Ask about the meaning of new words.	Use a glossary to understand the meaning of new words.	Identify homophones when reading.  Use a dictionary to understand the meaning of new words.	Identify homophones and near homophones when reading.  Compare their own understanding of words with the dictionary definition.	Use a dictionary to explore the meaning of words in context, choosing the correct definition for homographs.	Use a dictionary to explore the meaning of words in context, choosing the correct definition for homographs.
	Identify their favourite words and phrases.	Recognise simple recurring literary language in stories.  Identify adjectives and understand how these contribute to meaning.	Understand how different words and phrases affect meaning (e.g. adjectives, verbs and adverbs for emphasis and precision)  Use new words in their own (orally composed) sentence.	Identify words used for effect and talk about the impact on the reader.	Identify words used for effect and talk about the impact on the reader.	Identify the use of figurative language, e.g. simile, metaphor, hyperbole and personification.  Investigate alternative word choices that could be made.	Evaluate the author's use of language, giving examples of figurative devices; talk about how this impacts the reader and contributes to meaning/mood.  Re-write passages using alternative word choices to change meaning or effect on the reader.

<b>Inference</b>	<p>Infer characters feelings using pictures and own experiences to talk about them.</p> <p>Infer characters feelings using information explicitly stated in the text.</p>	<p>Make inferences on the basis of what is being said.</p> <p>Make inferences on the basis of what is being done.</p>	<p>Make inferences on the basis of what is being said and done, beginning to notice some more subtle clues, with support.</p> <p>Update inferences based on further information gathered through reading.</p>	<p>Make inferences about a character's feelings and thoughts on the basis of their stated actions; Justify inferences with some reference to a specific point in the text.</p> <p>Recognise that some inferences are drawn after reading the whole text.</p>	<p>Make inferences about a character's feelings, thoughts and motives on the basis of their stated actions; Justify inferences with at least two sources of evidence.</p>	<p>Make inferences about a character's feelings, thoughts and motives on the basis of their stated actions; Justify each inference by beginning to draw evidence from a number of different places across the text.</p>	<p>Make inferences about a character's feelings, thoughts and motives on the basis of their stated actions; Justify each inference by drawing a number of pieces of evidence from across the text.</p>
<b>Prediction</b>	<p>Make suggestions about what might happen next or how the story might end, based on events so far.</p> <p>Make predictions, giving reasons for their thoughts and ideas.</p> <p>Innovate stories through role play.</p>	<p>Make predictions based on title, blurb and pictures, giving reason for their thoughts and ideas.</p> <p>Make plausible predictions about the plot or characters, using knowledge of the story so far and own experiences.</p>	<p>Make sensible predictions about what could happen next and give explanations of them.</p> <p>Explain a prediction clearly, referencing the text.</p> <p>Change predictions based on events and established facts.</p>	<p>Use relevant prior knowledge to form and justify predictions.</p> <p>Use details from the text to explain why they have modified their original predictions or formed further predictions.</p>	<p>Monitor predictions and compare them with the text as they read on.</p> <p>Base a prediction on an established theme in a text.</p>	<p>Predict what might happen from details stated and implied.</p> <p>Base a prediction on an established theme across a Project X set.</p>	<p>Predict what might happen from details stated and implied, making links to other texts read.</p> <p>Make predictions based on an established theme and experience of wider reading.</p>
<b>Retrieval</b>	<p>Answer simple recall questions verbally.</p>	<p>Retrieve information by finding key aspects of an image.</p> <p>Retrieve information by finding a few key words.</p> <p>Identify characters, events, titles and information.</p>	<p>Read and answer simple questions about what they have just read independently.</p> <p>Remember significant events and key information about the text that they have read.</p>	<p>Use skimming and scanning to retrieve and record details from fiction and non-fiction; Use some quotations to answer retrieval questions.</p> <p>Use the contents page and subheadings to locate information.</p>	<p>Confidently use skimming and scanning to retrieve and record details from fiction and non-fiction; Use relevant quotations to support their responses.</p>	<p>Use skimming, scanning and reading before and after to retrieve and record information; Use evidence from a larger part of the text to support their responses.</p>	<p>Use skimming, scanning and reading before and after to retrieve and record information; Use evidence from across the text to support their responses.</p>
<b>Questioning</b>	<p>Begin to understand simple recall questions using given starting words 'who' and 'how'?</p>	<p>Answer a question about what has just happened in a story.</p> <p>Generate simple recall questions using given starting words 'who,' 'when,' 'how,' and 'why' to clarify what they are thinking about.</p>	<p>Generate questions of their own (using a range of question words) to match the text they are reading; Do this before, during and after reading.</p> <p>Begin to ask their own retrieval questions about what they have just read.</p>	<p>Generate a variety of questions (including retrieval and inferential-focussed) to help them understand a text further.</p>	<p>Generate a variety of questions to help them understand a deeper meaning or theme of a text.</p>	<p>Begin to use (based on adult modelling) critical thinking questions that take the discussion deeper and beyond the text, for example: <i>How do you know this? Do you agree/disagree...why? Why does it matter? What can this story teach us about our own lives?</i></p>	<p>Ask their own critical-thinking questions and follow a line of enquiry in order to offer a well-developed response based on evidence from across the text.</p>
<b>Sequencing and</b>	<p>Recall and order some key events from the text.</p>	<p>Sequence the events of a story they are familiar with.</p>	<p>Retell and sequence the main events in a text.</p>	<p>Identify main ideas drawn from a key paragraph or</p>	<p>Identify main ideas drawn from more than one paragraph.</p>	<p>Summarise the main ideas drawn from more than one</p>	<p>Summarise using a limited amount of words and paragraphs.</p>

<p><b>Summarising Objectives</b></p>	<p>Draw out common themes such as kindness and bravery, linking them to their own experiences.</p>	<p>Retell familiar stories orally, e.g. fairy story and traditional tales.</p> <p>Begin to describe how events are linked.</p> <p>Contribute ideas and thoughts in discussion.</p>	<p>Describe how events are linked, focusing on the main content of the story.</p>	<p>page and summarise these in their own words.</p> <p>Identify themes from a wide range of books.</p> <p>Give a brief verbal summary of a story.</p> <p>Make simple notes from one source of writing.</p> <p>Distinguish between the important and less important information in a text.</p>	<p>Identify themes across a wide range of genres.</p> <p>Write a brief summary of the main points, identifying and using important information.</p> <p>Highlight key information and record it in bullet points, diagrams and maps.</p>	<p>paragraph, page, chapter or the entire text.</p> <p>Discuss the themes or conventions from a chapter or text.</p> <p>Identify key details to support the main ideas.</p> <p>Make connections between information across the text and include this in an answer.</p>	<p>Link information by analysing and evaluating ideas between sections of the text.</p> <p>Make connections and comparisons across different books that they have read.</p>
<p><b>Genre, themes and conventions</b></p>	<p>Discuss fiction and non-fiction books and understand the difference and simple features of each (e.g. contents page).</p> <p>Appreciate rhymes and poems, and recite some by heart.</p>	<p>Retell key stories studied, fairy stories and traditional tales, retelling them with clarity and considering their particular characteristics.</p> <p>Discuss a wide range of stories and non-fiction at a level beyond that which they can read independently.</p> <p>Appreciate rhymes and poems, and recite some by heart.</p>	<p>Retell a wider range of stories, fairy stories and traditional tales.</p> <p>Understand non-fiction books that are structured in different ways.</p> <p>Discuss and express views about stories and non-fiction at a level beyond which they can read independently.</p> <p>Discuss a wide range of contemporary and classic poetry including:</p>	<p>Read a range of texts, making choices and explaining preferences.</p> <p>Discuss preferred authors and text types.</p> <p>Identify the particular characteristics and presentational features of a range of non-fiction and reference books that are structured in different ways.</p> <p>Identify themes and conventions in a range of books e.g. identify a theme of 'journeys' or 'invasion.'</p> <p>Discuss and recognise a wide range of poetry including:</p>	<p>Read a range of texts, making choices and explaining preferences.</p> <p>Discuss preferred authors and text types.</p> <p>Identify the particular characteristics and presentational features of a range of non-fiction and reference books that are structured in different ways.</p> <p>Identify themes and conventions in a range of books e.g. identify a theme of 'journeys' or 'invasion.'</p> <p>Recognise some different forms of poetry including: -Limericks (AABBA)</p>	<p>Read a range of texts, making choices and explaining preferences.</p> <p>Discuss preferred authors and text types.</p> <p>Identify the particular characteristics and presentational features of a range of non-fiction and reference books that are structured in different ways.</p> <p>Identify themes and conventions in a range of books e.g. identify a theme of 'journeys' or 'invasion.'</p> <p>Increase 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.</p> <p>Discuss and read a range of poetry including: -Cinquain</p>	<p>Read a range of texts, making choices and explaining preferences.</p> <p>Discuss preferred authors and text types.</p> <p>Identify the particular characteristics and presentational features of a range of non-fiction and reference books that are structured in different ways.</p> <p>Identify themes and conventions in a range of books e.g. identify a theme of 'journeys' or 'invasion.'</p> <p>Increase 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.</p> <p>Discuss and read a range of poetry including: -Blank verse (classics)</p>



*'With Christ as our Guide, Learning Together, Loving God and Each Other, Becoming the Best We Can Be.'*

	Discuss and read poems including: -Rhyming couplets -Performance poetry	Discuss and read poems including: -Alliterative poems -Performance poetry -Simple riddles	-Shape poems -Acrostic poems -Quatrain (AABB or ABAB) -Performance poetry	-Haiku -Tankas -Question and answer poems -Performance poetry	-Monologue – one voice -Metaphor poem -Performance poetry	-Simile and Metaphor poem -Personification poems -Performance poetry	-Sonnets (classic) -Narrative/classic -Performance poetry
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