

Marlcliffe Primary School

Reading Progression Map



key objective, skill or theme	Early Years Foundation Stage	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Decoding	<p>ELG Word Reading Say a sound of each letter in the alphabet & at least 10 digraphs</p> <p>Read words consistent with their phonic knowledge by sound-blending</p> <p>Read aloud simple sentences & books that are consistent with their phonic knowledge including some common exception words</p> <p>Read individual letters by saying the sounds for them</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences read some letter groups that each represent one sound & say sounds for them</p> <p>Read simple phrases & sentences made up of words with known letter-sound correspondences & a few exception words</p>	<p>Secure phonic decoding until reading is fluent</p> <p>Read accurately by blending, including alternative sounds for graphemes</p> <p>Read multisyllable words containing these graphemes</p> <p>Read common suffixes</p> <p>Read exception words, noting unusual correspondences</p> <p>Read most words quickly & accurately without overt sounding and blending</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</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>

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Range of reading	<p>ELG Use & understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes & poems & during role-play</p> <p>Talk about the different types of texts Use recently introduced vocabulary correctly</p> <p>Know that information can be retrieved from books, computers & mobile digital devices</p>	<p>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</p>	<p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Reading books that are structured in different ways and reading for a range of purposes</p>	<p>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Reading books that are structured in different ways and reading for a range of purposes</p> <p>Making comparisons within and across books</p>
Familiarity with texts	<p>ELG Comprehension Demonstrate understanding of what has been read to them by retelling stories & narratives using their own words & recently introduced vocabulary</p> <p>Use & understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes & poems & during role-play</p> <p>Word Reading</p>	<p>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>Recognising simple recurring literary language in stories and poetry</p>	<p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>Identifying themes and conventions in a wide range of books</p>	<p>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</p> <p>Identifying and discussing themes and conventions in and across a wide range of writing</p>

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	<p>Read aloud simple sentences & books that are consistent with their phonic knowledge including some common exception words</p> <p>Describe main story settings, events & principal characters in increasing detail</p>			
Poetry & performance	<p>Use & understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes & poems & during role-play</p> <p>Re-enact and reinvents stories / poems they have heard in their play</p> <p>Begin to understand humour, e.g. nonsense rhymes</p> <p>Uses combinations of art forms, e.g. moving and singing, making and dramatic play</p>	<p>Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p>	<p>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>Recognising some different forms of poetry</p>	<p>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</p>
Word meaning	<p>ELG Comprehension</p> <p>Demonstrate understanding of what has been read to them by retelling stories & narratives using their own words & recently introduced</p>	<p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>Discussing their favourite words and phrases</p>	<p>Using dictionaries to check the meaning of words that they have read</p>	

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	<p>vocabulary</p> <p>Use & understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes & poems & during role-play</p> <p>Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words</p>			
Understanding & Inference	<p>Use & understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes & poems & during role-play</p>	<p>Discussing the sequence of events in books and how items of information are related</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>Making inferences on the basis of what is being said and done</p> <p>Answering and asking questions</p>	<p>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>Asking questions to improve their understanding of a text</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>Asking questions to improve their understanding</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>

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<p>Prediction</p>	<p>ELG Anticipate, where appropriate, key events in stories</p> <p>Recall & discuss stories or information that has been read to them, or they have read themselves</p> <p>Listen & responds to ideas expressed by others in conversation or discussion</p> <p>Understand questions such as who; why; when; where and how</p> <p>Link statements & sticks to a main theme or intention</p>	<p>Predicting what might happen on the basis of what has been read so far</p>	<p>Predicting what might happen from details stated and implied</p>	<p>Predicting what might happen from details stated and implied</p>
<p>Discussing reading</p>	<p>ELG Comprehension Demonstrate understanding of what has been read to them by retelling stories & narratives using their own words & recently introduced vocabulary</p> <p>Anticipate, where appropriate, key events in stories</p> <p>Use & understand recently introduced vocabulary during discussions about</p>	<p>Participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>	<p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</p> <p>Discussing words and phrases that capture the reader's interest and imagination</p> <p>Identifying how language, structure, and presentation contribute to meaning</p>	<p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</p> <p>Discussing words and phrases that capture the reader's interest and imagination</p> <p>Identifying how language, structure, and presentation contribute to meaning</p>

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