

St Mary's Catholic Primary School Reading Skills Progression Map



Word Reading	EYFS (ELG)	Y1	Y2	Y3	Y4	Y5	Y6
Phonics and Decoding	To use phonic knowledge to decode regular words and read them aloud accurately	To apply phonic knowledge and skills as the route to decode words. To blend sounds in unfamiliar words using the GPCs that they have been taught. To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes. To read words containing taught GPCs. 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	To continue to apply phonics knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. To accurately read most words of two or more syllables. To read most words containing common suffixes.	To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- To begin to read aloud.* To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.*	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. To 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.*	To 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.

Common Exception Words		To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.	To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.	To begin to read Y3/Y4 exception words.*	To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and sound and where these occur in the word.	To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	
Fluency	To ascribe meaning 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 accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. To reread texts to build up fluency and confidence in word reading	To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. To reread these books to build up fluency and confidence in word reading. To read words accurately and fluently without overt sounding and blending e.g at over 90 words per minute, in age appropriate texts.	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.			

<u>Reading Comprehension</u>	EYFS (ELG)	Y1	Y2	Y3	Y4	Y5	Y6
Understanding and correcting inaccuracies		To check that a text makes sense to them as they read and to self-correct.	To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. To check that the text makes sense to them as they read and to correct inaccurate reading				
Comparing, Contrasting and commenting	To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. To demonstrate understanding when talking with others about what they have read.	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. To link what they have read or have read to them to their own experiences. To retell familiar stories in increasing detail. To join in with discussions about a text, taking turns and listening to what others say. To discuss the significance of titles and events.	To 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. To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales. To discuss the sequence of events in books and how items of information are related. To recognise simple recurring literary	To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. To use appropriate terminology when discussing texts (plot, character, setting).	To discuss and compare texts from a wide variety of genres and writers. To read for a range of purposes. To identify themes and conventions in a wide range of books. To 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). To identify how language, structure and presentation contribute to	To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types. To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. To identify main ideas drawn from more than one paragraph and to summarise these. To recommend texts	To 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. To recognise more complex themes in what they read (such as loss or heroism). To explain and discuss their understanding of what they have read, including through formal presentations and debates,

			language in stories and poetry. To ask and answer questions about a text. To make links between the text they are reading and other texts they have read (in texts that they can read independently).		meaning. To identify main ideas drawn from more than one paragraph and summarise these.	to peers based on personal choice.	maintaining a focus on the topic and using notes where necessary. To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions. To draw out key information and to summarise the main ideas in a text. To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views. To compare characters, settings and themes within a text and across more than one text.
Words in context and Authorial Choice		To discuss word meaning and link new meanings to those already known.	To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To discuss their favourite words and phrases.	To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. To discuss authors' choice of words	Discuss vocabulary used to capture readers' interest and imagination.	To discuss vocabulary used by the author to create effect including figurative language. To evaluate the use of authors' language and explain how it has	To 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.

				and phrases for effect.		created an impact on the reader.	
Inference and Prediction		To begin to make simple inferences. To predict what might happen on the basis of what has been read so far.	To make inferences on the basis of what is being said and done. To predict what might happen on the basis of what has been read so far in a text.	To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. To justify predictions using evidence from the text.	To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.	To draw inferences from characters' feelings, thoughts and motives. To make predictions based on details stated and implied, justifying them in detail with evidence from the text.	To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). To discuss how characters change and develop through texts by drawing inferences based on the indirect clues.
Poetry and Performance		To recite simple poems by heart.	To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.	To prepare and perform poems and playscripts that show some awareness of the audience when reading aloud. To begin to use appropriate intonation and volume when reading aloud.	To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). To prepare and perform poems and play scripts with appropriate	To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.	To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.
Non-Fiction			To recognise that non-fiction books are often structured in different ways.	To retrieve and record information from non-fiction texts.	To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information. To use dictionaries to check the meaning of words that they have read.	To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.	To retrieve, record and present information from non-fiction texts. To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and 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).
--	--	--	--	--	--	--	----------------------------------

	things and to name some groups e.g. fruits/vegetables	plants deciduous and evergreen)	grouped (linked to habitat)		grouped according to keys and characteristics		be identified e.g. microorganisms	classification of organisms
Life Cycles	Plants and animals grow and change over their lives (caterpillar to butterfly)		We are learning that seeds and bulbs grow into plants We are learning that animals, including humans reproduce offspring which grow into adults	We are learning that plants make seeds, which grow into plants		We are learning that lifecycles differ for different species We are learning that humans have different stages of development between life and death	We are learning that living things produce offspring of the same kind, but are not identical	We are learning about human reproduction (as a mammal) We are learning about reproduction in plants
Interdependence	We are learning that living things need each other e.g. caterpillar needs leaves to eat		We are learning that different plants and animals live in different places We are learning that animals get their food from plants and other animals and are in turn consumed by other animals		We are learning that plants and animals are part of a food chain		We are learning that plants and animals are adapted to their environment We are learning that adaptation may lead to evolution	We are learning about relationships in an ecosystem We are learning about genetics and evolution (inheritance, chromosomes, DNA and genes)
Chemistry								
Materials: using and describing materials		We are learning that different materials are used to make different objects	We are learning that different materials are suitable for different uses (that can be seen)	We are learning that different materials have different properties (rocks)	We are learning that materials can be solids, liquids or gases	We are learning that different properties make different materials suitable for different uses (that can be measured) We are learning that materials can be sorted according to property		We are learning about the particulate nature of matter We are learning that all materials have mass We are learning about the Periodic Table

Materials: changing materials	We are learning that materials can be changed		We are learning that the shape of some materials can be changed by force or contact (push, squeeze)		We are learning that materials change state when heated or cooled	We are learning that some materials will dissolve in a liquid and that changes of state are usually reversible changes		We are learning about atoms elements and compounds
						We are learning that changes including baking and burning (heat) will result in a new material, this is not usually a reversible change		We are learning about pure and impure substances, chemical properties / PH scales
Materials: mixing and separating materials	We are learning that materials can be mixed together			We are learning that soils are a mixture of rocks and other matter (organic matter)		We are learning that mixtures may be separated by filtering, sieving and evaporating (reversible changes)		We are learning about chemical reactions and energetics
				We are learning that fossils are formed when trapped in rock				We are learning about the composition and structure of the Earth
Physics								
Light	We are learning about seeing (senses)	We are learning that we see with our eyes		We are learning that we need light to see things			We are learning that light travels in straight lines	We are learning about light waves
				We are learning that light is reflected off materials, blocks and makes a shadow (shadows can change shape)			We are learning that shadows have the same shape as the object casting them	
				We are learning that sunlight can be harmful			We are learning that we see objects when the light from a source reflects off them to our eyes	

Sound	We are learning about hearing (senses)	We are learning that we hear with our ears			We are learning that sounds are made when something vibrates We are learning that the volume and pitch of a sound can be changed			We are learning about sound waves
Electricity					We are learning that electrical appliances need electricity from a source to work We are learning that a complete circuit is needed (conductors, components of circuit and symbols)		We are learning that an increase in voltage will cause an increase in current We are learning that some components in a circuit resist current more than others	We are learning about energy in a domestic context (fuels) We are learning about current electricity, static electricity and magnetism
Forces	As part of continuous provision we are exploring how things move, can be joined, can be built with etc.		We are learning about pushing and pulling making things move	We are learning that forces pushing and pulling can make things start moving stop or go faster/slower We are learning about magnets We are learning that when one object moves over another there is friction		We are learning about drag forces and resist movement We are learning that the force of gravity caused by the Earth causes objects to fall towards the centre We are learning that some mechanisms allow a smaller force to have a greater effect		We are learning about energy changes and transfers We are learning about motion and forces (describing motion e.g. speed= distance divided by time) We are learning about forces We are learning about pressure in fluids We are learning about conservation of matter
Earth in space	We are learning	We are learning that the sun				We are learning that the Earth, Sun		We are learning about space

	that the sun appears to move across the sky We are learning the names of the planets, Moon, Sun and Earth	appears to move across the sky (geography – We are learning about the seasons)				and Moon are approximately spherical We are learning that the Earth is one of eight planets that orbit the Sun (once every year) We are learning that the Earth rotates once every 24 hours, Moon orbits the Earth and appears differently		physics (gravity, mass) the motions of the Sun, Moon, Earth, stars and planets
--	---	--	--	--	--	---	--	---