



Rothersthorpe C of E Primary School English – Reading Progression Map

Skills	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding	<p>Identify the taught GPCs (the sounds that the letters make) including some digraphs.</p> <p>Blend the taught sounds to read CVC, CVCC and CCVC words.</p> <p>Read some taught common exception/ high frequency and familiar words.</p> <p>Read sentences made up of words with taught sounds and common exception words.</p>	<p>Apply phonic knowledge to decode words.</p> <p>Read aloud phonically-decodable texts.</p> <p>Re-read books to build fluency and confidence.</p> <p>Read simple sentences and understand the meaning including what a pronoun is.</p> <p>Speedily read all 40+ letters /groups for 40+ phonemes including alternative sounds for graphemes.</p> <p>Read Year 1 common exception words noting unusual correspondences</p>	<p>Apply phonic decoding until automatic and reading is fluent.</p> <p>Read common suffixes (-ed, -ing, -er, -est, -y, -er, -ment, -ful, -ness, -less, -ly.</p> <p>Re-read books to build up fluency and confidence in word reading.</p> <p>Note punctuation to read with appropriate expression.</p> <p>Read accurately by blending, including alternative sounds for graphemes.</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 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 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>	<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>



Rothersthorpe C of E Primary School

English – Reading Progression Map

		<p>between spelling and sound (identifying where they appear).</p> <p>Read polysyllabic words containing taught GPCs</p> <p>Read common suffixes (-s, -es, -ing, -ed, -er and -est)</p> <p>Read contractions and understand that the apostrophe represents the omitted letter(s)</p> <p>Read accurately by blending taught GPCs</p> <p>Develop some fluency and expression, pausing at full stops.</p>	<p>Read Year 2 common exception words, noting unusual correspondences.</p> <p>Read aloud books matched to phonic knowledge by sounding out unfamiliar words automatically.</p> <p>Read polysyllabic words containing above graphemes.</p> <p>Read most words quickly & accurately without overt sounding and blending.</p>				
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Rothersthorpe C of E Primary School

English – Reading Progression Map

<p>Vocabulary</p>	<p>Build up vocabulary that reflects the breadth of their experiences. Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Use vocabulary and forms of speech that are increasingly influenced by their experience.</p>	<p>Discuss word meanings and link new meanings to words already known. Draw upon knowledge of vocabulary in order to understand the text. Use vocabulary given by the teacher. Join in with predictable phrases.</p> <p>Discuss their favourite words and phrases.</p>	<p>Discuss and clarify the meanings of words and link new meanings to known vocabulary.</p> <p>Discuss their favourite words and phrases. Recognise some recurring language in stories and poems.</p>	<p>Use dictionaries to check the meaning of words that they have read. Discuss words that capture the reader's interest or imagination. Identify how language choices help build meaning. Find meaning of new words using substitution within a sentence.</p>	<p>Use dictionaries to check the meaning of words that they have read. Use a thesaurus to find synonyms. Discuss why words have been chosen and the effect they have on the reader. Discuss new and unusual vocabulary and clarify the meaning of these. Find the meaning of new words using the context of the sentence.</p>	<p>Explore the meaning of new words in context, confidently using a dictionary. Discuss how the author's choice of language impacts the reader. Evaluate author's use of language. Investigate alternative word choices that could be made. Begin to look at the use of figurative language. Use a thesaurus to find synonyms for a larger variety of words. Rewrite passage using alternative word choices. Read around the word and explore its meaning in the broader context of a section or paragraph.</p>	<p>Evaluate how the author's use of language impacts upon the reader. Find examples of figurative language and how this impacts the reader and contributes to meaning or mood. Explore the meaning of words in context by 'reading around the word' and independently explore its meaning in the broader context of a section or paragraph.</p>
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Rothersthorpe C of E Primary School

English – Reading Progression Map

<p>Retrieval</p>	<p>Describe main story settings, events and principal characters.</p>	<p>Answer a question about what has just happened in a story. Develop their knowledge of retrieval through images. Recognize characters, events, titles and information. Recognize differences between fiction and non-fiction texts. Retrieve information by finding a few key words. Contribute ideas and thoughts in discussion</p>	<p>Independently read and answer simple questions about what they have just read. Ask and answer retrieval questions. Draw on previously taught knowledge Remember significant event and key information about the text that they have read. Monitor their reading, checking words that they have decoded, to ensure that they fit within the text they have already read.</p>	<p>Use contents page and subheadings to locate information. Learn the skill of 'skim and scan' to retrieve details. Begin to use quotations from the text. Retrieve and record information from a fiction text. Retrieve information from a non-fiction text.</p>	<p>Confidently, skim and scan texts to record details, using relevant quotes to support their answers to questions. Retrieve and record information from a fiction or non-fiction text.</p>	<p>Confidently, skim and scan, and also use the skill of reading before and after to retrieve information. Use evidence from across larger sections of text. Read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts. Retrieve, record and present information from non-fiction texts. Ask my own questions and follow a line of enquiry.</p>	<p>Confidently skim and scan, and also use the skill of reading before and after to retrieve information. *They use evidence from across whole chapters or texts Read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts. Retrieve, record and present information from a wide variety of non-fiction texts. Ask my own questions and follow a line of enquiry.</p>
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Rothersthorpe C of E Primary School

English – Reading Progression Map

<p>Inference</p>	<p>To begin to understand ‘why’ and ‘how’ questions. To answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.</p>	<p>Discuss the significance of the title and events. Infer basic points with reference to pictures and words. Make inferences on the basis of what is being said and done. Make basic inferences about characters’ feelings by using what they say as evidence.</p>	<p>Make inferences about a character’s feelings using what they say and do. Answer and ask questions and modify answers as the story progresses. With support begin to pick up on subtler references</p>	<p>Draw inferences such as inferring characters’ feelings, thoughts and motives from their stated actions. Justify inference by referring to a specific point in the text. Ask and answer questions appropriately including some simple inference questions based on characters’ feelings, thoughts and motives. Make inferences about actions or events.</p>	<p>Ask and answer questions appropriately including some simple inference questions based on characters’ feelings, thoughts and motives. Draw inferences such as inferring characters’ feelings, thoughts and motives from their stated actions. Consolidate the skill of justifying inferences using a specific reference point in the text. Use more than one piece of evidence to justify their answer.</p>	<p>Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions. Justify inference with evidence. Make inferences about actions, feelings, events or states. Use figurative language to infer meaning. Give one or two pieces of evidence to support the point they are making. Begin to draw evidence from more than one place across a text.</p>	<p>Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions. Justify inference with evidence. Discuss how characters change and develop through texts by drawing inferences based on indirect clues. Make inferences about actions, feelings, events or states, backing these up with evidence. Give more than one piece of evidence to support each point made. They can draw evidence from different places across the text.</p>
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Rothersthorpe C of E Primary School

English – Reading Progression Map

Prediction	Anticipate key events and phrases in rhymes and stories. Suggest how a story might end.	Predict what might happen on the basis of what has been read so far in terms of story, character and plot. Make simple predictions based on the story and on their own life experience. Begin to explain ideas verbally or through pictures.	Predict what might happen on the basis of what has been read in terms of plot, character and language so far. Make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them.	Justify prediction using evidence from the text. Use relevant prior knowledge to make predictions and justify them. Use details from the text to from further predictions.	Justify prediction using evidence from the text. Use relevant prior knowledge to make predictions and justify them. Monitor these predictions and compare them with the text as they read on.	Predict what might happen from details stated and implied. Support predictions with relevant evidence from the text. Confirm and modify predictions as they read on.	Predict what might happen from details stated and implied. Support predictions by using relevant evidence from the text. Confirm and modify predictions in light of new information.
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<p>Sequence and Summarise</p>	<p>Begin to be aware of the way stories are structured. Follow a story without pictures or props.</p>	<p>Retell familiar stories orally e.g fairy stories and traditional tales Sequence the events of a story they are familiar with Begin to discuss how events are linked.</p>	<p>Discuss the sequence of events in books and how items of information are related. Retell using a wider variety of story language. Order events from the text. Begin to discuss how events are linked focusing on the main content of the story.</p>	<p>Identify main ideas drawn from a key paragraph or page and summarising these. Begin to distinguish between the important and less important information in a text. Give a brief verbal summary of a story. Teachers begin to model how to record summary writing. Identify themes from a wide range of books. Make simple notes from one source of writing.</p>	<p>Use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information. Identify main ideas drawn from more than one paragraph. Identify themes from a wide range of books. Summarise whole paragraphs, chapters or texts. Highlight key information and record it in bullet points, diagrams, maps etc.</p>	<p>Summarise the main ideas drawn from more than one paragraph, page, chapter or the entire text Identifying key details to support the main ideas. Make connections between information across the text and include this in an answer. Discuss the themes or conventions from a chapter or text. Identify themes across a wide range of writing.</p>	<p>Summarise information from across a text and link information by analysing and evaluating ideas between sections of the text. Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas Make comparisons across different books. Summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs.</p>
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Rothersthorpe C of E Primary School

English – Reading Progression Map

<p>Explaining</p>	<p>Give my opinion including likes and dislikes.</p>	<p>Give my opinion including likes and dislikes (not nc objective). Link what they read or hear to their own experiences. Explain clearly their understanding of what has been read to them. Express views about events or characters.</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. Express my own views about a book or poem. Discuss some similarities between books. Listen to the opinion of others.</p>	<p>Discuss the features of a wide range of fiction, poetry, plays, non-fiction and reference books. Identify how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts. Recognise authorial choices and the purpose of these.</p>	<p>Discuss words and phrases that capture the reader’s interest and imagination. Identify how language, structure, and presentation contribute to meaning. Recognise authorial choices and the purpose of these.</p>	<p>Provide increasingly reasoned justification for my views. Recommend books for peers in detail. Give reasons for authorial choices. Begin to challenge points of view. Begin to distinguish between fact and opinion. Identifying how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Explain and discuss their understanding of what they have read, including</p>	<p>Provide increasingly reasoned justification for my views. Recommend books for peers in detail. Give reasons for authorial choices. Begin to challenge points of view. Begin to distinguish between fact and opinion. Identifying how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Explain and discuss their understanding of what they have read, including</p>
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Rothersthorpe C of E Primary School

English – Reading Progression Map

						through formal presentations and debates.	through formal presentations and debates. Distinguish between fact, opinion and bias explaining how they know this.
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KEY: Purple highlights indicate new skills building on from previous years in order to make progression clear.