

St. Hugh's Catholic Primary School
Reading Progression Map

Area of Learning and Development	Aspect	16 – 26 months	22 – 36 months	30 – 50 months	40 – 60+ months
Communication and Language	Listening and Attention	<p>Listens to and enjoys rhythmic patterns in rhymes and stories</p> <p>Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations</p>	<p>Listens with interest to the noises adults make when they read stories</p> <p>Shows interest in play with sounds, songs and rhymes</p>	<p>Listens to stories with increasing attention and recall</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</p>	

Early Learning Goal:

Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity

Area of Learning and Development	Aspect	16 – 26 months	22 – 36 months	30 – 50 months	40 – 60+ months
Literacy	Reading	<p>Interested in books and rhymes and may have favourites</p>	<p>Has some favourite stories, rhymes, songs, poems or jingles</p> <p>Repeats words or phrases from familiar stories</p> <p>Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'</p>	<p>Enjoys rhyming and rhythmic activities</p> <p>Shows awareness of rhyme and alliteration</p> <p>Recognises rhythm in spoken words</p> <p>Listens to and joins in with stories and poems, one-to-one and also in small groups</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</p> <p>Beginning to be aware of the way stories are structured</p> <p>Suggests how the story might end</p> <p>Listens to stories with increasing attention and recall</p> <p>Describes main story settings, events and principal characters</p>	<p>Continues a rhyming string</p> <p>Hears and says the initial sound in words</p> <p>Can segment the sounds in simple words and blend them together and knows which letters represent some of them</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet</p> <p>Begins to read words and simple sentences</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books</p> <p>Enjoys an increasing range of books</p>

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				Shows interest in illustrations and print in books and print in the environment Recognises familiar words and signs such as own name and advertising logos Looks at books independently Handles books carefully Knows information can be relayed in the form of print Holds books the correct way up and turns pages Knows that print carries meaning and, in English, is read from left to right and top to bottom	Knows that information can be retrieved from books and computers
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Early Learning Goal:

Children 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.

Area of Learning and Development	Aspect	16 – 26 months	22 – 36 months	30 – 50 months	40 – 60+ months
Literacy	Writing			Ascribes meanings to marks that they see in different places	Gives meaning to marks they make as they draw, write and paint Begins to break the flow of speech into words Hears and says the initial sound in words Can segment the sounds in simple words and blend them together Links sounds to letters, naming and sounding the letters of the alphabet

Early Learning Goal:

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

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Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word reading	<p>To read all capital letters and days of the week</p> <p>To apply phonic knowledge and skills as the route to decode words with increasing accuracy and fluency</p> <p>To respond speedily with the correct sound to graphemes for 40+ phonemes and many alternative sounds for graphemes</p> <p>To read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>To read common exception words, noting unusual correspondences between spelling and sound where these occur in the word</p> <p>To read words containing taught GPCs and –s, -es, -ing, -ed, -er and –est endings</p> <p>To read other words of more than one syllable that contain taught GPCs</p> <p>To read words with contractions and understand that the apostrophe represents the omitted letter(s)</p>	<p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>To re-read an increasing amount of books to build up fluency and confidence</p> <p>To read accurately most words of two or more syllables</p> <p>To read most words containing suffixes</p> <p>To read most common exception words</p> <p>To read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words</p> <p>To sound out most unfamiliar words accurately, without undue hesitation</p>	<p>To apply their growing knowledge of root words, prefixes and suffixes as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</p> <p>To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>To apply their growing knowledge of root words, prefixes and suffixes as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</p> <p>To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>To apply their growing knowledge of root words, prefixes and suffixes as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</p>	<p>To apply their growing knowledge of root words, prefixes and suffixes as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</p>

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	<p>To read aloud accurately decodable books that re consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p> <p>To re-read books to build up fluency and confidence</p>					
Comprehension	<p>To listen to and discuss poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>To link what they read or hear to their own experiences</p> <p>To become familiar with several key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>To recognise and join in with predictable phrases with increased confidence</p> <p>To recite by heart many rhymes and poems</p> <p>To discuss word meanings and link new meanings to those already known</p>	<p>To listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that which they can read independently</p> <p>To discuss the sequence of events in books and how many items of information are related</p> <p>To demonstrate familiarity with and retell a wide range of stories, fairy stories and traditional tales</p> <p>To understand many non-fiction books that are structured in different ways</p> <p>To recognise simple recurring literacy language in stories and poetry and draw upon these for their writing</p>	<p>To listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>To read a range of books that are structured in different ways and read for a range of purposes</p> <p>To use dictionaries to check the meaning of many unknown words that they have read</p> <p>To increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of those orally</p> <p>To identify simple themes and conventions in an increasing range of books</p>	<p>To listen to and confidently discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>To read a wide range of books that re structured in different ways and read for a range of purposes</p> <p>To begin to use more complex dictionaries to check the meaning of many unknown words that they have read</p> <p>To increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally with an appropriate use of story-book language</p> <p>To identify themes and conventions in an</p>	<p>To read and discuss a range of fiction, poetry, plays, non-fiction and reference books or text books</p> <p>To read books that are structured in different ways and read for a range of purposes</p> <p>To increase their familiarity with a range of books, including myths, legends and traditional stories, modern fiction, fiction from out literary heritage, and books from other cultures and traditions</p> <p>To recommend books that they have read to their peers, giving simple reasons for their choices and sometimes referring to the text</p> <p>To identify and discuss themes and conventions in and</p>	<p>To read and discuss a range of fiction, poetry, plays, non-fiction and reference books or text books</p> <p>To read books that are structured in different ways and read for a range of purposes</p> <p>To increase their familiarity with a range of books, including myths, legends and traditional stories, modern fiction, fiction from out literary heritage, and books from other cultures and traditions</p> <p>To recommend books that they have read to their peers, giving simple reasons for their choices and sometimes referring to the text</p> <p>To identify and discuss themes and conventions in and</p>

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	<p>To draw on what they already know or on background information and vocabulary provided by the teacher</p> <p>To check that the text makes sense to them as they read and correct inaccurate reading</p> <p>To discuss significant events in stories</p> <p>To make inferences on the basis of what is being said and done</p> <p>To predict what might happen on the basis of what has been read so far</p> <p>To participate in discussion and explain clearly about what is read to them, taking turns and listening to what others say</p>	<p>To discuss an increasing amount of word meanings in context, linking meanings to those already known and sometimes discussing alternative meaning of the same word</p> <p>To discuss their favourite words and phrases using some of them in their writing</p> <p>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</p> <p>To show good understanding of books they have read and listened to drawing upon what they already know, with background information and vocabulary provided by the teacher</p> <p>To discuss many books, poems and other works that are read to them and those that they can read for themselves</p> <p>To check the text makes sense to them and correct inaccurate reading</p>	<p>To prepare short poems and play scripts excerpts to read aloud and to perform, showing some understanding through intonation, tone, volume and action</p> <p>To discuss some words and phrases that capture the reader's interest and imagination</p> <p>To recognise some different forms of poetry</p> <p>To check that text makes sense to them, discuss their understanding and explain the meaning of some words in context</p> <p>To ask some questions to improve their understanding of a text</p> <p>To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence</p> <p>To predict what might happen from details stated and some which are implied</p> <p>To identify main ideas drawn from more than one paragraph and summarising these</p>	<p>increasing range of books</p> <p>To prepare poems and play scripts to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action</p> <p>To discuss many words and phrases that capture the reader's interest and imagination</p> <p>To recognise a range of poetic forms</p> <p>To check that text makes sense to them, discuss their understanding and explain the meaning of many words in context asking questions to improve their understanding of a text</p> <p>To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying most inferences with evidence</p> <p>To predict what might happen from details stated and implied</p> <p>To identify main ideas drawn from more than two paragraphs and summarise these</p>	<p>across a wide range of writing</p> <p>To make comparisons within and across books</p> <p>To learn a wider range of appropriate poetry by heart</p> <p>To prepare poems and plays to read aloud and to perform, showing understanding through intonations, tone and volume so that the meaning is clear to an audience</p> <p>To check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>To ask questions to improve their understanding</p> <p>To draw inferences, with occasional prompting, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>To predict what might happen from details stated and implied</p> <p>To locate, with support, relevant information in a text, summarise the main ideas drawn from more than one paragraph and identify</p>	<p>across a wide range of writing</p> <p>To make comparisons within and across books</p> <p>To learn a wider range of appropriate poetry by heart</p> <p>To prepare poems and plays to read aloud and to perform, showing understanding through intonations, tone and volume so that the meaning is clear to an audience</p> <p>To check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>To ask questions to improve their understanding</p> <p>To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>To predict what might happen from details stated and implied</p> <p>To summarise the main ideas drawn from more than one paragraph and identify key details</p>
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		<p>To make some inferences on the basis of what is being said and done across the book and drawing on other books they have read</p> <p>To answer and ask questions</p> <p>To make some predictions of what might happen on the basis of what has been read so far</p> <p>To explain what has happened so far in what they have listened to or read</p>	<p>To identify how language and structure contribute to meaning</p> <p>To retrieve and record some information from non-fiction</p> <p>To 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>To identify how language, structure and presentation contribute to meaning</p> <p>To confidently retrieve and record information from non-fiction</p> <p>To confidently participate in discussion about both books that are read to them and those they can read for themselves, taking in turns and listening to what others say</p>	<p>key details that support the main ideas</p> <p>To identify, discuss and evaluate the difference between literal and figurative language, commenting on the effectiveness of the author's language to create mood and build tension and the impact on the reader</p> <p>To distinguish between statements of fact and opinion</p> <p>To retrieve, record and present some information from non-fiction</p> <p>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 some views</p> <p>To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>To provide reasoned justifications for their views</p>	<p>that support the main ideas</p> <p>To identify how language, structure and presentation contribute to meaning</p> <p>To discuss how authors use language, including figurative language, considering the impact on the reader</p> <p>To distinguish between statements of fact and opinion</p> <p>To retrieve, record and present some information from non-fiction</p> <p>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 some views</p> <p>To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>To provide reasoned justifications for their views</p>
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