

St. Hugh's Catholic Primary School Progression Map for: Reading

Area of Learning and Development	Aspect	Range 3	Range 4	Range 5	Range 6
Communication and Language	Listening and Attention	Listens to and enjoys rhythmic patterns in rhymes and stories, trying to join in with actions and vocalisations	Listens with interest to the noises adults make when they read stories	Listens to familiar stories with increasing attention and recall	
			Shows interest in play with sounds, songs and rhymes	Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories	

Early Learning Goal: Children listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; make comments about what they have heard and ask questions to clarify their understanding.

Area of Learning and Development	Aspect	Range 3	Range 4	Range 5	Range 6
Communication and Language	Understanding	Understands simple sentences	Beginning to understand more complex sentences	Shows understanding of prepositions	Understands a range of complex sentence structures
			Understands who, what, where in simple sentences	Beginning to understand why and how questions	Able to follow a story without props

Early Learning Goal: Children demonstrate what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; anticipate – where appropriate – key events in stories; use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Area of Learning and Development	Aspect	Range 3	Range 4	Range 5	Range 6
Communication and Language	Speaking				Introduces a storyline or narrative into their play

Early Learning Goal (speaking): Children offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Area of Learning and Development	Aspect	Range 3	Range 4	Range 5	Range 6
Literacy	Reading	Is interested in and anticipates books and rhymes and may have favourites	Has some favourite stories, rhymes, songs, poems or jingles	Listens to and joins in with stories and poems when reading one-to-one and in small groups	Enjoys an increasing range of print and digital books, both fiction and non-fiction

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		<p>Begins to join in with actions and sounds in familiar song and book sharing experience</p>	<p>Repeats and uses actions, words or phrases from familiar stories</p> <p>Fills in the missing word or phrase in a known rhyme, story or game</p> <p>Begins to recognise familiar logos from children's popular culture, commercial print or icons for apps</p> <p>Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes</p>	<p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</p> <p>Begins to be aware of the way stories are structured, and to tell own stories</p> <p>Talks about events and principal characters in stories and suggests how the story might end</p> <p>Shows interest in illustrations and words in print and digital books and words in the environment</p> <p>Recognises familiar words and signs such as own name, advertising logos and screen icons</p> <p>Looks at and enjoys print and digital books independently Knows that print carries meaning and, in English, is read from left to right and top to bottom</p> <p>Knows information can be relayed through signs and symbols in various forms</p> <p>Handles books and touch screen technology carefully and the correct</p>	<p>Uses vocabulary and forms in speech that are increasingly influenced by their experiences of reading</p> <p>Describes main story settings, events and principal characters in increasing detail</p> <p>Re-enacts and reinvents stories they have heard in their play</p> <p>Knows that information can be retrieved from books, computers and mobile digital devices</p> <p>Is able to recall and discuss stories or information that has been read to them, or they have read themselves</p> <p>Begins to recognise some written names of peers, siblings or 'Mummy'/'Daddy' for example</p> <p>Begins to develop phonological and phonemic awareness</p> <ul style="list-style-type: none"> • Continues a rhyming string and identifies alliteration • Hears and says the initial sounds in words
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				<p>way up with growing competence</p> <p>Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps</p> <p>Begins to develop phonological and phonemic awareness</p> <ul style="list-style-type: none"> • Shows awareness of rhyme and alliteration • Recognises rhythm in spoken words, songs, poems and rhymes • Claps or taps the syllables in words during sound play • Hears and says the initial sounds in words 	<ul style="list-style-type: none"> • Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them • Starts to link sounds to letters, naming and sounding the letters of the alphabet • Begins to link sounds to some frequently used digraphs <p>Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences</p> <p>Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text</p> <p>Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes etc.</p>
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Early Learning Goal: Children say a sound for each letter of the alphabet and at least 10 digraphs; read words consistent with their phonic knowledge by sound-blending; read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

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</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</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>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 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>	<p>than on decoding individual words</p> <p>To sound out most unfamiliar words accurately, without undue hesitation</p>				
<p>Comprehension</p>	<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 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 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</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</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 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>

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	<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 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 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 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>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 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>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 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 increase their familiarity with a 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>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 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 increase their familiarity with a 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>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 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</p>
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	<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 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 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 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>To identify how language and structure contribute to meaning</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>To identify how language, structure and presentation contribute to meaning</p> <p>To confidently retrieve and record</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 key details that support the main ideas</p> <p>To identify, discuss and evaluate the difference between literal and figurative language,</p>	<p>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 that support the main ideas</p> <p>To identify how language, structure and presentation contribute to meaning</p>
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		<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 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>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>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>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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