



# Progression of Curriculum and Skills Map

Subject area: English - Reading

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Guidance: As the National Curriculum (NC) describes, where statements are the same, the skills are developed to a greater level through the challenge and complexity of the texts and vocabulary. Statements taken from the NC programme of study appear in bold.

	EYFS 30 - 50 months 40 - 60 months Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and decoding	<ul style="list-style-type: none"> <li>*Enjoy rhyming and rhythmic activities.</li> <li>* Show an awareness of rhyme and alliteration.</li> <li>* Recognise rhythm in spoken words.</li> <li>* Continue a rhyming string.</li> <li>* Hear and say the initial sound in words.</li> <li>* Segment the sounds in simple words and blend them together and know which letter</li> </ul>	<ul style="list-style-type: none"> <li>*Apply phonic knowledge to decode words.</li> <li>*Speedily read all 40+ letters/groups for 40+ phonemes.</li> <li>*Read accurately by blending taught GPC.</li> <li>*Read common suffixes (-s, -es, -ing, -ed, etc.)</li> <li>*Read multisyllable words containing taught GPCs.</li> </ul>	<ul style="list-style-type: none"> <li>*Continue to apply phonic decoding until reading is fluent.</li> <li>*Read accurately by blending, including alternative sounds for graphemes.</li> <li>*Read multisyllable words containing these graphemes.</li> <li>*Read words containing common suffixes.</li> <li>*Read most words quickly &amp; accurately</li> </ul>	<ul style="list-style-type: none"> <li>*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 read aloud and understand meaning.</li> <li>*Apply their growing</li> </ul>	<ul style="list-style-type: none"> <li>*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 read aloud and understand meaning.</li> <li>*Apply their growing</li> </ul>	<ul style="list-style-type: none"> <li>*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.</li> </ul>	<ul style="list-style-type: none"> <li>*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.</li> </ul>

	<p>represents some of them.</p> <p>* Link sounds to letters naming and sounding the letters of the alphabet.</p> <p>* Use phonic knowledge to decode regular words and read them aloud accurately.</p>	<p>*Read contractions and understand the use of the apostrophe for omission.</p> <p>*Read aloud phonically-decodable text.</p>	<p>without overt sounding and blending.</p>	<p>knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to read aloud and understand meaning.</p>	<p>knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to read aloud and understand meaning.</p>		
<b>Fluency</b>	<p>*Show interest in illustrations and print in books and print in the environment.</p> <p>*Recognise familiar words and signs such as own name and advertising logos.</p> <p>*Look and handle books independently (holds books the correct way up and turns pages).</p> <p>*Ascribe meanings to marks that they</p>	<p>*Accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</p> <p>*Re-read texts to build up fluency and confidence in word reading.</p>	<p>*Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>*Re-read these books to build up fluency and confidence in</p>	<p>*Read age-appropriate books fluently and accurately. Note: Teaching comprehension skills should be taking precedence over teaching word directly. Any focus on word reading should support the development of vocabulary.</p>	<p>*Read age-appropriate books fluently and accurately. Note: Teaching comprehension skills should be taking precedence over teaching word directly. Any focus on word reading should support the development of vocabulary.</p>	<p>*Read age-appropriate books fluently and accurately with appropriate speed and intonation.</p> <p>*Read silently and be able to discuss confidently what they have read.</p>	<p>*Read age-appropriate books fluently and accurately with appropriate speed and intonation.</p> <p>*Read silently and be able to discuss confidently what they have read.</p>

	<p>see in different places.</p> <p>*Begin to break the flow of speech into words.</p> <p>*Begin to read words and simple sentences.</p> <p>*Read and understand simple sentences.</p>		<p>word reading.</p> <p>*Read over 90 words per minute, in age-appropriate texts.</p>	<p>*Develop their silent reading skills.</p>	<p>*Develop their silent reading skills.</p>		
<b>Common Exception Words</b>	<p>*Read some common irregular words.</p>	<p>*Read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</p>	<p>*Read Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>*Read Y3/4 common exception words.</p>	<p>*Read Y3/4 common exception words.</p>	<p>*Read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>*Read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>
<b>Understanding and correcting inaccuracies</b>	<p>*Know that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p>*Understand humour, e.g. nonsense rhymes, jokes.</p>	<p>*Check that a text makes sense to them as they read and to correct inaccurate reading.</p> <p>*Draw on what they already know or on background</p>	<p>*Check that the text makes sense to them as they read and to correct inaccurate reading.</p> <p>*Draw on what they already know or on background information and vocabulary</p>	<p>*Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p>	<p>*Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p>	<p>*Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>*Ask questions to improve their understanding.</p>	<p>*Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>*Ask questions to improve their understanding.</p>

		<p>information and vocabulary provided by the teacher.</p> <p>*Explain clearly their understanding of what is read to them.</p>	<p>provided by the teacher.</p>	<p>*Ask questions to improve their understanding of a text.</p> <p>*Identify main ideas drawn from more than one paragraph and summarise these.</p>	<p>*Ask questions to improve their understanding of a text.</p> <p>*Identify main ideas drawn from more than one paragraph and summarise these.</p>		
<p><b>Connecting, comparing and familiarity with texts.</b></p>	<p>*Listen to stories with increasing attention and recall.</p> <p>*Enjoy an increasing range of books.</p> <p>*Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>*Demonstrate understanding when talking with</p>	<p>*Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristic.</p> <p>*Recognise and join in with predictable phrases.</p> <p>*Participate in discussion about what is read to them, taking turns and listening to what others say.</p>	<p>*Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.</p> <p>*Recognise simple recurring literary language in stories and poetry.</p> <p>*Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves,</p>	<p>*Increase 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>*Listen to and discussing a wide range of</p>	<p>*Increase 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>*Listen to and discussing a wide range of</p>	<p>*Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>*Read books that are structured in different ways and read for a range of purposes.</p> <p>*Make comparisons within and across book.</p>	<p>*Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>*Read books that are structured in different ways and read for a range of purposes.</p> <p>*Make comparisons within and across book.</p>

	<p>others about what they have read.</p>	<p>*Understand the difference between fiction and non-fiction.</p>	<p><b>taking turns and listening to what others say.</b>          *Identify and describe some differences between fiction and non-fiction books.</p>	<p>fiction, poetry, plays, non-fiction and reference books or textbooks.          *Read books that are structured in different ways and read for a range of purposes.          *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>fiction, poetry, plays, non-fiction and reference books or textbooks.          *Read books that are structured in different ways and read for a range of purposes.          *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>*Increase 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.          *Identify and discuss themes and conventions in and across a wide range of writing.</p>	<p>*Increase 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.          *Identify and discuss themes and conventions in and across a wide range of writing.</p>
<p><b>Non-Fiction</b></p>	<p>*Know that information can be relayed in the form of print.          *Know that information can be retrieved from</p>	<p>*Discuss features and layout.</p>	<p>*Be introduced to non-fiction books that are structured in different ways.</p>	<p>*Retrieve and record information from non-fiction.</p>	<p>*Retrieve and record information from non-fiction.</p>	<p>*Distinguish between statements of fact and opinion.          *retrieve, record and present</p>	<p>*Distinguish between statements of fact and opinion.          *retrieve, record and present</p>

	books and computers.					information from non-fiction.	information from non-fiction.
Poetry and Performance	<p>*Listen to and join in with stories and poems, one-to-one and also in small groups.</p> <p>*Join in with repeated refrains in rhymes and stories.</p> <p>*Use intonation, rhythm and phrasing to make the meaning clear to others.</p> <p>*Develop preference for forms of expression.</p> <p>*Play co-operatively as part of a group to develop and act out a narrative.</p> <p>*Express themselves effectively, showing awareness of listeners' needs.</p>	<p>*Learn to appreciate rhymes and poems and to recite some by heart.</p>	<p>*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>*Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>*Recognise some different forms of poetry.</p>	<p>*Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>*Recognise some different forms of poetry.</p>	<p>*Learn 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>	<p>*Learn 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>
Vocabulary	<p>*Build up vocabulary that</p>	<p>*Discuss word meanings, linking</p>	<p>*Discuss and clarifying the</p>	<p>*Use dictionaries to</p>	<p>*Use dictionaries to</p>	<p>*Continue to explore and</p>	<p>*Continue to explore and</p>

	<p>reflects the breadth of their experiences.</p> <p>*Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>*Use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p>	<p>new meanings to those already known.</p>	<p>meanings of words, linking new meanings to known vocabulary.</p> <p>*Discuss their favourite words and phrases.</p> <p>*Begin to find the meaning of new words using the context of the sentence.</p>	<p>check the meaning of words that they have read.</p> <p>*Continue to explore and expand vocabulary.</p> <p>*Begin to find the meaning of new words using substitution within a sentence.</p>	<p>check the meaning of words that they have read.</p> <p>*Continue to explore and expand vocabulary.</p> <p>*Begin to find the meaning of new words using substitution within a sentence.</p>	<p>expand their vocabulary.</p> <p>*Identify words and phrases that create a particular mood, feeling or attitude including figurative language.</p> <p>*Read around the word' and explore its meaning in the broader context of a section or paragraph.</p>	<p>expand their vocabulary.</p> <p>*Identify words and phrases that create a particular mood, feeling or attitude including figurative language.</p> <p>*Read around the word' and explore its meaning in the broader context of a section or paragraph.</p>
<b>Inference</b>	<p>*Begin to understand 'why' and 'how' questions.</p> <p>*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, making inferences on the basis of what is being said and done.</p> <p>*Make inferences though the use of pictures.</p>	<p>*Make inferences on the basis of what is being said and done.</p> <p>*Answer and ask questions.</p>	<p>* Ask and answer questions appropriately, drawing inferences such as inferring characters' feelings, thoughts and motives from</p>	<p>* Ask and answer questions appropriately, drawing inferences such as inferring characters' feelings, thoughts and motives from</p>	<p>*Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>*Discuss how characters change and develop through texts by drawing</p>	<p>*Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>*Discuss how characters change and develop through texts by drawing</p>

				their actions and justifying inferences with evidence.	their actions and justifying inferences with evidence.	inferences based on indirect clues.	inferences based on indirect clues.
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.	*Predict what might happen on the basis of what has been read so far.	*Predict what might happen from details stated and implied. *Justify predictions with some use of evidence.	*Predict what might happen from details stated and implied. *Justify predictions with some use of evidence.	*Predict what might happen from details stated and implied. *Support predictions with clear evidence. *Confirm and modify predictions as they read on.	*Predict what might happen from details stated and implied. *Support predictions with clear evidence. *Confirm and modify predictions as they read on.
Evaluation, explanation and discussion		*Explain clearly their understanding of what is read to them.	*Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	*Discuss words and phrases that capture the reader's interest and imagination. *Identify how language, structure, and presentation contribute to meaning.	*Discuss words and phrases that capture the reader's interest and imagination. *Identify how language, structure, and presentation contribute to meaning.	*Identify how language, structure and presentation contribute to meaning. *Discuss and evaluate how authors use language, including figurative language, considering the	*Identify how language, structure and presentation contribute to meaning. *Discuss and evaluate how authors use language, including figurative language, considering the



						<p>impact on the reader.</p> <p><b>*Explain and discuss their understanding of what they have read, including through formal presentations and debates.</b></p> <p><b>*Provide reasoned justification for their views.</b></p> <p><b>*Recommend books they have read to their peers, giving reasons for their choices.</b></p> <p><b>*Participate in discussions about books that are read to them and those they can read to themselves, building on their own and others' ideas and challenging views courteously.</b></p>	<p>impact on the reader.</p> <p><b>*Explain and discuss their understanding of what they have read, including through formal presentations and debates.</b></p> <p><b>*Provide reasoned justification for their views.</b></p> <p><b>*Recommend books they have read to their peers, giving reasons for their choices.</b></p> <p><b>*Participate in discussions about books that are read to them and those they can read to themselves, building on their own and others' ideas and challenging views courteously.</b></p>
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<b>Retrieval</b>	<p>*Describe main story settings, events and principal characters.</p>	<p>*retrieve key details. *Develop their knowledge of retrieval through images.</p>	<p>* Ask and answer retrieval questions.</p>	<p>*Quickly retrieve and record information from non-fiction and fiction text. *Develop skimming and scanning skills. *Begin to use quotations from the text.</p>	<p>*Quickly retrieve and record information from non-fiction and fiction text. *Develop skimming and scanning skills. *Begin to use quotations from the text.</p>	<p>*Retrieve and record information from a non-fiction and fiction text. *Confidently and quickly skim and scan. *Use multiple pieces of evidence from across larger sections of text.</p>	<p>*Retrieve and record information from a non-fiction and fiction text. *Confidently and quickly skim and scan. *Use multiple pieces of evidence from across larger sections of text.</p>
<b>Sequencing and summarising</b>	<p>*Begin to be aware of the way stories are structured. *Follow a story without pictures or props.</p>	<p>*Retell familiar stories orally. *Sequence the events of a story they are familiar with.</p>	<p>*Discuss the sequence of events in book and how items of information are related.</p>	<p>*Identify main ideas drawn from more than one paragraph and summarise these. *Begin to distinguish between the important and less important information in a text. *Give a brief written summary.</p>	<p>*Identify main ideas drawn from more than one paragraph and summarise these. *Begin to distinguish between the important and less important information in a text. *Give a brief written summary.</p>	<p>*Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas. * Give a clear written summary.</p>	<p>*Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas. * Give a clear written summary.</p>