



# Kew Woods Primary School Whole School Progression Map - Reading



Read Words Accurately	EYFS (30 - 50mths to ELGs)	KS1		KS2	
	30 - 50 months 40 - 60 months Early Learning Goals	Year 1	Year 2	Years 3 and 4	Years 5 and 6
	<p>Enjoys rhyming and rhythmic activities.</p> <p>Shows awareness of rhyme and alliteration.</p> <p>Recognises rhythm in spoken words.</p> <p>Shows interest in illustrations and print in books and print in the environment.</p> <p>Recognises familiar words and signs such as own name and advertising logos.</p> <p>Looks at books independently.</p> <p>Handles books carefully.</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>Apply phonic knowledge and skills as the route to decode words.</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Read common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.</p> <p>Read other words of more than one syllable that contain taught GPCs.</p> <p>Read words with contractions (e.g. I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s).</p> <p>Read aloud books that are consistent with their developing phonic</p>	<p>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 read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables.</p> <p>To read most words containing common suffixes.</p> <p>Read further common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, 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), as listed in Appendix 1*, both to read aloud and to understand the meaning of new words that they meet.</p> <p>Read age-appropriate books with confidence and fluency (including whole novels).</p>



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	<p>Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Begins to read words and simple sentences.</p> <p>Read and understand simple sentences.</p> <p>Use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>Read some common irregular words.</p>	<p>knowledge and that do not require them to use other strategies to work out words.</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p>	<p>accurately, automatically and without undue hesitation.</p> <p>Re-read these books to build up fluency and confidence in word reading.</p>		
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Comprehension: Understanding: texts	EYFS (30 - 50mths to ELGs)	KS1		KS2	
	30 - 50 months 40 - 60 months Early Learning Goals	Year 1	Year 2	Years 3 and 4	Years 5 and 6
	<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>Knows information can be relayed in the form of print.</p> <p>Holds books the correct way up and turns pages.</p> <p>Knows that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p>Uses a range of tenses</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding:</p> <p>Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>Link what they hear or read to their own experiences.</p> <p>Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p> <p>Recognise and join in with recurring language and predictable phrases.</p> <p>Listen to and appreciate rhymes and poems.</p> <p>Recite simple poems by heart.</p> <p>Discuss word meanings, linking new meanings to those already known.</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding:</p> <p>Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>Make links between the text they are reading and other texts they have read in texts that they can read independently.</p> <p>Discuss the sequence of events in books and how items of information are related.</p> <p>Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</p> <p>Recognise non-fiction books that are structured in different ways.</p> <p>Recognise and join in with simple recurring literary language in stories and poetry.</p> <p>Discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p>	<p>Develop positive attitudes to reading and understanding of what they read:</p> <p>Listen to and discuss a 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>Use dictionaries to check the meaning of words that they have read.</p> <p>Increase familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.</p> <p>Identify themes and conventions in a wide range of books, including recurring themes and elements of different stories.</p> <p>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Discuss words and phrases that capture the reader's interest and imagination.</p> <p>Recognise some different forms of poetry (e.g. free verse, narrative poetry).</p>	<p>Maintain positive attitudes to reading and understanding of what they read:</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>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.</p> <p>Recommend books that they have read to their peers, giving reasons for their choices.</p> <p>Identify and discuss themes and conventions in and across a wide range of writing.</p> <p>Make comparisons within and across books.</p> <p>Learn a wider range of poetry by heart.</p> <p>Prepare 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>



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	<p>(e.g. play, playing, will play, played).</p> <p>Can retell a simple past event in correct order (e.g. went down slide, hurt finger).</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experience of books.</p> <p>Enjoys an increasing range of books.</p> <p>Knows that information can be retrieved from books and computers.</p> <p>Able to follow a story without pictures or props.</p> <p>Introduces a storyline or narrative into their play.</p> <p>Demonstrate understanding when talking with others</p>		<p>Discuss favourite words and phrases.</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>		
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<p>about what they have read.</p> <p>Listens to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>Answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>Develop their own narratives and explanations by connecting ideas or events.</p>	<p><b>Understand both the books they can already read accurately and fluently and those they listen to:</b></p> <p>Draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Check that reading makes sense and self-correct.</p> <p>Discuss the significance of the title and events.</p> <p>Make inferences on the basis of what is being said and done.</p> <p>Predict what might happen on the basis of what has been read so far.</p>	<p><b>Understand both the books they can already read accurately and fluently and those they listen to:</b></p> <p>Draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Check that reading makes sense and self-correct.</p> <p>Make inferences on the basis of what is being said and done.</p> <p>Ask and answer questions.</p> <p>Predict what might happen on the basis of what has been read so far.</p>	<p><b>Understand what they read, in books they can read independently:</b></p> <p>Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context.</p> <p>Ask questions to improve their understanding of a text.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.</p> <p>Predict what might happen from details stated and implied.</p> <p>Identify main ideas drawn from more than one paragraph and summarise these.</p> <p>Identify how language, structure, and presentation contribute to meaning.</p> <p>Explain and discuss understanding of reading, maintaining focus on the topic.</p>	<p><b>Understand what they read:</b></p> <p>Check that the book makes sense to them, discuss their understanding and explore the meaning of words in context.</p> <p>Ask questions to improve their understanding.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.</p> <p>Predict what might happen from details stated and implied.</p> <p>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>Identify how language, structure and presentation contribute to meaning.</p>
	<p>Join in discussions about what is read to them, taking turns and listening to what others say.</p> <p>Explain clearly their understanding of what is read to them.</p>	<p>Join in discussions about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.</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.</p>	<p>Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes.</p> <p>Participate in discussion about both books that are read to them and those they can read for themselves, take turns and listen to what others say.</p>	<p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Distinguish between statements of fact and opinion.</p> <p>Retrieve, record and present information from non-fiction.</p> <p>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.</p> <p>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>Provide reasoned justifications for their views.</p>



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Reading Domains		<ul style="list-style-type: none"><li>1a - draw on knowledge of vocabulary to understand texts.</li><li>1b - identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</li><li>1c - identify and explain the sequence of events in texts.</li><li>1d - make inferences from the text.</li><li>1e - predict what might happen on the basis of what has been read so far.</li></ul>	<ul style="list-style-type: none"><li>2a - give / explain the meaning of words in context.</li><li>2b - retrieve and record information / identify key details from fiction and non-fiction.</li><li>2c - summarise main ideas from more than one paragraph.</li><li>2d - make inferences from the text / explain and justify inferences with evidence from the text.</li><li>2e - predict what might happen from details stated and implied.</li><li>2f - identify/explain how information/ narrative content is related and contributes to meaning as a whole.</li><li>2g - identify / explain how meaning is enhanced through choice of words and phrases.</li><li>2h - make comparisons within the text.</li></ul>		
Common Exception Words		the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our	door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas	accident(ally), actual(ly), address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy/business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight/eighth, enough, exercise, experience, experiment, extreme, famous, favourite, February, forward(s), fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest, island, knowledge, learn, length, library, material, medicine, mention, minute, natural, naughty, notice, occasion(ally), often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possess(ion), possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though/although, thought, through, various, weight, woman/women	accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, community, competition, conscience*, conscious*, controversy, convenience, correspond, criticise, (critic + ise), curiosity, definite, desperate, determined, develop, dictionary, disastrous, embarrass, environment, equip (-ped, -ment), especially, exaggerate, excellent, existence, explanation, familiar, foreign, forty, frequently, government, guarantee, harass, hindrance, identity, immediate(ly), individual, interfere, interrupt, language, leisure, lightning, marvellous, mischievous, muscle, necessary, neighbour, nuisance, occupy, occur, opportunity, parliament, persuade, physical, prejudice, privilege, profession, programme, pronunciation, queue, recognise, recommend, relevant, restaurant, rhyme, rhythm, sacrifice, secretary, shoulder, signature, sincere(ly), soldier, stomach, sufficient, suggest, symbol, system, temperature, thorough, twelfth, variety, vegetable, vehicle, yacht