



# St Luke's CE Primary

## English Reading Progression Map and End Points



	End of EYFS	End of KS1	End of Lower KS2	End of Upper KS2
<b>Word Reading</b>	<ul style="list-style-type: none"> <li>◇ say a sound for each letter in the alphabet and at least 10 digraphs;</li> <li>◇ read words consistent with their phonic knowledge by sound-blending;</li> <li>◇ read aloud simple sentences and books that are consistent with their phonic knowledge,</li> <li>◇ read some common exception words. RWI red words her, do, does, all call, tall, small, come, some, many, any, one</li> </ul>	<ul style="list-style-type: none"> <li>◇ <b>continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</b></li> <li>◇ <b>read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</b></li> <li>◇ <b>read accurately words of two or more syllables that contain the same graphemes as above</b></li> <li>◇ <b>read words containing common suffixes</b></li> <li>◇ <b>read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</b></li> <li>◇ <b>read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</b></li> <li>◇ <b>read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</b></li> <li>◇ <b>re-read these books to build up their fluency and confidence in word reading.</b></li> </ul>	<ul style="list-style-type: none"> <li>◇ apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 to read aloud and to understand the meaning of new words they meet</li> <li>◇ read further exception words, noting the unusual correspondence between spelling and sound and where these occur in the word.</li> <li>◇ adding suffixes beginning with vowel letters to words with more than one syllable</li> <li>◇ use the possessive apostrophe with plural words</li> <li>◇ identify irregular plurals</li> <li>◇ know an extending range of homophones or near homophones</li> <li>◇ to read accurately the words as stated in Appendix 1</li> </ul>	<ul style="list-style-type: none"> <li>◇ apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 to read aloud and to understand the meaning of new words they meet</li> <li>◇ use a hyphen to join a prefix to a root word</li> <li>◇ add suffixes beginning with vowel letters to words ending in – fer</li> <li>◇ gain further knowledge of homophones and other words that are often confused</li> <li>◇ further develop the use of the hyphen to join a prefix to a root word</li> <li>◇ read accurately words with silent letters whose presence cannot be predicted by the pronunciation of the word</li> </ul>
<b>Comprehension</b>	<ul style="list-style-type: none"> <li>◇ 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</li> <li>◇ make comments about what they have heard and ask questions to clarify their understanding</li> <li>◇ offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</li> <li>◇ demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</li> <li>◇ anticipate – where appropriate – key events in stories;</li> <li>◇ use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul>	<ul style="list-style-type: none"> <li>◇ <b>develop pleasure in reading, motivation to read, vocabulary and understanding by:</b></li> <li>◇ <b>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</b></li> <li>◇ <b>discuss the sequence of events in books and how items of information are related</b></li> <li>◇ <b>become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</b></li> <li>◇ <b>be introduced to non-fiction books that are structured in different ways</b></li> <li>◇ <b>recognise simple recurring literary language in stories and poetry</b></li> <li>◇ <b>discuss and clarifying the meanings of words, linking new meanings to known vocabulary</b></li> </ul>	<ul style="list-style-type: none"> <li>◇ <b>develop positive attitudes to reading and understanding of what they read by:</b></li> <li>◇ <b>listen to and discuss a wide range of fiction, poetry, plays, non-fiction and textbooks</b></li> <li>◇ <b>read books that are structured in different ways and reading for a range of purposes</b></li> <li>◇ <b>using dictionaries to check the meaning of words that they have read</b></li> <li>◇ <b>increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</b></li> <li>◇ <b>identify themes and conventions in a wide range of books</b></li> <li>◇ <b>prepare poems and play scripts to read aloud and to perform, improve intonation, tone and volume</b></li> <li>◇ <b>discuss words and phrases that capture the reader’s interest and imagination</b></li> </ul>	<ul style="list-style-type: none"> <li>◇ Pupils should be taught to: maintain positive attitudes to reading and understanding of what they read by:</li> <li>◇ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or text books</li> <li>◇ reading books that are structured in different ways and reading for a range of purposes</li> <li>◇ increasing 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</li> <li>◇ recommending books that they have read to their peers, giving reasons for their choices</li> <li>◇ identifying and discussing themes and conventions in and across a wide range of writing</li> <li>◇ making comparisons within and across books</li> <li>◇ learning a wider range of poetry by heart</li> <li>◇ preparing poems and plays to read aloud and perform, showing understanding through</li> </ul>

- ◇ discuss their favourite words and phrases
- ◇ continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- ◇ Understand books that they can already read accurately and fluently and those that they listen to by:
- ◇ draw on what they already know or on background information and vocabulary provided by the teacher
- ◇ check that the text makes sense to them as they read and correcting inaccurate reading

- ◇ recognise some different forms of poetry [for example, free verse, narrative poetry]
- ◇ understand what they read, in books they can read independently, by:
- ◇ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- ◇ ask questions to improve their understanding of a text
- ◇ draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- ◇ predict what might happen from details stated and implied
- ◇ identify main ideas drawn from more than one paragraph and summarising these
- ◇ identify how language, structure, and presentation contribute to meaning
- ◇ retrieve and record information from non-fiction

- intonation, tone and volume so that the meaning is clear to an audience
- ◇ Understand what they read by:
- ◇ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- ◇ asking questions to improve their understanding
- ◇ drawing inferences such as inferring characters' feelings, thoughts and motives, from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied justifying inferences with evidence
- ◇ predicting what might happen from details stated and implied
- ◇ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- ◇ 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
- ◇ distinguish between statements of fact and opinion
- ◇ retrieve, record and present information from non-fiction
- ◇ 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
- ◇ 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
- ◇ provide reasoned justifications for their views