

Shillington Lower school and Stondon Lower school (Shillington and Stondon Federation)

Curriculum map/skills progression grid

Date	Reading Skills Progression Review date						Subject Leader
April 2021	September 2022						C. Riberaud
<p>This document aims to give guidance on the progression of skills and knowledge across the year groups for Reading. It is used to support planning the year groups long term overviews that break up content into termly blocks. As children make progress through the school, it is expected that they can demonstrate a wider range of independent skills and knowledge in the 2 strands of Reading across the curriculum. In Reading, like in other subjects, we recognise the importance that a range of different teaching methods could be used in supporting pupils to know more, understand more and remember more. In Reading we aim for the pupils to gain the skills below and these will be evident in pupil discussion, observations and work in books in order that learning opportunities in phonics are as effective as possible and that pupils make progress throughout the year and across different years.</p>							
Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word Reading	<ul style="list-style-type: none"> •Letters and sounds Phases 1 to 4. ▪To use phonic knowledge to decode regular words and read them aloud accurately. •To read some common irregular words. •To read and understand simple sentences. 	<p>Letters and Sounds Phases 4 to 5.</p> <ul style="list-style-type: none"> ▪ Respond speedily with the correct sound to grapheme for the 44 phonemes. ▪ Recognise and use the different ways of pronouncing the same grapheme; e.g. ow in snow and cow. ▪ Read accurately by blending sounds 	<p>Letters and Sounds Phase 6.</p> <ul style="list-style-type: none"> ▪ Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent. ▪ Read accurately by blending the sounds in words, especially recognising alternative 	<p>Use knowledge of root words to understand meanings of words.</p> <ul style="list-style-type: none"> ▪ Use prefixes to understand meanings e.g. un-, dis-, -mis-, re-. ▪ Use suffixes to understand meanings e.g. –ation, -ous. ▪ Read and understand meaning of words on Y3/4 word list – see bottom. ▪ Use intonation, tone and volume 	<ul style="list-style-type: none"> ▪ Use knowledge of root words to understand meanings of words. ▪ Use prefixes to understand meanings e.g. sub-,inter-, anti-, -auto-. ▪ Use suffixes to understand meanings e.g. –ation, -ous, -tion, -sion, -cian. ▪ Read and understand meaning of words on Y3/4 	<ul style="list-style-type: none"> ▪To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. ▪To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and - 	<p>Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. un+happy+ness, dis+repute+able, dis+respect+ful, re+engage+ment.</p> <ul style="list-style-type: none"> ▪ Use suffixes to understand meanings e.g. –cious, -tious, -tial, -cial. ▪ Read and understand meaning of words on Y5/6

		<p>in unfamiliar words.</p> <ul style="list-style-type: none"> ▪ Read words containing –s, -es, -ing, -ed, -er, -est endings. ▪ Split two and three syllable words into the separate syllables to support blending for reading. ▪ Read words with contractions e.g. I'm, I'll, we'll and understand that the apostrophe represents the omitted letter. ▪ Automatically recognise approximately 150 high frequency words (see bottom). ▪ Apply phonic knowledge for reading. 	<p>sounds for graphemes.</p> <ul style="list-style-type: none"> ▪ Read accurately words of two or more syllables that contain alternative sounds for grapheme e.g. shoulder, roundabout, grouping. ▪ Read words containing common suffixes e.g. –ness, -ment, -ful, -ly. ▪ Read further common exception words, noting tricky parts (see bottom). ▪ Read frequently encountered words quickly and accurately without overt sounding and blending. 	<p>when reading aloud.</p> <ul style="list-style-type: none"> ▪ Take note of punctuation when reading aloud. 	<p>word list – see bottom.</p> <ul style="list-style-type: none"> ▪ Use punctuation to determine intonation and expression 	<p>ible/ibly, to read aloud fluently.*</p>	<p>word list – see bottom.</p> <ul style="list-style-type: none"> ▪ Use etymology to help the pronunciation of new words e.g. chef, chalet, machine, brochure – French in origin. ▪ Employ dramatic effect to engage listeners whilst reading aloud. ▪ Read extensively for pleasure. ▪ Skim texts to ascertain the gist. ▪ Use a combination of scanning and close reading to locate information. ▪ As above and: ▪ Evaluate texts quickly in order to determine their usefulness or appeal.
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		<ul style="list-style-type: none"> ▪ Read aloud accurately books that are consistent with their developing phonic knowledge. ▪ Develop fluency, accuracy and confidence by re-reading books. ▪ Read more challenging texts using phonics and high frequency word recognition. 	<ul style="list-style-type: none"> ▪ Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. ▪ Re-read these books to build up their fluency and confidence in word reading. ▪ Uses tone and intonation when reading aloud. ▪ Read longer and less familiar texts independently. 				<ul style="list-style-type: none"> ▪ Understand underlying themes, causes and consequences within whole texts. ▪ Understand the structures writers use to achieve coherence; (headings; links within and between paragraphs; connectives). ▪ Recognise authors' techniques to influence and manipulate the reader.
Comprehension	<ul style="list-style-type: none"> • To understand humour, e.g. nonsense rhymes, jokes. • To listen to stories, accurately anticipating key 	Develop pleasure in reading, motivation to read, vocabulary and	Develop pleasure in reading, motivation to read, vocabulary and	Develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> ▪ Listening to and 	As above and <ul style="list-style-type: none"> ▪ Develop pleasure in reading, motivation to read, vocabulary and 	<ul style="list-style-type: none"> ▪ To read a wide range of genres, identifying the characteristics of text types (such as the use of the first 	Maintain positive attitudes to reading and understanding what they read by:

	<p>events and respond to what they hear with relevant comments, questions or actions.</p> <ul style="list-style-type: none"> • To demonstrate understanding when talking with others about what they have read. • To answer 'how' and 'why' questions about their experiences and in response to stories or events. • To express themselves effectively, showing awareness of listeners' needs. 	<p>understanding by:</p> <ul style="list-style-type: none"> ▪ Listening to a range of texts at a level beyond that at which they can read independently including stories, non-fiction and poems. ▪ Identifying and discuss the main events in stories. ▪ Identifying and discuss the main characters in stories. ▪ Recalling specific information in texts. ▪ Recognising and join in with language patterns and repetition. ▪ Use patterns and repetition to support oral retelling. 	<p>understanding by:</p> <ul style="list-style-type: none"> ▪ Listening to a range of texts at a level beyond that at which they can read independently including stories, non-fiction, and contemporary and classic poetry. ▪ Sequencing and discussing the main events in stories. ▪ Learning and reciting a range of poems using appropriate intonation. ▪ Retelling a wider range of stories, fairy tales and traditional tales. ▪ Read a range of non-fiction texts including information, explanations, 	<p>discussing a range of fiction, poetry, plays, non-fiction.</p> <ul style="list-style-type: none"> ▪ Regularly listening to whole novels read aloud by the teacher. ▪ Reading a range of non-fiction texts including information, explanations, instructions, recounts, reports, persuasion. ▪ Analysing and evaluate texts looking at language, structure and presentation e.g. newspaper reports, recipes, etc. ▪ Recognising some different forms of poetry e.g. narrative, free verse. ▪ Reading books and texts for a range of purposes e.g. enjoyment, 	<p>understanding by:</p> <ul style="list-style-type: none"> ▪ Listening to, reading and discussing a range of fiction, poetry, plays and non-fiction in different forms e.g. advertisements, formal speeches, leaflets, magazines, electronic texts. ▪ Regularly listening to whole novels read aloud by the teacher. ▪ Analysing and evaluate texts looking at language, structure and presentation. ▪ Analysing different forms of poetry e.g. haiku, limericks, kennings. 	<p>person in writing diaries and autobiographies) and differences between text types.</p> <ul style="list-style-type: none"> ▪ 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 views courteously. ▪ To identify main ideas drawn from more than one paragraph and to ▪ To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types. 	<ul style="list-style-type: none"> ▪ Listening to, reading and discussing an increasingly wide range of fiction, poetry, plays and non-fiction. ▪ Regularly listening to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves. ▪ Recognising themes within and across texts e.g. hope, peace, fortune, survival. ▪ Making comparisons within and across texts e.g. similar events in different books, such as being an evacuee in Carrie's War and Goodnight Mr Tom.
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		<ul style="list-style-type: none"> ▪ Reciting rhymes and poems by heart. ▪ Relating texts to own experiences. ▪ Re telling familiar stories in a range of contexts e.g. small world, role play, storytelling. ▪ Make personal reading choices and explain reasons for choices. <p>Understand both the books they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> ▪ Introducing and discussing key vocabulary. ▪ Activating prior knowledge e.g. what do you know about 	<p>instructions, recounts, reports.</p> <ul style="list-style-type: none"> ▪ Discussing how specific information is organised within a non-fiction text e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams. ▪ Identifying, discussing and collecting favourite words and phrases. ▪ Recognising use of repetitive language within a text or poem e.g. run, run as fast as you can and across texts e.g. long, long ago in a land far away... ▪ Make personal reading choices and explain 	<p>research, skills development, reference.</p> <ul style="list-style-type: none"> ▪ Using dictionaries to check meanings of words they have read. ▪ Sequencing and discussing the main events in stories. ▪ Retelling a range of stories, including less familiar fairy stories, fables and folk tales e.g. Grimm’s Fairy Tales, Rudyard Kipling Just So Stories. ▪ Identifying and discussing themes e.g. good over evil, weak and strong, wise and foolish, mean and generous, rich and poor. ▪ Identifying and discussing conventions e.g. 	<ul style="list-style-type: none"> ▪ Reading books and texts for a range of purposes and responding in a variety of ways. ▪ Analysing and comparing a range of plot structures. ▪ Retelling a range of stories, including less familiar fairy stories, myths and legends. ▪ Identifying, analysing and discussing themes e.g. safe and dangerous, just and unjust, origins of the earth, its people and animals. ▪ Identifying, discussing and collecting effective words and phrases which capture the reader’s interest and 	<ul style="list-style-type: none"> ▪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 views courteously. ▪To identify main ideas drawn from more than one paragraph and to ▪To discuss vocabulary used by the author to create effect including figurative language. ▪To evaluate the use of authors’ language and explain how it has created an impact on the reader. ▪To discuss vocabulary used by the author to create effect including 	<ul style="list-style-type: none"> ▪ Comparing texts written in different periods. ▪ Analysing the conventions of different types of writing e.g. use of dialogue to indicate geographical and/or historical settings for a story. ▪ Independently read longer texts with sustained stamina and interest. ▪ Recommending books to their peers with detailed reasons for their opinions. ▪ Expressing preferences about a wider range of books including modern fiction, traditional stories, fiction from our literary
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		<p>mini beasts? ▪ Checking that texts make sense while reading and self-correct.</p> <ul style="list-style-type: none"> ▪ Making predictions based on what has been read so far. ▪ Make basic inferences about what is being said and done. ▪ Discussing the title and how it relates to the events in the whole story e.g. Peace at Last by Jill Murphy. ▪ Listening to what others say. ▪ Taking turns. ▪ Giving opinions and supporting with reasons e.g. Hansel was clever when he 	<p>reasons for choices.</p> <ul style="list-style-type: none"> ▪ Understand both the books they can already read accurately and fluently and those that they listen to by: <ul style="list-style-type: none"> ▪ Introducing and discussing key vocabulary within the context of a text. ▪ Use morphology to work out the meaning of unfamiliar words e.g. terror, terrorised. ▪ Activating prior knowledge and raising questions e.g. What do we know? What do we want to know? What have we learned? 	<p>numbers three and seven in fairy tales, magical sentence repeated several times.</p> <ul style="list-style-type: none"> ▪ Identifying, discussing and collecting favourite words and phrases which capture the reader's interest and imagination. ▪ Preparing poems/playscripts to read aloud, showing understanding through intonation, tone, volume and action. ▪ Understand what they read independently by: ▪ Discussing their understanding of the text ▪ Explaining the meaning of unfamiliar words 	<p>imagination e.g. metaphors, similes.</p> <ul style="list-style-type: none"> ▪ Learning a range of poems by heart and rehearsing for performance. ▪ Preparing poems and playscripts to read aloud, showing understanding through intonation, tone, volume and action. ▪ Discussing their understanding of the text ▪ Explaining the meaning of key vocabulary within the context of the text. ▪ Making predictions based on information 	<p>figurative language.</p> <ul style="list-style-type: none"> ▪ To evaluate the use of authors' language and explain how it has created an impact on the reader. ▪ To continually show an awareness of audience when reading out loud using intonation, tone, volume and action. ▪ To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts. 	<p>heritage and books from other cultures and traditions.</p> <ul style="list-style-type: none"> ▪ Learning a wider range of poems by heart. ▪ Preparing poems and playscripts to read aloud and perform using dramatic effects. ▪ Understand what they read by: <ul style="list-style-type: none"> ▪ Using a reading journal to record on-going reflections and responses to personal reading. ▪ Exploring texts in groups and deepening comprehension through discussion. ▪ Exploring new vocabulary in context. ▪ Demonstrating active reading
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		<p>put stones in his pocket.</p> <ul style="list-style-type: none"> ▪ Explaining clearly their understanding of what is read to them. ▪ Demonstrating understanding of texts by answering questions related to who, what, where, when, why, how. 	<ul style="list-style-type: none"> ▪ Checking that texts make sense while reading and self-correct. ▪ Making predictions using evidence from the text. ▪ Making inferences about characters and events using evidence from the text e.g. what is a character thinking, saying and feeling? ▪ Participating in discussion about what is read to them, taking turns and listening to what others say: ▪ Making contributions in whole class and group discussion. 	<p>by using the context</p> <ul style="list-style-type: none"> ▪ Making predictions based on details stated ▪ Raising questions during the reading process to deepen understanding e.g. I wonder why the character. ▪ Drawing inferences around characters thoughts, feelings and actions, and justify with evidence from the text ▪ Using point and evidence to structure and justify responses. ▪ Discussing the purpose of paragraphs. ▪ Identifying a key idea in a paragraph. ▪ Retrieve and record 	<p>stated and implied.</p> <ul style="list-style-type: none"> ▪ Demonstrating active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images. ▪ Drawing inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence. ▪ Identifying main ideas drawn from more than one paragraph and summarising these e.g. 		<p>strategies e.g. challenging peers with questions, justifying opinions, responding to different viewpoints within a group.</p> <ul style="list-style-type: none"> ▪ Inferring characters feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. Point; Evidence; Explanation. ▪ Predicting what might happen from information stated and implied. ▪ Re-read and reads ahead to locate clues to support understanding and justifying with evidence from the text.
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			<ul style="list-style-type: none"> ▪ Listening and responding to contributions from others. ▪ Giving opinions and supporting with reasons e.g. Was Goldilocks a good or bad character? ▪ Considering other points of view. ▪ Explaining clearly their understanding of what they read themselves and what is read to them: ▪ Demonstrating understanding of texts by asking and answering questions related to who, what, where, when, why, how. 	<p>information from non-fiction</p> <ul style="list-style-type: none"> ▪ Evaluating how specific information is organised within a non-fiction text e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams. ▪ Quickly appraising a text to evaluate usefulness. ▪ Navigating texts in print and on screen. ▪ Participating in discussion about what is read to them and books they have read independently, taking turns and listening to what others say ▪ Developing and agreeing on rules for effective discussion. 	<p>character is evil because...1/2/3 reasons,</p> <p>Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons across a text.</p> <ul style="list-style-type: none"> ▪ Retrieve and record information from non-fiction. ▪ Analysing and evaluating how specific information is organised within a non-fiction text e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams. ▪ Scanning for dates, numbers and names. ▪ Explaining how paragraphs are used to order or build up ideas, 		<ul style="list-style-type: none"> ▪ Scanning for key information e.g. looking for descriptive words associated with a setting. ▪ Skimming for gist. ▪ Using a combination of skimming, scanning and close reading across a text to locate specific detail. ▪ Identifying how language, structure and presentation contribute to meaning e.g. persuasive leaflet, balanced argument. ▪ Discuss / evaluate how authors use language including figurative language, considering the
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				<ul style="list-style-type: none"> ▪ Making and responding to contributions in a variety of group situations e.g. whole class, pairs, guided groups, book circles 	<p>and how they are linked.</p> <ul style="list-style-type: none"> ▪ Navigating texts to locate and retrieve information in print and on screen. ▪ Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say. ▪ Develop, agree on and evaluate rules for effective discussion. ▪ Making and responding to contributions in a variety of group situations e.g. whole class, independent reading groups, book circles 		<p>impact on the reader by:</p> <ul style="list-style-type: none"> ▪ Exploring, recognising and using the terms personification, analogy, style and effect. ▪ Explaining the effect on the reader of the authors' choice of language and reasons why the author may have selected these. ▪ Distinguish between statements of fact or opinion across a range of texts e.g. first-hand account of an event compared with a reported example such as Samuel Pepys' diary and a history textbook. ▪ Participate in discussions about books building on
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							<p>their own and others' ideas and challenging views courteously.</p> <ul style="list-style-type: none">▪ 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 by:▪ Preparing formal presentations individually or in groups.▪ Using notes to support presentation of information.▪ Responding to questions generated by a presentation.▪ Participating in debates on issues related to
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							<p>reading (fiction/non-fiction).</p> <ul style="list-style-type: none">▪ Provide reasoned justifications for their views ▪ <p>Justifying opinions and elaborating by referring to the text e.g. Point; Evidence; Explanation</p>
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