

**Woodston Primary Reading Skills Progression Map**

	<b><u>EYFS</u></b>	<b><u>Year 1</u></b>	<b><u>Year 2</u></b>	<b><u>Year 3</u></b>	<b><u>Year 4</u></b>	<b><u>Year 5</u></b>	<b><u>Year 6</u></b>
<b><u>Phonics and Decoding</u></b>	<p>To learn the first 44 phonemes (single letter and digraphs for phase 2 and 3)</p> <p>To decode and blend CVC, CCVC and CVCC words (phase 4)</p>	<p>To apply phonic knowledge and skills taught so far as the route to decode words.</p> <p>To read words containing -s, -es, -ing, -ed and -est suffixes.</p> <p>To read words with contractions, e.g. I'm, I'll and we'll.</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 recognise 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>To use their phonic knowledge to decode quickly and accurately</p> <p>To 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 begin to read aloud.</p> <p>To apply their growing knowledge of root words and suffixes including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>To apply their growing knowledge of root words, prefixes and suffixes, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud</p>	<p>To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p>
<b><u>Common Exception Words</u></b>	To read the tricky words appropriate to the phonics phase taught	To read the Year 1 Common Exception Words	To read the Year 2 Common Exception Words	To begin to read the year 3/4 Common Exception Words	To read the year 3/4 Common Exception Words	To begin to read the year 5/6 Common Exception Words	To read the year 5/6 Common Exception Words
<b><u>Fluency/ Prosody</u></b>	<p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>To join in with well-known or repeated phrases in stories which are read to them.</p> <p>To begin to use expression when reading</p> <p>To begin to blend in their head</p>	<p>To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to decode words.</p> <p>To be aware of punctuation and use expression when reading</p> <p>To be able to blend in their head</p>	To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.	<p>To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.</p> <p>To expression and pause to create tension, anticipation and enjoyment.</p>			

<b><u>Vocabulary</u></b>	To understand simple words and phrases and build sentences using Colourful Semantics	To discuss new word meanings and link them to words they already know	To read and find words in texts based on meaning	To define words and suggest synonyms  To identify descriptive language	To infer meaning of unfamiliar words in context  To identify effective word choices in a text	To describe the effect of particular words and phrases	To give reasons for the author's use of language and relate to the purpose of the text
<b><u>Inference</u></b>	To say how a character might feel by linking to own experiences	To talk about how a character might feel	To explain how a character feels based on what they say or do	To explain why events take place based on evidence in the text	To infer beyond the literal using a range of evidence from the text	To give own impression of characters, settings and events using direct quotes from the text to justify opinions	To fully explain and justify actions, reactions and their own opinions using a range of evidence from the text
<b><u>Prediction</u></b>	To join in with repetitive language and refrains  To innovate stories through role play and small world play.	To say what might happen next	To make a simple prediction based on reading so far	To make predictions and give reasons based on the text	To give possible outcomes based on how characters think, feel and behave	To make predictions based on knowledge of the text, themselves and wider reading	To predict different scenarios based on understanding of character traits  To offer suggestions of how events might unfold differently in different circumstances (what if)
<b><u>Evaluation</u></b>	To say if they like or dislike a story	To describe what they like or dislike about a text	To give opinions on a text with reasons	To identify the type, purpose and audience of a text  To discuss authors' choice of words and phrases for effect.	To identify the type, purpose, audience and viewpoint in a text with evidence from the text  To evaluate the use of authors' language and explain how it has created an impact on the reader.	To evaluate the overall effectiveness of the text and judge whether the author has achieved their intended outcome	To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.
<b><u>Retrieval</u></b>	To answer a simple question about a story	To find the answer to a simple question about a story	To find answers to questions related to plot, character, setting and structure	To find answers to questions from a range of increasingly challenging texts		To use skimming and scanning to locate answers to questions from a range of increasingly challenging texts	
<b><u>Summary</u></b>	To say what happened in the story in the right order  To use a story line or narrative in their role play and small world play.	To talk about the beginning, middle and end of a narrative	To order up to 5 events and describe each one.	To identify and describe the most important events in a story	To summarise a chapter within a given word/sentence limit	To summarise the themes of different chapters and order the events chronologically	To summarise whole texts and identify parallel storylines

<b><u>Comparing, Contrasting, Commenting</u></b>	To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.	To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.  To link what they have read or have read to them to their own experiences.	To participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, explaining their understanding and expressing their views.  To discuss the sequence of events in books and how items of information are related.	To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.  To use appropriate terminology when discussing texts (plot, character, setting).	To discuss and compare texts from a wide variety of genres and writers.  To identify themes and conventions in a wide range of books.  To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).	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.  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 read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.  To recognise more complex themes in what they read (such as loss or heroism).
<b><u>Poetry and Performance</u></b>	Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.	To recite simple poems by heart.	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.	To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.	To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).  To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.	To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.	