

## English - Reading

This progression map illustrates the expected development of reading skills from the Early Years Foundation Stage through Year 6, ensuring a cohesive and comprehensive approach to literacy instruction. Each stage builds upon the last, progressively enhancing students' word reading and comprehension abilities.

### EYFS (Early Years Foundation Stage)

#### ELG: Word Reading

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

#### ELG: Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories 14 and narratives using their own words and recently introduced vocabulary.
- Anticipate – where appropriate – key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

### Year 1

#### Reading - Word Reading:

- Apply phonic knowledge and skills as the primary strategy for decoding words.
- Respond quickly with the correct sound to graphemes, including alternative sounds for graphemes.
- Read accurately by blending sounds in unfamiliar words containing taught GPCs (grapheme-phoneme correspondences).
- Read common exception words, noting unusual correspondences between spelling and sound.
- Read words containing taught GPCs and suffixes like -s, -es, -ing, -ed, -er, and -est.
- Read words with more than one syllable that contain taught GPCs.
- Read words with contractions, understanding that the apostrophe represents omitted letters.
- Read books aloud accurately that match their phonic knowledge.
- Reread books to build fluency and confidence in word reading.

#### Reading - Comprehension:

- Develop pleasure in reading, motivation to read, and understanding by listening to and discussing a wide range of texts.
- Link what they read or hear to their own experiences.
- Become familiar with key stories, fairy tales, and traditional tales, retelling them and recognizing their characteristics.
- Appreciate and recite rhymes and poems by heart.
- Discuss word meanings and link them to words they already know.
- Understand books they read fluently and those read to them by drawing on background knowledge.
- Check that the text makes sense as they read and correct inaccurate reading.
- Discuss the significance of titles and events.
- Make inferences based on what is being said and done.
- Predict what might happen based on what has been read so far.
- Participate in discussions about what is read to them, taking turns and listening to others.
- Explain their understanding of what is read to them.

---

## Year 2

### **Reading - Word Reading:**

- Continue to apply phonic knowledge and skills until decoding is automatic and fluent.
- Blend sounds accurately in words with taught graphemes, recognizing alternative sounds.
- Read words with two or more syllables containing taught graphemes.
- Read words containing common suffixes.
- Read further common exception words, noting unusual correspondences between spelling and sound.
- Read most words quickly and accurately without overt blending when frequently encountered.
- Read aloud books closely matched to their phonic knowledge, sounding out unfamiliar words accurately and without hesitation.
- Reread books to build fluency and confidence in word reading.

### **Reading - Comprehension:**

- Develop pleasure in reading, motivation to read, and understanding by listening to, discussing, and expressing views about a wide range of texts.
- Discuss the sequence of events in books and how they relate.
- Become familiar with and retell a wider range of stories, fairy tales, and traditional tales.
- Introduce non-fiction books structured in different ways.
- Recognize recurring literary language in stories and poetry.

- Discuss and clarify the meanings of words, linking new meanings to known vocabulary.
- Discuss their favorite words and phrases.
- Build up a repertoire of poems learned by heart and recite them with appropriate intonation.
- Understand books they read fluently and those read to them by drawing on background knowledge.
- Check that the text makes sense and correct inaccurate reading.
- Make inferences and justify them with evidence from the text.
- Answer and ask questions about the text.
- Predict what might happen from details stated and implied.
- Participate in discussions about books, poems, and other works, taking turns and listening to others.
- Explain and discuss their understanding of texts, both those they listen to and those they read.

---

### Years 3 and 4

#### **Reading - Word Reading:**

- Apply growing knowledge of root words, prefixes, and suffixes (morphology and etymology) to read aloud and understand the meaning of new words.
- Read further exception words, noting unusual correspondences between spelling and sound.

#### **Reading - Comprehension:**

- Develop positive attitudes to reading by listening to and discussing a wide range of fiction, poetry, plays, and non-fiction.
- Read books structured in different ways and for various purposes.
- Use dictionaries to check the meaning of words read.
- Increase familiarity with a wide range of books, including fairy stories, myths, and legends, and retell some orally.
- Identify themes and conventions in a wide range of books.
- Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume, and action.
- Discuss words and phrases that capture interest and imagination.
- Recognize different forms of poetry, such as free verse and narrative poetry.
- Understand books read independently by checking that the text makes sense, discussing understanding, and explaining word meanings in context.
- Ask questions to improve understanding of the text.
- Draw inferences about characters' feelings, thoughts, and motives from their actions, justifying inferences with evidence.
- Predict what might happen from details stated and implied.
- Identify main ideas drawn from more than one paragraph and summarize these.

- Identify how language, structure, and presentation contribute to meaning.
- Retrieve and record information from non-fiction.
- Participate in discussions about books read to them and those they can read for themselves, taking turns and listening to others.

---

## Years 5 and 6

### **Reading - Word Reading:**

- Apply growing knowledge of root words, prefixes, and suffixes (morphology and etymology) to read aloud and understand the meaning of new words.

### **Reading - Comprehension:**

- Maintain positive attitudes to reading by continuing to read and discuss a wide range of fiction, poetry, plays, non-fiction, and reference books.
- Read books structured in different ways for various purposes.
- Increase familiarity with a wide range of books, including myths, legends, traditional stories, modern fiction, literary heritage, and books from other cultures.
- Recommend books to peers, giving reasons for choices.
- Identify and discuss themes and conventions in and across a wide range of writing.
- Make comparisons within and across books.
- Learn a wider range of poetry by heart.
- Prepare poems and plays to read aloud, showing understanding through intonation, tone, and volume so that the meaning is clear to an audience.
- Understand books read by checking that the book makes sense, discussing understanding, and exploring the meaning of words in context.
- Ask questions to improve understanding.
- Draw inferences about characters' feelings, thoughts, and motives from their actions, justifying inferences with evidence.
- Predict what might happen from details stated and implied.
- Summarize the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- Identify how language, structure, and presentation contribute to meaning.
- Discuss and evaluate how authors use language, including figurative language, considering its impact on the reader.
- Distinguish between statements of fact and opinion.
- Retrieve, record, and present information from non-fiction.
- Participate in discussions about books, building on their own and others' ideas and challenging views courteously.
- Explain and discuss understanding of what they have read, including through formal presentations and debates, maintaining focus on the topic and using notes where necessary.

- Provide reasoned justifications for their views.

The table below illustrates the books studied and cross references the type of text and the theme explored within.

	Narrative Non-Linear Time			Non-Fiction – Inc. Year Group's New Writing genre	Narrative Narratively Complex and Archaic			Non-fiction inc. reference books	Poetry & Plays – Inc Resistant Text and Archaic	Narrative – Complex plot or Symbolism			
EYFS	All Are Welcome	Who is the world for? Tom Pow	We're Going on a bear hunt	Biography Text – Teacher's Choice	The Perfect Fit	Chester		Non-fiction inc. reference books – Teacher's Choice	A rainbow of feelings - By Joseph Coelho  I am angry By Michael Rosen	The Rainbow Fish	The Hare and the Tortoise	My two grannies	Lucy's Blue Day
Year 1	Coming to England	We're all Wonders	The Summer My Father Was Ten	Biography Text – Teacher's Choice + Martha maps it out	Mrs Armitage on Wheels	The Day the Crayons Quit	Dogs don't do ballet	Explorers (Literacy Shed) + Gardens and Plants (Literacy Shed)	Selected poems from Please Mrs Butler	Lila and the Secret of Rain	Prince Cinderella	The Tiger Who Came to Tea	The North Wind and the Sun PDF
Year 2	When the Rains Come	Stinky Cheese Man (Jon Scieszka)	Black and White (David MacCauly)	Non-fiction - Instructional Texts - Teacher's Choice + Meerkats (Literacy Shed)	The Three Little Wolves and the Big Bad Pig	Fantastic Mr Fox		Non-fiction inc. reference books – Teacher's Choice (must include a theme of 'acceptance') + William the Conqueror's Secret Diary	Selected poems from Mustard, Custard, Grumble Belly and Gravy.  A Good Play - Poem (Robert Louis Stevenson) PDF	Mufaro's Beautiful Daughters	The Legend of Robin Hood	Don't Touch my Hair!	
Year 3	Voices in the Park	Malala's Magic Pencil		Non-fiction - Explanation & Newspaper Texts - Teacher's Choice  Healthy Bodies (Literacy Shed)	Mary Poppins	Stone Age Boy (Satoshi Kitamura)		Non-fiction – Light (Literacy Shed) + The Pebble in my pocket	Roald Dahl's Revolting Rhymes Something told the Wild Geese - Poem (Rachel Field) PDF Romulus and Remus Play	African Tales Author: Gcina Mhlophe		Lucy's Blue Day – My Diary	
Year 4	The Firework Maker's Daughter			Discussion/Debate Text Teacher's Choice + "The Romans – Britain in the Past" - Moira Butterfield	The Lion, The Witch and the Wardrobe			Non-fiction Electricity (Literacy Shed) + Habitats of Africa (Literacy Shed)	Catch a Little Rhyme Poem (Eve Merriam) PDF Dream Variations Poem (Langston Hughes) PDF The Water in the Glass You Are Holding Right Now and Some Other Names for Rain The Lion, the Witch and the Wardrobe play	The children of Fallow Swell Norse Mythology for Kids			
Year 5	The Adventures of Odysseus			Persuasion Text Teacher's Choice + Must Include Anne Frank	Black Beauty			Non-fiction Solids, Liquids and Gases (Literacy Shed) + If the World were a Village	The Pobble Who Had No Toes Poem (Edward Lear) PDF The Listeners (Literacy Shed)	Who Let the Gods Out? – (History) High Rise Mystery			
Year 6	Holes			Mix of non-fiction texts listed above Teacher's Choice + Must Include E. Pankhurst	Mix of Revision Texts across a range of genres – PIXL + Must include a myth/legend Must include a snippet of Once			Non-fiction Evolution (Literacy Shed)	Topsy-Turvy World by William Brighty Rands PDF The Tyger Poem (William Blake) PDF Going Down Hill on a Bicycle Henry Charles Beeching PDF	Journey to Jo'burg			

British Classics	Myths/Legends/ Traditional Fables	African Heritage	Gender/Strong Female Lead	Acceptance	Cross Curricular Links
------------------	-----------------------------------	------------------	---------------------------	------------	------------------------