

High Halstow Primary Academy Reading Progression Map EYFS and KS1

Can children...



Leigh Academy
High Halstow

Word Reading

R

Year 1

Year 2

Tricky Words

Can identify where the tricky letter combination is in a tricky word.

Read the common exception words:
the, I, no, go, to, into

Read the common exception words:
a, do, to, of, is, be, he, me, we, so, by, my

Read a no. of words which are sometimes tricky to read: any, eye, old, who, why

Read the common exception words:
he, she, me, we, be, you, are, her, was, all they, my

Read the common exception words:
the, are, was, his, has, you, she, one, ask, put, our

Read a number of words which are sometimes tricky to read: bath, both, busy, cold, door, even, fast, find, gold, half, hold, hour, kind, last, many, mind, most

Read the common exception words:
said, have, like, so, do, some, come, little, one, were, there, what

Read the common exception words:
said, says, were, your, they, here, love, come, some, once, push, pull, full

Read a number of words which are sometimes tricky to read: move, only, pass, past, path, poor, sure, told, wild, after, again, break, child, class, climb.

Read the common exception words:
oh, Mrs, people, their, called, Mr, looked, asked, could

Read the common exception words:
today, there, where, friend, school, house

Read a number of words which are sometimes tricky to read: every, floor, grass, great, money, plant, pretty, prove, should, steak, sugar, water, whole, would.

Read words with contractions:
E.g. can't, won't, didn't, I'm
They know that an apostrophe represents a missing letter.

Read a number of words which are sometimes tricky to read: father, clothes, behind, people, parents, improve, because, children, beautiful, everybody, Christmas

Suffixes

Read words with s on the end to indicate plurals.

Read plural words ending in -s, -es: cups, birds, rabbits, chairs, sweets, boxes, foxes, buses, torches, brushes

Read words ending with -ful: playful, careful, wasteful, respectful, beautiful.

Read comparing adjectives that end in -er,

Read words with -ly: lonely, kindly, happily,

		-est: higher, older, louder, lower, fastest, highest, loudest.	noisily, funnily.
		Read verbs ending in -ing: flying, singing, going, talking, cooking, reading.	Read words ending with -ment: enjoyment, excitement, improvement, movement.
		Read past tense words ending in -ed: jumped, looked, helped, yelled, started, pushed.	Read words ending with -ness and -less: happiness, hopeless, helpless, careless, tasteless, kindness, darkness, illness.
Phoneme Awareness	Read individual letters by saying the sounds for them.	Read with speed, the correct sound to graphemes (all 40 phonemes inc. alternatives).	Use the phonemes they know to sound out and blend sounds in new words.
	Say a sound for each letter in the alphabet and at least 10 digraphs	Read alien words with both short and long vowel sounds: dalpha, apron, steck, chom.	
	Read words that are consistent with their phonic knowledge by sound blending	Read alien words with split digraphs: fape, yune, strabe, pede.	
	Pupils are exposed to some alien words.	Read alien words with double consonant split digraphs: phope, whape, drime, trife	
Homophones	Alternative spellings are introduced via Phonics International.	Read words with different ways of making the same sound: been/bean, see/sea, to/two, flour/flower, plane/plain, tail/tale, hear/here.	Read words which are spelt differently but sound the same: their/there, sum/some, hair/hare, which/witch, two/to/too, where/wear.
Heteronyms		Read words with different sounds although they have the same letters: book/pool, soup/pouch, snow/owl, bread/bead.	Read words which use the same letters but have a different sound: steak/beat, book, moon, then, moth, funny, yellow.
Syllables	Clapping activities are used in daily phonics to hold a sentence.	Read words with 2 or more syllables: Year 1 - football, Saturday, postman, teapot, sandpit Year 2 - hairbrush, windmill, treetop, shampoo.	
Fluency	Enjoy re-reading books to build up confidence in word reading, fluency, their understanding and enjoyment.	Enjoy re-reading books to celebrate improving fluency.	Enjoy re-reading books to celebrate improving fluency.
			Read lots of words straight away without having to segment the phonemes.

Comprehension and Retrieval			
	R	Year 1	Year 2
Reading Errors	Pupils are taught to read back a sentence once they have sounded it out and blended words to check the sentences' meaning.	Recognise when what they have read doesn't make sense and go back and try again.	When the text doesn't make sense, go back and read it again.
Retelling	Demonstrate understanding of what has been read to them by retelling stories and narratives, using their own words.	Explain what has happened so far in the story that they are reading.	Understand the things that happen in a range of stories and can tell the story again, putting events in the right order.
Text Types	Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Explain clearly their understanding of the text types read to them.	Know and can retell several different kinds of stories, using pictures or props to help me.
Retrieval	Pupils know that information is found in books.	Find some information from non-fiction texts	Find answers to questions about the text, by looking for the right information on the page.
Inference			
Connections		Relate what is read to their own life (fiction) and things that they know (non fiction).	Say how items of information are related or structured differently in stories and nonfiction texts.
Characters' Feelings	When the adult talks about characters' feelings they can relate that to what has happened.	Work out how a character in a story is feeling because of what has been said or done by the characters.	In stories, work out how a character is feeling, even when the text doesn't say so.
Prediction	Anticipate key events in stories	Predict what might happen next, using sensible suggestions linked to the story.	Make sensible guesses about what might happen next, or about why something has happened based on what was said or done by the characters

Vocabulary			
New Words	Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during roleplay.	Explain what a few new words mean using other words that they know.	Explain what some new words mean using other words that they know.
Pleasure in Reading			
Reading Widely	Engage in story times. Engage in non fiction texts.	Say whether they enjoyed a story or not.	Talk about the different kinds of books that they enjoy.
Text Discussion	Pupils talk about key events and characters. Pupils retell a story read to them in their own words.	Listen to texts the teacher reads to them, talk about texts and listen to other people's reading.	Listen to texts the teacher reads to them, talk about them, take turns and listen to other people's reading.
		Say what they like about a rhyme, poem or story.	Listen to different kinds of poems and talk about which ones they like, giving reasons why.
	Pupils talk about which books they enjoy.		Discuss their favourite words and phrases found within texts.
			Ask and answer questions about what they read.
Poetry	Learn rhymes, poems and songs.	Join in when they recite poems, rhymes and predictable phrases aloud together.	Confidently join in with recurring literary language in stories and poetry.
Themes and Conventions			
Poems	Children have an understanding of rhyme familiarity by joining in with teachers' reading..		Understand that poems can rhyme.
Stories	Teachers share a range of fiction texts.	Know what conventional fairy stories are like.	Develop an understanding of traditional tales.
Nonfiction	Teachers share a range of nonfiction texts.	Explain why the title has been chosen.	In non-fiction texts, talk about the information and how it is set out on the page.

High Halstow Primary Academy Reading Progression Map KS2

Can children...



Word Reading

	Year 3	Year 4	Year 5	Year 6
Decoding	When they come across a new word, they automatically segment the sounds and blend them together.	Use phonic decoding skills to segment and blend new words they come across.	If they get stuck on a word, they try to use decoding skills to work it out themselves first.	Use different reading strategies when they get stuck on a word.
Tricky Words	Read a number of words which are sometimes tricky to read: arrive, build, busy, early, earth, eight, fruit, group, guard, guide, heard, heart, learn, often, woman, women.	Read a number of words which are sometimes tricky to read: bicycle, century, certain, forward, history, imagine, mention, perhaps, promise, reign, special, strange.	Read irregular words: catastrophic, initiate, boisterous, convenient, priviledge, etc	
	Read a number of words which are sometimes tricky to read: actual, answer, appear, caught, centre, , enough, decide, famous, island, length, minute, notice, recent.	Read a number of words which are sometimes tricky to read: address, disappear, exercise, extreme, favourite, height, library, medicine natural, naughty, opposite, popular, possess, purpose, quarter, regular, straight	Read words which include silent letters: dumb, doubt, island, solemn, numb, gnome, knee, know	Automatically read words which include silent letters: hymn, chemical, gnarled, conscience, chaos, debt.
	Read a number of words which are sometimes tricky to read: century, certain, circle, forward, grammar, history, imagine, natural, mention, perhaps, popular, possess, promise, regular, special, strange, suppose, weight.	Read a number of words which are sometimes tricky to read: actually, believe, difficult, eighth, grammar, important, interest, knowledge, material, ordinary, occasion, possible, pressure, separate, strength, suppose, though, thought, through,		
	Read a number of words which are sometimes tricky to read: accident, although, complete,	Read a number of words which are sometimes tricky to read: accidentally, breath, breathe,		

	consider, continue, describe, different, February, forwards, increase, position, potatoes, question, remember, sentence, surprise.	calendar, business, experience, experiment, occasionally, particular, peculiar, possession, probably, therefore, various		
Root words, Prefixes, Suffixes, Syllables	Confidently read words ending in -ous and -sure: treasure, measure, pleasure, enclosure, leisure, famous, courageous, anxious, serious, nervous, dangerous.	Quickly recognise and read words ending with -tion, -sion, -ssion, -ation: eruption, portion, television, decision, mission, passion, location, station.	Read and correctly pronounce words with -tial and -cial: partial, special, initial, confidential, racial, beneficial, official, potential, spacial, artificial.	Read a range of words which end in -ible and -able: possible, horrible, terrible, invisible, plausible, tolerable, comfortable, perishable, adorable.
	Read words with a range of prefixes: supermarket, disagree, anticlockwise, misbehave, reuse, transport	Read words with a range of prefixes: submarine, automatic, repair, transport, semicircle, supernatural.	Read and correctly pronounce words with -ent and -ant: innocent, tolerant, independent, intelligent, important, assistant, occupant.	Read a wide range of words ending in -ent, -ence, -ency, -ant, -ance, -ancy: patient, dependent, confidence, frequency, infant, blatant, tolerance, distance, infancy, vacancy.
	Independently use knowledge of root words, prefixes and suffixes to help them read new words.	Independently use knowledge of root words, prefixes and suffixes to help them read new words.	Independently segment words into different syllables, using their understanding of prefixes, root words and suffixes to guide them.	Read multisyllabic words, using their understanding of prefixes, root words and suffixes to guide them: adorable, transformation, submarine, disagreeable, misplaced.
Homophones	Read words which sound the same but are spelt differently: meat/meet, plain/plane, read/red, bear/bare.	Read and understand a wide range of homophones: effect/affect, scene/seen, sight/site, weather/weather, male/male.	Read and understand a wide range of homophones: aloud/allowed, cereal/serial, guest/guessed, advice/advise.	Read and understand a wide range of challenging homophones: aisle/isle, morning/mourning, stationary/stationery
Fluency	Read most words on each page correctly (9/10).	Read most words on each page correctly (9/10), only pausing occasionally to work out a word.	Read most words on each page correctly (9/10), only pausing occasionally to work out and test out a word.	Read most words on each page correctly (9/10), only pausing occasionally to work out and test out a word, knowing whether it sounds accurate or not.
	Notice the full stops and question marks as read, adding relevant expression.	Notice the punctuation as read, including commas, adding relevant expression.	Experiment with all the punctuation as it is read, adding relevant expression.	Experiment with all punctuation as read, including using expressive voices for characters.

Comprehension and Retrieval				
	Year 3	Year 4	Year 5	Year 6
Reading Errors	Correct their own mistakes as read, without being told to.	Check that the text makes sense as they read and correct their own mistakes.		
Retelling/ Summary	Explain and discuss their understanding of the text such as the character's key actions and key events.	Identify the main ideas in more than one paragraph and summarise these.	Summarise ideas from several paragraphs across the text; they can pick out the main idea or theme, and find key details to back up what they say.	Summarise the main points from a chapter/text; they can pick out the main idea or theme, and find key details to back up what they say.
Retrieval	Find and record information.	Find and record information details from non-fiction texts.	Independently retrieve and record information from non-fiction texts.	Independently locate and record relevant information from non-fiction texts, using techniques such as scanning.
Questions	Ask questions to improve understanding.			
Inference				
Fact and Opinion			Sometimes separate fact from fiction in texts that they read.	Distinguish between statements of fact and opinion.
Character s' Feelings	Work out how characters are feeling or what they are thinking, even when the text doesn't say so.	Discuss or explain what characters think, do or feel, using information in the text.	Draw inferences regarding the characters' feelings, thoughts and motives based on their actions.	Draw inferences regarding characters' feelings, thoughts and motives, justifying this with quotes from the text.
Prediction	Make a sensible guess about what might happen next as Read, based on the text.	Reasonably predict the next event, based on what they have read so far, both stated and implied.	Predict what will happen next using evidence from what has happened so far to support predictions.	Make predictions using quoted evidence from both stated and implied understanding of the text.

Themes, Atmosphere, Messages, Motive	Begin to more readily spot hidden meanings in stories and other texts.	Identify how structure, language and presentation contribute to meaning.	Use detective skills to find challenging inferences hidden in the text e.g. atmosphere or motive.	Describe the atmosphere of a setting or a theme (such as jealousy) emerging from the text, identifying how structure and language contribute to this.
Vocabulary				
New Words	Explain the meaning of words and phrases in the text using other words they know.	Beginning to independently explore the meaning of new words and can explain two or three strategies to do so.	Independently use knowledge of root words, prefixes and suffixes to help them understand new words. Consider → considerable, inconsiderate	Explore the meaning of words in context explaining three or four strategies that support them in learning the meaning of new words.
Dictionary Work	With support, use a dictionary to look up new words, using the 2nd and 3rd letters to help me.	Use a dictionary to look up new words, using the 2nd and 3rd letters to help me.	Use a dictionary to define new words: they know how to use the alphabetical order of letters within the words.	Confidently use a dictionary to look up new words and can use them in their own sentences. .
Pleasure in Reading				
Reading Widely	Choose different types of text to read. Explain their choices, inc. fairy stories, myths and legends.	Read a wide range of text types. Collect evidence of wide reading via Google Classroom. Inc. myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.		
Text Discussions	When they talk about the books they read, they can use details to explain their preferences.		Recommend books to other people and can justify their reasoning.	
	Know a few different authors and can talk about them.	Join in conversation with others to listen to their views and express opinions or to ask questions.	During discussions about texts, add to other people's comments and suggest things themselves.	During discussions about texts, add to and counter other people's comments and suggest things themselves.
	Give opinions about books read and listen to the opinions of others.	Discuss words and phrases which interest me, explaining why; they talk about the effect of words.	Explain why the author chose certain ideas, phrases or words to have an impact on the reader.	Join in debate, discussions and presentations about different types of text; they express ideas about vocabulary, style and themes and listen respectfully to others adding comments of their own.

Poetry and Playscript	Read and compare a few different poems aloud with appropriate volume, sometimes by heart.	Join with others to prepare and perform plays or recite poetry, sometimes by heart, developing intonation, tone and action.	Recite poems aloud, either on their own or in a group, sometimes by heart.	Read, prepare and perform a wider range of poetry, sometimes by heart, developing intonation, tone and action.
Themes and Conventions				
Organisational Features	Know how non fiction is presented.	Describe the way that non-fiction texts are set out: title, subheadings.	Understand and talk about typical features of different kinds of texts, like formal letters, diaries, news reports or stories.	Identify the features of the presentation e.g. columns, bullet points and can explain how they help the reader.
Themes and Language	Identify the main theme that a text is about, both fiction and non-fiction.	Identify the main theme or idea from several paragraphs.	Spot figurative language such as similes in stories and poems. they describe its effect on the reader.	Talk about the effect of figurative language on the readers using details to explain.
Compare		Explain the difference between different kinds of poems.	Compare different texts, looking for similarities and differences.	Make comparisons between sections within texts and another text.