Reading Progression Map

Intent: Clearly, being able to read English is essential for our pupils. Without this skill, routes and opportunities in later life will be closed off to them; we must equip them such that they can choose the paths they take in life and have as many paths open to them as possible. In addition, reading offers its own inherent rewards and allows exploration and progress in other subject and interest areas. Furthermore, reading feeds into other English learning, and of course the broader curriculum.

We want our children to become as proficient at, and enthusiastic about, reading as possible. This means that we want them to leave Hillstone being able to read easily, fluently and with good understanding; having developed an interest in reading for pleasure, and a sense of what they currently enjoy reading; and with a wide vocabulary.

The objectives detailed below are part of our reading curriculum (other aspects include our reading spine and the way reading is part of lessons across the curriculum) and carefully lead the children in developing a range of skills and knowledge about reading, reflecting the breadth of learning detailed in the National Curriculum. In particular, the dual importance of word reading and language comprehension is made clear, as is the way in which the latter should be developed in relation to texts beyond a child's reading ability during their early years of reading.

Drivers: Reading at Hillstone is underpinned by our three curriculum drivers: oracy, problem-solving and wellbeing.

Teachers know how important talk is to developing comprehension – not simply because it is the best way for children to show their understanding in their earliest years, but also because talk is a key way for children to actually develop and improve their understanding. Children are regularly given questions and prompts to discuss in pairs or small groups, and teachers then help develop their understanding further using excellent questioning skills when children feedback.

Reading involves a lot of problem-solving and children are taught, and encouraged, to employ such an approach. For instance, when decoding a word, a child may find that once they have blended the word, it doesn't sound quite right, so they need to try adjusting their pronunciation a little to find a word that sounds right. When encountering words whose meanings are unknown, children can draw on knowledge of root words, prefixes and suffixes, syntax and the context to help them have a sensible guess. Problem-solving feeds into many others areas too, including inference and prediction.

Hillstone's commitment to reading is underpinned by the understanding that reading is central to a child's wellbeing, both now and in the future. In terms of the latter, the importance of reading proficiency as a predictor for various factors that affect wellbeing as an adult is widely acknowledged, and thus trying to make every child a reader is a way to positively influence later wellbeing. In terms of the former, we know the pleasure reading can bring, both directly as an engaging and interesting activity in its own right, but also less directly by introducing children to new knowledge, places and dreams. Furthermore, we ensure that children meet a range of different characters in the books they read, or have read to them, such that every child feels represented and 'seen'.

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Accessing the text: reading words	Notice some print, such as the first letter of their name, a bus or door number or a familiar logo. · Spot and suggest rhymes. Count or clap syllables in a word. Recognise when words have the same initial sound.	Be able to orally blend. Read words consistent with their phonics knowledge by sound-blending. Say a sound for each letter in the alphabet and know at least 10 digraphs. Read aloud simple sentences and books that are consistent with their phonic knowledge, including those with some common exception words. Read all Reception common exception words.	Blend sounds in unfamiliar words containing graphemes that have been taught. Respond speedily with the correct sound for all Set 1 and Set 2 sounds. Blend phonemes to read four- and five-sound special friends words. Blend and segment sounds in consonant clusters and use this knowledge in reading. Read all Reception and Y1 common exception words. Make 1 to 1 correspondence between written and spoken words. Read words with contractions and understand that the apostrophe represents the omitted letter(s). Read words of more than one syllable containing taught graphemes. Read words containing taught graphemes and -s,-es,-ing,-ed,-er and -est endings.	Read with accuracy words containing all Set 3 sounds. When reading, make sense of the text by applying knowledge of alternative graphemes to non-sight words, including those with two or more syllables. Read most words containing common suffixes (-es, -ed, -ing, -er, -est, -y, -tion, -ment, -ness, -ful, -less, -ly). Read most age-appropriate common exception words.	With support if needed, read longer words, testing out different pronunciations. Decode most new words in an age-appropriate text. Use knowledge of root words, prefixes and suffixes to help work out what unknown words might mean.	Use knowledge of root words, prefixes and suffixes to help work out what unknown words might mean.	Use knowledge of root words, prefixes and suffixes to help work out what unknown words might mean.	Use knowledge of root words, prefixes and suffixes to help work out what unknown words might mean.

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Accessing the text: fluency and prosody *NB: Much of the progression in this area relates to the difficulty of the text being used.*		Re-read books to build up their confidence in word reading, fluency and understanding and enjoyment. ·	When re-reading a text, use expression and phrasing to help sound fluent. Use punctuation to help read in a 'storyteller voice'.	Begin to decode automatically and read fluently. Use punctuation (full stops, commas, exclamation marks and question marks) to make the reading make sense. Use different voices or tones to make the reading fluent and interesting.	Begin to be aware of direct speech and how this might affect expression when reading aloud. Read an age-appropriate text fluently.	Use punctuation, including speech marks, to help me read with appropriate intonation and expression. Read an age-appropriate text fluently.	Read an age-appropriate text fluently.	Read an age-appropriate text fluently.

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Accessing the text: reading behaviours *NB: Much of the progression in this area relates to the difficulty of the text being used.*	Pay attention to the pictures and/or the words when an adult reads a book to them. Understand the five key concepts about print: print has meaning; print can have different purposes; we read English text from left to right and from top to bottom; the names of the basic different parts of a book; and page sequencing. ·	Ask questions about a book that has been read to them.	Re-read to clarify meaning. Expect written text to make sense. Track visually, without finger pointing, when there are 2 or 3 lines of print on a page.	Whilst reading, check that the text makes sense and correct inaccurate reading.	Ask questions to help me understand a text better. When directed, use skimming to get a preview of a text before reading it. Monitor my understanding of a text and be able to draw on a range of strategies to help me when needed.	Ask questions to help me understand a text better. Monitor my understanding of a text and be able to draw on a range of strategies to help me when needed.	Ask questions to help me understand a text better. Monitor my understanding of a text and be able to draw on a range of strategies to help me when needed.	Ask questions to help me understand a text better. Monitor my understanding of a text and be able to draw on a range of strategies to help me when needed.

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Understanding, identifying and discussing key aspects of fiction and non-fiction texts		Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	Sequence the plot of a simple story or a recount and use this to re-enact or retell it. Identify the main character(s) in a story. Identify the subject of an information text. Identify the main events in a story or recount.	Discuss the sequence of events in a story. Discuss the characters in a story. Discuss how information, in non-fiction texts, links together.	Identify the main ideas within a text or within a paragraph.	Identify main ideas from more than one paragraph and summarise these.	Use skimming to identify key ideas when reading a text of several paragraphs.	Use the skills of skimming, scanning, text-marking and note-taking to identify key ideas.

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Retrieving and recording information *NB: Much of the progression in this area relates to the difficulty of the text being used.*			Answer simple retrieval questions about a text.	Answer a range of retrieval questions relating to an age-appropriate text.	Answer a range of retrieval questions relating to an age-appropriate text.	Answer a range of retrieval questions relating to an age-appropriate text. Retrieve and record information from a non-fiction text. When directed, use scanning to locate specific information in both fiction and non-fiction texts.	Answer a range of retrieval questions relating to an age-appropriate text. With guidance if needed, plan what factual information needs to be searched for. With support, retrieve, record and present factual information with support and guidance from a couple of sources or more (such as books, websites, films, leaflets, newspaper articles). Make simple notes.	Answer a range of retrieval questions relating to an age-appropriate text. Plan and decide independently what factual information needs to be searched for. Retrieve, record and present factual information from a range of sources (such as books, websites, films, leaflets, newspaper articles).

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Inferring			Make inferences based on what someone has said or done. With prompts and help from the teacher, make simple inferences about how a character is feeling. Give reasons for some events happening in a story.	Use clues in the text to help infer what characters might be thinking or feeling. Discuss the reasons for events in a story, using evidence to make simple reasoned conclusions.	Answer a range of inference questions relating to an age-appropriate text. Discuss the actions and relationships of the main characters, justifying views using evidence from the text. Use dialogue to help understand the relationship between characters. Use clues from events, dialogue and description of characters' behaviour to help fully understand what is happening.	Answer a range of inference questions relating to an age-appropriate text. Comment on different characters' points of view (both implicit and explicit). Discuss the relationship between what characters say and feel, and what they do. Identify the use of figurative and descriptive language to build a fuller picture of a character. Discuss the way that characters respond when faced with a dilemma and make deductions about their possible motives and feelings. Discuss the way that descriptive language and small details are used to build an impression of an unfamiliar place.	Answer a range of inference questions relating to an age-appropriate text. Identify that characters may have different perspectives on events in stories. Identify evidence of characters' feelings, attitudes or viewpoints changing in a story and discuss possible reasons for this. Discuss what a character's actions and motives say about their character. In non-fiction, justify inferences with evidence. With support, distinguish between statements of fact and opinion. Refer to the text to provide supporting evidence for a point that is made or given.	Answer a range of inference questions relating to an age-appropriate text. Recognise that authors can use dialogue at certain points in a story to explain plot; show character and relationships; convey mood; or create humour. Identify ways in which characters challenge stereotypes and thus may surprise the reader. Make justified inferences about the perspective of the author from what is written and implied. In non-fiction, justify inferences with evidence. Distinguish between statements of fact and opinion. Refer to the text to support a point that has been made. Use quotations as part of written evidence.

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Predicting		Anticipate, where appropriate, key events in stories.	Predict how a story might end. Predict how a character might behave. Use a storybook's title and blurb to help make predictions about the story.	Make predictions based on the opening of a story. Predict how characters might behave from what they say and do and from their appearance.	Predict what might happen from details stated and also those which the reader need to infer. Make predictions about characters' actions. Identify settings and predict events that are likely to happen in them.	Make predictions about how different characters might behave in different settings (both from a book and from given alternatives).	Make predictions about how a character might behave, based on character knowledge.	Make a detailed and plausible prediction about how a story may continue or end, based on what has been read so far, including an implicit understanding of the genre.

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Understanding different types of writing, and how they are written, organised and structured	Understand the five key concepts about print: print has meaning; print can have different purposes; we read English text from left to right and from top to bottom; the names of the basic different parts of a book; and page sequencing. ·		Say whether a book is fiction or non-fiction. Begin to understand the way that information texts are organised. Understand and use correctly the terms 'cover', 'beginning', 'end', 'page' and 'line'.	Compare the layout of different texts or books and discuss why they are set out in different ways. When directed, use skimming to predict what a book is about by looking at its title, contents page and illustrations. Pick out features used to organise books. Pick out features that will help to locate information and explain them. With support, begin to use the alphabet to find information in some books.	Identify the features of some non-fiction text types. Use the contents page and the index page to help locate information. Begin to be able to explain the purpose of paragraphs in narrative texts. Begin to be able to explain the purpose of paragraphs in non-narrative texts.	Discuss the features and layout of a range of different types of text. Make use of non-fiction structural devices (such as the index, contents page, headings and sub-headings, illustrations) to help find information from the text.	Compare texts in terms of how they are organised. Identify and discuss the structural devices (such as tables, symbols and bullet points) an author has used to organise the text.	Across a range of non-fiction texts as well as some fiction texts, comment on how an author has structured and organised a text based on its purpose. Across a range of non-fiction texts, comment on how an author has selected content, linking this specifically to the text's purpose.

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Examining how language has been used	Join in with repeated phrases. Repeat words and phrases from familiar stories.	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	Recognise or spot repeating patterns of language. With support, pick out key words in a text (e.g. Find a word that tells us how the character is feeling).	Select what effect a writer has created and find words that have helped create this effect. Pick out favourite words and phrases, explaining why they are liked.	Discuss why the author has chosen particular vocabulary to describe a character or a setting. Discuss the effect of key words or phrases.	Comment upon the use and effect of author's language. Pick out language that the author has chosen to convey different moods, feelings and attitudes. Identify and comment on figurative and descriptive language.	Describe how the author has used vocabulary to convey different moods, feelings and attitudes in narratives. Comment on the language choices made across a range of non-fiction texts.	Analyse how the author has chosen vocabulary to convey different messages, moods, feelings and attitudes in fiction and non-fiction texts.

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Offering personal responses to a text and examining the author's intentions and choices	Develop play around favourite stories using props. Engage in extended conversations about stories. Make comments and share their own ideas about books and stories. Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. · Enjoy sharing books with an adult.	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	Notice similarities between different stories or books. Choose and talk about a favourite book from a selection. Comment on what made a book interesting or enjoyable. Say how I feel about stories and poems after reading them.	Discuss similarities between different stories. Express a preference for a story or text from a selection of those that have been read aloud or read independently. Give an opinion about a character's actions. Discuss the purpose of a text.	Discuss books by the same author, including similarities between them. Explain why one story/text is preferred to another by identifying specific elements that are liked and disliked. Identify when a narrative is written in the first person and be able to explain how this can mean the story is told differently than if it were in the third person.	Discuss similarities between books by different authors. Express a personal response with some awareness of the intended effect on the reader. Make judgements about the success of a narrative. When provided with a choice of options, correctly identify an author's viewpoint.	Justify preferences for a particular author, poet or type of text. Comment on the overall impact of poetry or prose by referring back to its features and literary techniques. Identify and comment upon an author's or poet's viewpoint. Identify the writer's main purpose.	Justify my own views about a poem. Identify how style and content is influenced by the intended audience. Interpret poems, explaining how the poet creates shades of meaning.

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Relating texts to the wider world					Discuss how we know a text is set in a different time.		Identify and explain the key features (in relation to a text's wider context) of a range of appropriate texts. Compare characters across a range of texts. Identify and discuss themes within a text.	Compare and contrast the key features of a range of appropriate texts. Compare and contrast characters across a range of appropriate texts. Compare and contrast themes across a range of appropriate texts. Show an understanding of themes in a text. Explain the underlying themes of a poem.