



Mount Hawke Academy English Reading Whole School Progression Map

	EYFS	Y1	Y2
Decoding and Phonics	<ul style="list-style-type: none"> ○ Revising Letters and Sounds Phase 1 Tuning into sounds – rhyme and alliteration. ○ Hear and say the initial sound in words. ○ Link sounds to letters, naming and sounding the letters of the alphabet. ○ See and say the Letters and Sounds Phase 2 and 3 GPC's ○ Read words consistent with their phonic knowledge by sound- blending (up to and including Letters and Sounds Phase 4) ○ Read common exception words from Letters and Sounds Phase 2 – 4. ○ Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<ul style="list-style-type: none"> ○ Apply phonic knowledge and skills as the route to decode words. ○ Respond readily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. ○ Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. ○ Begin to read some year 1/2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. ○ Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings. ○ Read other words of more than one syllable that contain taught GPCs. ○ Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s). ○ Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. ○ Re-read these books to build up their fluency and confidence in word reading. 	<ul style="list-style-type: none"> ○ Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. ○ Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. ○ Read accurately words of two or more syllables that contain the same graphemes as above. ○ Read words containing common suffixes. ○ Read most year 1/2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word ○ Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. ○ 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.

Reading for Pleasure	Develop pleasure for reading by: <ul style="list-style-type: none"> ○ Reading and sharing books frequently with children, and engaging them actively in stories, non-fiction, rhymes and poems e.g. joining in with repeated refrains or actions ○ Ensuring books are embedded into children's play and interests ○ Encouraging children to develop their own narratives, role play and explanations through play. 	Develop pleasure for reading by: <ul style="list-style-type: none"> ○ Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. ○ Being encouraged to link what they read or hear to their own experiences ○ Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics ○ Learning to appreciate rhymes and poems, and to recite some by heart 	Develop reading for pleasure by: <ul style="list-style-type: none"> ○ Reading age appropriate texts ○ Reading for themselves a wide range of stories, fairy stories and traditional tales ○ Listening to a wide range of contemporary and classic poetry stories and non-fiction at a level beyond that at which they can read independently.
Vocabulary	Develop vocabulary by: <ul style="list-style-type: none"> ○ Providing children with extensive opportunities to use and embed new words in a range of contexts ○ Build up vocabulary that reflects the breadth of their experiences. ○ Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. ○ Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. 	Develop vocabulary by: <ul style="list-style-type: none"> ○ Recognising vocabulary associated with different genres provided by the teacher ○ Discussing word meaning and linking new meanings to those already known. ○ Discussing favourite words and phrases from the text ○ Recognising and joining in with predictable phrases. 	Develop vocabulary by: <ul style="list-style-type: none"> ○ Recognising simple recurring literary language in stories and poems ○ Discussing and clarifying the meanings of words, linking new meanings to known vocabulary. ○ Discussing their favourite words and phrases. ○ Beginning to use a range of skills (such as morphology and word classes) to identify the meaning of unknown words to help place them into context.

<p style="text-align: center;">Inference</p>	<ul style="list-style-type: none"> ○ Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. 	<p>Show that they understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> ○ Making links to personal experiences ○ Making inferences about character types based on actions E.g. infer stock character types (good/bad/evil /hero etc.) based upon their actions 	<p>Show that they understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> ○ Drawing upon knowledge of the topic outside of the book including other similar books ○ Drawing on what they already know or on background information and vocabulary provided by the teacher ○ Making simple inferences about characters feelings based upon their actions and speech
<p style="text-align: center;">Prediction</p>	<p>Developing prediction skills by:</p> <ul style="list-style-type: none"> ○ Joining in with repeated refrains ○ Anticipating – where appropriate – key events in stories 	<p>Making predictions by:</p> <ul style="list-style-type: none"> ○ Predicting whether a book will be story or non- fiction based upon the cover and title ○ Predicting what might happen on the basis of what has been read so far ○ Making predictions, talk about what characters are like, their motivations and what they might have 	<p>Making predictions by:</p> <ul style="list-style-type: none"> ○ Making predictions prior to reading based upon the title, cover and skim reading of illustrations ○ Making predictions based upon events in the text so far ○ Making predictions using experience of reading books based on other familiar texts ○ Make predictions about expectations of a text by skim reading, title, contents, illustrations ○ Identifying how features are linked to purpose, e.g. why characters and settings in stories are described
<p style="text-align: center;">Discussing Reading</p>	<ul style="list-style-type: none"> ○ Through conversation, story-telling and role play, children share their ideas (with support, modelling and sensitive questioning from adults). ○ Inviting children to elaborate and become comfortable using a rich range of vocabulary and language structures. ○ Encouraging children to develop their own narratives, role play and explanations through play. 	<p>Explain their understanding of books that are read to them by:</p> <ul style="list-style-type: none"> ○ Discussing the significance of the title and events ○ Participating in discussion about what is read to them (stories, poems and non-fiction at a level beyond which they can read independently) ○ Understanding the difference between fiction and non-fiction ○ Taking turns and listening to what others say ○ Beginning to describe the overall structure of a story e.g. being about to answer: "What is the problem in the story?" 	<p>Explain their understanding of books that are read to them and books that they are beginning to read independently by:</p> <ul style="list-style-type: none"> ○ Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently ○ Participating in discussion about books, poems & other works that they can read for themselves ○ Taking turns and listen to what others say ○ Explaining their understanding of books poems and other materials that they have read and which have been read to them

<p style="text-align: center;">Retrieval</p>	<ul style="list-style-type: none"> ○ Listen attentively and respond appropriately when being read to and during whole class discussions and small group interactions. <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>	<ul style="list-style-type: none"> ○ Answer simple questions about characters, settings and key events in a story ○ Identifying the main events or key points in a text ○ Recognise some typical characters and settings of fairy stories and traditional tales ○ Understand and use correctly, terms referring to conventions of print: book, cover, beginning, end, page, word, letter, line ○ Identify the title, blurb and author of a story or non-fiction book ○ State whether they like a story or poem ○ being introduced to non-fiction books that are structured in different ways 	<ul style="list-style-type: none"> ○ Asking and answering simple relevant inference/ detective questions about a story or simple non-fiction text ○ Begin to identify and name a range of common organisers in non-fiction texts e.g. contents, headings, index, glossary ○ State whether they like a story and characters within the story ○ State which text they prefer and give a reason to support their opinion ○ Beginning to retrieve information from non-fiction books that are structured in different ways
<p style="text-align: center;">Sequence</p>	<ul style="list-style-type: none"> ○ Encouraging children to develop their own narratives, role play and explanations through play. ○ Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. 	<ul style="list-style-type: none"> ○ Sequence pictures for the beginning, middle and end of a story read 	<ul style="list-style-type: none"> ○ Sequence events from a story, explaining reasons for choices

	Y3	Y4	Y5	Y6
Decoding and Phonics	<ul style="list-style-type: none"> ○ Use phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). ○ Apply their growing knowledge of root words prefixes and suffixes including: in-,im-,il-,ir-,dis-, mis-, un-, re-, sub-, inter-, super-, anti-, auto to read aloud and understand the meaning of new words that they meet. ○ To begin to read year 3/4 common exception words, noting the correspondences between spelling and sound and where these occur within the word. 	<ul style="list-style-type: none"> ○ To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. ○ Apply their knowledge of root words prefixes, suffixes including: 'in-', 'il-', 'im-' 'ir-' 'anti-' 'inter-' 'ing', '-en', '-er', 'ed' ation '-ous' and endings that sound like /ʒən/ spelt '-sion' to read aloud and to understand the meanings of new words that they meet. ○ To read aloud the year 3/4 common exception words fluently noting the correspondences between spelling and sound and where these occur within the word. 	<ul style="list-style-type: none"> ○ To read most words fluently and 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 -ible/ibly, to read aloud fluently. ○ To begin to read the year 5/6 common exception words noting the correspondences between spelling and sound and where these occur within the word. 	<ul style="list-style-type: none"> ○ To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes and word endings including: The /ʃəl/ sound, words ending 'tial' and 'cial' '-ant', '-ance'/'-ancy', '- ent','-ence'/'-ency and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.
Reading for pleasure	<p>Develop a positive attitude and a pleasure for reading by:</p> <ul style="list-style-type: none"> ○ Reading independently an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. ○ Reading books that are structured in different ways 	<p>Develop a positive attitude and a pleasure for reading by:</p> <ul style="list-style-type: none"> ○ Reading independently a range of fiction, poetry, plays, non-fiction and reference books or textbooks. ○ Reading books that are structured in different ways and reading for a range of purposes 	<p>Develop a positive attitude and a pleasure for reading by:</p> <ul style="list-style-type: none"> ○ Reading independently, and increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary 	<p>Develop a positive attitude and a pleasure for reading by:</p> <ul style="list-style-type: none"> ○ Reading independently a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.

	<p>and reading for a range of purposes</p> <ul style="list-style-type: none"> ○ Listening to and discussing a wide range of fiction and non-fiction books including books beyond which they can read independently. 	<ul style="list-style-type: none"> ○ Listening to and discussing a wide range of fiction and non-fiction books including some books beyond that which they can read independently. 	<p>heritage, and books from other cultures and traditions</p> <ul style="list-style-type: none"> ○ Listening to and discussing, with some depth, a wide range of fiction and non-fiction books identifying and discussing themes and conventions in and across a wide range of writing. 	<ul style="list-style-type: none"> ○ Reading for a range of purposes making comparisons within and across books. ○ Listening to and discussing, fiction and non-fiction books, identifying and discussing themes and conventions in books that are structured in different ways.
Vocabulary	<p>Develop vocabulary by:</p> <ul style="list-style-type: none"> ○ Beginning to use a junior dictionary to check the meaning of words. ○ Discussing and clarifying the meanings of words, linking new meanings to known vocabulary ○ Identifying specific techniques, e.g. simile, metaphor, repetition, exaggeration, and say why they interest them ○ Recognising some different forms of poetry [for example, free verse, narrative poetry] 	<p>Develop vocabulary by:</p> <ul style="list-style-type: none"> ○ Using a dictionary with increasing accuracy to check the meaning of words. ○ Discussing words and phrases that capture the reader's interest and imagination ○ Identify specific techniques, e.g. simile, metaphor, repetition, exaggeration, and say why they interest them ○ Recognising some different forms of poetry [for example, free verse, narrative poetry] 	<p>Develop vocabulary by:</p> <ul style="list-style-type: none"> ○ Using a dictionary accurately and to check the meaning of words. ○ Begin to keep a record of favourite words and phrases from books that have read as part of shared reading and books they have read independently. 	<p>Develop vocabulary by:</p> <ul style="list-style-type: none"> ○ Using a dictionary to check the meaning of words. ○ Record words and phrases from books that have read as part of shared reading and books they have read independently to use in their writing.

Inference	<p>Make inferences about books that they have read as part of shared reading and books they have read independently by:</p> <ul style="list-style-type: none"> ○ Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying their inferences with evidence. ○ Discussing the actions of characters 	<p>Make inferences about books that they have read as part of shared reading and books they have read independently by:</p> <ul style="list-style-type: none"> ○ Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ○ Make, predominantly, correct inferences 	<p>Make inferences about books that they have read as part of shared reading and books they have read independently by:</p> <ul style="list-style-type: none"> ○ Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ○ Infer meaning using evidence from the text and their wider experiences 	<p>Make inferences about books that they have read as part of shared reading and books they have read independently by:</p> <ul style="list-style-type: none"> ○ Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ○ Infer meaning drawing upon evidence from across the text and their wider experiences
Prediction	<p>Predict what might happen from details stated and implied by:</p> <ul style="list-style-type: none"> ○ Identifying how language, structure, and presentation contribute to meaning ○ Identifying specific language which contributes to the development of meaning 	<p>Predict what might happen from details stated and implied by:</p> <ul style="list-style-type: none"> ○ Identifying how language, structure, and presentation contribute to meaning ○ Identifying specific language which contributes to the development of meaning 	<p>Predict what might happen from details stated and implied by:</p> <ul style="list-style-type: none"> ○ Identifying how language, structure, and presentation contribute to meaning ○ Identifying specific language which contributes to the development of meaning ○ Infer meaning drawing upon evidence from across the text and wider experiences 	<p>Predict what might happen from details stated and implied by:</p> <ul style="list-style-type: none"> ○ Identifying how language, structure, and presentation contribute to meaning ○ Identifying specific language which contributes to the development of meaning ○ Infer meaning drawing upon evidence from across the text and wider experiences ○ weigh up probability, and make a sensible prediction of the next outcome.

<p style="text-align: center;">Discussing Reading</p>	<p>Explain their understanding of books that are read to them and books that they read independently by:</p> <ul style="list-style-type: none"> ○ Taking turns and listening to what others say ○ Discussing words and phrases that capture their interest and imagination ○ Identifying and discussing how language and structure contribute to meaning 	<p>Explain their understanding of books that are read to them and books that they read independently by:</p> <ul style="list-style-type: none"> ○ Taking turns and listening to what others say ○ Discussing words and phrases that capture their interest and imagination ○ Identifying and discussing how language, structure, and presentation contribute to meaning 	<p>Explain their understanding of books that are read to them and books that they read independently by:</p> <ul style="list-style-type: none"> ○ Identifying how language, structure and presentation contribute to meaning ○ Identifying and explaining the author's point of view, referring to the text. ○ Using technical terms, e.g. symbol, imagery, analogy and identifying the effects these have on the reader. ○ Beginning to explain and discuss their understanding of what they have read, including through formal debates, maintaining a focus on the topic and using notes. 	<p>Explain their understanding of books that are read to them and books that they read independently by:</p> <ul style="list-style-type: none"> ○ Identifying how language, structure and presentation contribute to meaning ○ Identifying and explaining the author's point of view, referring to the text. ○ Using technical terms, e.g. symbol, imagery, analogy and identifying the effects these have on the reader. ○ Explaining and discussing their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary ○ Providing reasoned justifications for their views
<p style="text-align: center;">Retrieval</p>	<ul style="list-style-type: none"> ○ Use features to locate and retrieve information, e.g. contents; indices; subheadings and begin to recognise fact and opinion ○ Retrieve information from a range of books, including books for information, Non-fiction books, novels and poetry books. ○ Locate and retrieve information using skimming, scanning and text marking 	<ul style="list-style-type: none"> ○ Extract information from age- appropriate texts and make notes using quotation and reference to the text ○ Recognise fact and opinion 	<ul style="list-style-type: none"> ○ Record and present information from non-fiction 	<ul style="list-style-type: none"> ○ Retrieve, record and present information from non-fiction

Summarise	<ul style="list-style-type: none">○ Summarise main details from more than one paragraph in a few sentences, using vocabulary from the text○ Begin to discuss how language, structure and presentation help the reader to understand the text	<ul style="list-style-type: none">○ Summarise main details from more than one paragraph in a few sentences, using vocabulary from the text	<ul style="list-style-type: none">○ Summarise main ideas in a series of sentences from more than one place within an age-appropriate text using own words and key vocabulary from	<ul style="list-style-type: none">○ Produce a succinct summary, paraphrasing the main ideas from across the text or a range of sources
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