Abbey Mead Primary Academy

Reading Progression Map EYFS-Yr6

Progression Map for Reading

	EYFS		Y1	Y2	Y3	Y4	Y5	Y6
ARE book levels	F1	F2	BM 16-17	BM21-22	BM24	BM26-27	BM29-30	BM30+
ARE AR ZPD				2.0 – 2.9	2.8 – 3.5	3.5 – 4.5	4.0 – 6.0	5.0 – 7.0
Fiction genres	Modern picture books Rhyming stories Familiar traditional stories	Modern picture books Rhyming stories Familiar traditional stories	Classic stories Traditional Tales Fairy Tales Stories from other cultures Rhyming stories Modern picture books	Stories from different cultures Myths, legends and folk-tales Stories from the Bible Fairy-tales re-formed and original Classic tales Modern picture books Stories that help children to understand issues or challenge stereotypes	Stories from different cultures Myths and legends Aesop's Fables Parables Fairy tales re-formed, humorous Short classic novels Modern picture books	Historical stories Classic novels Mystery and adventure stories Stories from different cultures and religions Myths and legends Traditional stories Parables Modern picture books	Stories with Issues and Dilemmas Historical fiction Inspirational stories Stories from different cultures and religions Legends Parables Modern picture books	Classic stories Time-slip stories Inspirational stories Dystopian novels Stories from different cultures and religions Legends Modern picture books
Poetry genres	The Wheels on the Bus		Rhyme, Performance Poetry, Senses Poetry Poetry based on the seasons	Classic poetry Modern verse Riddles	Classic poetry Humorous rhymes and performance poems narrative poems	Classic poetry Modern poetry Free verse	Poetry from other religions Narrative poems Poems based on topics Classic poetry Poems from different cultures Jaberwocky	Poetry with unusual voices and perspectives Poetry from other religions Narrative poems Classic poetry Political poetry / War poems
Non-fiction text types	Mini Beasts	Super Heroes Tiger Tales What can live in a desert? -Sheila Anderson Rainforests- Kate Riggs Grasslands – Andrea Rivera Protecting Grassland Animals-	Captions, Recount Non-chronological reports Explanation text Instructions Transport Books- various	Recount Non-chronological report and other information texts Explanation text Instructions Letter for different purposes	Diary entries Letters Persuasion Explanations Information texts Newspaper Reports Biographies	Recount /diary Persuasive texts Explanations Newspaper reports Information texts Biographies	Newspaper reports Biography Persuasive writing Speeches Explanations Hidden Figures: The True Story of Four Black Women and the Space Race	Discussions Newspaper reports Information texts on a range of topics Biographies and autobiographies
Novel / picture book / film Literacy units	So Much Goldilocks/Gingerbread Man Dear Zoo The Very Hungry Caterpillar Mr Gumpy's Outing	Elmer Mouse Paint Mix it up SuperTato/SuperWorm Dinosaurs Wear Underpants Harry and the Bucketful of Dinosaurs The Selfish Crocodile	Stanley's Stick Kipper's Diary Traditional Tales The Snowman In to the Forest The Tiny Seed	Goldilocks and the 3 Bears Me and You Wolves The Great Fire of London The Journey Home The Owl and the Pussycat	The first drawing Forgotten Beasts: Amazing Creatures that Once Roamed The Earth' The Witches Escape From Pompeii Happy Poems The Great Kapok Tree	The Lost Happy Endings The Animals of Farthing Wood The Iron Man Harry Potter and the Philosopher's Stone Beowolf How To Train Your Dragon	Farther Secrets of A Sunking Stormbreaker Journey To Jo'burg Richard 111 The Strange Case of Origami Yoda Diver's Daughter	War Horse Holes The Explorer Midsummer's Night Dream Moth (Poetry) The Viewer

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
		The Fish Who Could Wish Farmer Duck		A Tadpole's Promise				
Graphic organiser use		Storyboards	Spider diagrams, story maps	Spider diagrams, story maps, explanations	Graphic organisers for most non-fiction text types, boxed up text	Graphic organisers for most non-fiction text types, boxed up text for fiction	Graphic organisers for all text types	Graphic organisers for all text types

Word Reading

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Develop my phonological awareness, so that I can: • spot and suggest rhymes • recognise words with the same initial sound, such as money and mother	I use phonic knowledge to help me to decode words	I use phonic knowledge to decode new text with developing fluency.	I use phonic knowledge to decode new text automatically and fluently			
I read individual letters by saying the sounds for them I read some letter groups that each represent one sound and say sounds for them.	I respond speedily with the correct sound for graphemes for all 40+ phonemes including alternative graphemes	I sound out new words quickly in my head including words with alternative graphemes				
I blend sounds into words, so that they can read short words made up of known letter– sound correspondences	I read many words within my graphemic knowledge without needing to sound them out	I read most words except new or unfamiliar words without having to sound and blend out loud.				
I read a few common exception words matched to the school's phonic programme.	I read exception / tricky words from phase 2 to phase 5 and spot unusual letter sound correspondences.	I read a range of common exception / tricky words I say which part of the word is tricky	I read a wider range of common exception / tricky words	I read all common exception / tricky words and I can see what makes them tricky.		
	I read words containing graphemes I know that have endings -s, -es, -ing,-ed, -er,	I read words with common suffixes ed, ing, est, er, ful	I use my developing understanding about root words, prefixes and suffixes to help me to read aloud with increasing fluency and understanding.	I use what I know about root words, prefixes and suffixes to help me to read aloud with fluency, understanding and expression	I often apply my knowledge of root words, prefixes and suffixes to help me to read fluently and understand the meaning of new words.	I apply my knowledge of root words, prefixes and suffixes to help me to read fluently and understand the meaning of new words.
	I read words with more than one syllable that contain graphemes I know	I read words of two or more syllables using a range of graphemes	I break words into syllables to decode unknown words speedily using good graphemic knowledge.	I break words into different sized chunks, including syllables, to decode unknown words	*I break long polysyllabic words into syllables with speed and read across the entire word.*	*I break long polysyllabic words into syllables with speed and read across the entire word.*
	I recognise words with missing letters and understand the apostrophe shows there is a missing letter e.g. I'm, I'll, we'll	I read and understand words with missing letters e.g. I'm, I'll, we'll				

Wider decoding skills

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
I read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. I re-read these books to build up my confidence in word reading my fluency and my understanding and enjoyment.	I am beginning to read as if I am talking I re-read sentences and books to build up fluency and confidence in word reading	I re-read books with fluency, and some expression and intonation	I read with developing fluency by seeing the words that go together in phrases within sentences	I read with fluency, seeing the words that go together in phrases within sentences, scanning ahead while reading to see what is coming.	I read fluently with intonation, expression, appropriate pace and use of pauses to entertain and maintain interest	I read fluently with intonation and expression, pauses, pace and emphasis to interest and entertain the audience.
	I check that what I say matches the expected graphemes across the word. I use pictures to check my decoding is correct and try to correct myself when it doesn't. I repeat words or phrases to check / confirm or problem - solve	I check that the text makes sense to me as I read, thinking does it look right and make sense and I correct my mistakes. I notice when a small mistake I make doesn't fit with the meaning.	I notice mistakes I make in my reading using meaning, language structures and visual information and correct myself as a result	I notice mistakes I make in my reading and correct them because the text doesn't make sense using meaning, language structure and visual information	I notice mistakes in my reading when reading higher level texts and correct them because the text doesn't make sense. I use a wider range of breakdown strategies to do this. .	I notice mistakes in my reading when reading higher level texts and correct them because the text doesn't make sense. I use a range of breakdown strategies to do this.
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 different parts of a book • page sequencing	I scan labels and pictures to find something / information I need. I locate pages / sections of interest.	I scan the information in the classroom to find what I need. I scan text to find answers to questions or specific words.	I scan text to find key words and phrases and retrieve information.	I scan text to find key words and phrases. I am starting to skim read in order to get a sense for a piece of text.	I scan text to find key words and phrases. I am developing my skim reading skills and can piece information together to give the gist of a paragraph.	I scan text quickly to find key words and phrases and skim read text to get the gist of a passage.
	I try to correct myself "on the run"	I re-read sentences from the beginning if I stopped to decode a difficult word	I re-read sentences from the beginning if I stop to decode a difficult word to maintain the sense and my understanding of it	I re-read sentences from the beginning if I stopped to decode a difficult word to maintain fluency, sense and understanding.	I know that I sometimes need to reread text carefully to understand it fully.	I recognise when something I read doe not make full sense and I reread text carefully to understand it fully.
		I am developing my skills to read quietly to myself. I know that to read in my head I need to hear a voice in my head.	I read silently some of the time and am developing better pace in reading. I am beginning to sustain interest in longer texts, returning to them easily after a break	I can read in my head	I read longer texts with increasing pace and stamina in my head.	I read effectively in my head with pace and stamina

Grammar for Reading

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	I show awareness of a range of punctuation marks.	I use punctuation to help me to read with expression and to keep track of information in longer sentences.	I use the range of punctuation accurately at the end of the sentence and commas within sentences to help to read with expression and understanding	I use the range of punctuation accurately both at the end of the sentence and within the sentence to help expression, fluency and understanding. I can scan ahead to spot punctuation that is coming.	I understand how the meaning of sentences is shaped by punctuation, word order and linking words and phrases (including pronouns) and use the punctuation to help to understand this.	I read longer multi-clause sentences using commas, brackets, semi colons, colons and dashes accurately to help me and others to understand.
		I can track simple pronouns to help me to understand text.	I understand a wider range of common pronoun references.	I can track a wider range of pronouns in reading to help me to understand the text.	I can work out the references to characters and places in a text using a range of pronouns, determiners and alternative noun references	I can work out the references to characters, places and specific events in text using a range of pronouns, determiners and alternative noun references.
	I understand positional vocabulary.	I understand a wide range of prepositions	I understand how prepositions can show where, when and how something happens.	I use prepositions in adverbials and expanded noun phrases to help to build pictures in my head		
		I understand the information in expanded noun phrases and use this to help me to understand.	I can identify simple expanded noun phrases (including determiners and prepositions) within a text and I am starting to use these to add detail to the picture in my head.	I can identify expanded noun phrases (including determiners and prepositions) within a text and I can use this to add detail to the picture in my head.	I can identify more complex noun phrases within a text and I can use this to add detail to the picture in my head.	I can identify complex noun phrases within a text and I use this information to make inferences and deductions about the noun.
					I can identify different conjunctions and I am starting to understand the impact they have on my understanding of the text.	I understand and can explain what different conjunctions mean and how they impact on my understanding of the text.

Reading comprehension strategies

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
I learn new vocabulary and use new vocabulary in different contexts. I use a wider range of vocabulary that I might	I talk about word meanings and I link new meanings to these I can use pictures to help me to understand what a word means	I talk about and clarify the meanings of words, linking new meanings to what I already know	I use my developing knowledge about root words, prefixes and suffixes to help me to understand the meaning of new vocabulary.	I use what I know about root words, prefixes and suffixes to help me to understand the meaning of new vocabulary.	I explore the meaning of words in context and I discuss the meanings of words I don't understand . I try to use a range of strategies to help me	I explore the meaning of words in context and I discuss the meanings of words I don't understand I use a range of strategies to help me understand a word I

have picked up through having stories read to me.		If I don't know the meaning of a word, I read the whole sentence to try to work it out. I can think of alternative words for specific words in the text.	I explain the meaning of words in context I identify and ask about words I don't understand.	I can replace a word with a different word to help me to understand it. If I don't understand a word, I read the sentences around it to help me. I explain the meaning of words in context I ask about the meanings of words I don't understand I use dictionaries to check the meaning of words I have read.	understand a word I don't understand including root words / prefixes / suffixes / background knowledge / understanding the context of the text / visualisation / inference.	don't understand including rot words / prefixes / suffixes / background knowledge / understanding the context of the text / visualisation / inference.
	I recognise when I don't understand a word. I self-correct when I make mistakes.	I recognise when I don't understand a word. I check that each sentence makes sense to me and re-read when it does not make sense.	I identify and ask about words I don't understand. I check the text makes sense to me	I check the text makes sense to me and re-read it when it does not make sense.	I check books make sense to me and can talk about my understanding of significant ideas, events and characters.	I monitor my reading for sense and can talk in detail about my understanding including giving the gist.
I retell the story, once I have developed a deep familiarity with the text, some as exact repetition and some in my own words.	I understand what I read and can retell it in sequence	I recall specific information from my reading or look back at the text to find information	I identify main ideas taken from a paragraph and summarise these	I identify main ideas taken from more than one paragraph and summarise these in own words	I summarise the key points of a paragraph and the main ideas drawn from more than one paragraph	I summarise succinctly the key point of a longer piece of text.
	I can give a simple summary of the story with some points in my own words.	I discuss the sequence of events in books and how information is related	I can retell the gist of what I have read in my own words	I can retell the gist of what I have read in my own words, showing understanding of inferences	I can give the gist of what I have read in my own words including what I have inferred	I summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
	I can make simple pictures in my head when I listen to someone read to me	I can make simple pictures in my head as I move beyond reading picture books	I can picture characters, settings and events to help me understand a text.	I can visualise based on noun phrases, verbs and adjectives to build a moving picture.	I can use a range of grammatical information in a text to create a picture in my head accurately	I can visualise a text based on using the full range of word classes and the figurative language
	I understand the link between key words in texts and what they represent.	I can visualise settings and characters and recognise when they change. With support, I recognise when the picture in my head may be wrong.	I recognise when the picture in my head may be wrong.	I can picture characters, settings and events to help me understand a text I recognise when the picture in my head may be wrong.	I recognise that my ideas and visualised images change during the course of reading and I am able to change my mind if I have made a mistake.	I recognise that my ideas and visualised images change during the course of reading and I am able to explain an error I have made in my understanding.
	I predict what might happen based both on the front cover of a book and on some pictures.	I predict what might happen on the basis of what I have read so far	I predict what might happen from details that are stated and implied	I make sensible predictions about what might happen from details that are stated and implied and change my predictions in the light of new information.	I make sensible predictions about what might happen from details that are stated and implied and can justify my prediction by referring to the story	I predict what might happen from details stated and implied and can justify my predictions with reference to both the text and my background knowledge.

	I am beginning to link what I read or hear read to my own experiences	I know I need to use knowledge I already have to help me to understand text.	I use my background knowledge from what I know or have done to help me to understand.	I use past experiences, what I have previously read and what I know about to support my understanding	I use background knowledge to help me to understand all aspects of a text	I can relate a text to my background knowledge and use this to empathise with characters' thoughts and feelings.
I understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". I understand 'why' questions, like: "Why do you think the caterpillar got so fat?"	I answer questions about what I read.	I answer and ask questions about what I read	I ask questions and wonder to improve my understanding of a text	I ask questions and wonder to improve my understanding of a text	I ask questions (and wonder) to improve my understanding referring to what I have already read and what is still to come.	I ask questions (and wonder) about what I have already read, what I am reading and what I have yet to read and actively look for answers to these
I engage in non-fiction books. I listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	I know some simple differences between non-fiction and fiction.	I know how non-fiction text is presented differently to fiction text.	I know how non-fiction text is presented differently to fiction text in a wider range of non-fiction texts.	I identify how language, structure and presentation contribute to meaning and can recognise the different features of non- fiction text types.	I understand how the language, structure and presentation contribute to meaning and that these features vary depending on the audience and purpose of a text.	I understand how the language, structure and presentation contribute to meaning and that these features vary depending on the audience and purpose of a text.
	I make simple inferences on the basis of what I see in pictures and in people's actions.	I make simple inferences on the basis of what is being said and done	I make inferences such as inferring characters' feelings and thoughts from their actions or from what they say.	I find evidence from the text to help me to support inferences I make inferences such as inferring characters' feelings, thoughts and motives from their actions	I make inferences such as inferring characters' feelings, thoughts and motives from their actions and I can find evidence to support this.	I make inferences such as inferring characters' feelings, thoughts and motives from their action and dialogue and justify these with evidence.
		I can say the information in a sentence in my own words using my working memory.	I make simple connections within a text between one sentence and the next	I make connections across different sentences I read and say them back in my own words using working memory.	I connect the information that I read within paragraphs, across texts and to other books	I make comparisons within and across books commenting on similarities and differences.

Response to text

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
I engage in extended conversations about stories, learning new vocabulary.	I listen to and can talk about a range of poems, stories and non-fiction	I listen to and discuss different poetry, stories and information text including what I like and don't like	I listen to and can discuss a range of fiction, poetry, non-fiction and plays and make recommendations to others.	I listen to and can discuss a wide range of fiction, poetry, non-fiction and plays and make recommendations to others.	I read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction building on my own and others' ideas, beginning to use this to influence my further reading and that of others.	I read and discuss a wide range of fiction, poetry, plays, non-fiction building on my own and others' ideas, using this to influence my further reading and that of others.
I enjoy listening to longer stories and can remember much of what happens.	I am becoming very familiar with key stories, fairy stories and traditional tales and I can retell them.	I understand what I read in books and can comment on characters and events	I understand what I read in books and can discuss this including expressing opinions about what I have read.	I understand what I read in books and can discuss this, expressing opinions and giving evidence for this.	I sometimes give reasoned justifications for my views based on evidence from the text.	I give reasoned justifications for my views based on precise evidence from the text including quotations.

I listen to and talk about stories to build familiarity and understanding.						
			I am beginning to find evidence from the text to help me to show my understanding	I can find evidence from the text to help me to show my understanding	I can use evidence to explain or justify my understanding.	I can use a range of evidence to explain or justify my understanding.
	I know some differences between fiction and non-fiction. I can identify features of simple non-fiction. (font styles, labels, titles, captions)	I talk about how non-fiction books are structured e.g. contents, index, glossary, titles, sub title	I find and record information from non-fiction texts I use the different organisational features in non-fiction texts to help me navigate my way around a page.	I find and record information from non-fiction texts and use the different organisational features to help me navigate my way around a page efficiently.	I can find, record and present information from non-fiction texts I am beginning to understand the difference between fact and opinion I navigate different types of non-fiction in different ways.	I find, record and present information from non-fiction texts efficiently. I know the difference between fact and opinion and can identify this in a text
	I identify simple features of structure in stories and poems.	I identify structural features of some stories and poems.	I recognise different forms of poetry and stories	I recognise different forms of poetry and stories.	I read and understand fictional texts (paper based and digital) that are structured in different ways and read for a range of purposes and can explain the main purpose of these	I read and understand fictional texts (paper based and digital) that are structured in different ways and read for a range of purposes and can explain the main purpose of these
I can express a point of view and to debate when I disagree with an adult or a friend, using words as well as actions	I can explain clearly what I understand when someone reads to me. I can say what I like and don't like in books	I explain and discuss my understanding of books, poems and other writing that I read for myself. I make connections between different stories I have read. I identify parts of the text that make me respond in different ways and link this to other texts	I identify themes from a given range in stories, poems and books.	I identify themes, structures and some purposes in a wide range of books.	I identify and discuss themes and conventions in a range of writing.	I know that texts have a range of themes and can identify prominent and lesser themes and can make connections between these and others I have read.
	I identify simple features of language in key stories and poems	I recognise simple recurring literary language in stories and poems I talk about my favourite words and phrases and identify familiar patterns in language	I identify and discuss words and phrases that make the reader interested.	I am beginning to understand why authors have chosen particular words and phrases over alternative options.	I understand why authors have chosen particular words and phrases over alternative options.	I comment on how and why a writer has used certain language, including figurative language (e.g. simile, metaphor, personification) *and the effect this has on the reader.*
I listen carefully to rhymes and songs, paying attention to how they sound. I learn rhymes, poems and songs I sing a large repertoire of songs. Know many rhymes, be able to talk about familiar	I am learning to appreciate stories, rhymes and poems and I can recite some by heart.	I know and can recite stories and poems with appropriate intonation to make the meaning clear.	I read aloud and perform poems and play scripts showing my understanding through intonation, volume and actions.	I read aloud and perform poems and play scripts showing my understanding through intonation, tone, volume and actions.	I read, recite and performs poems and plays, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.	I read, recite and perform poems and plays showing understanding through intonation, tone and volume so that prompt an emotional response from the audience.

books, and be able to tell a long story.						
	I can recognise and name a few authors and poets that I like	I can recognise and name some authors and poets that I like and explain in simple terms why I like them	I can recognise and name some authors and poets that I like and explain why I like them	I can recognise and name some authors and poets that I like and am beginning to make connections between them	I can recognise and name some authors and poets that I like and am beginning can make connections between them based on common themes and characters	I can recognise and name a wider range of authors and poets that I know and can make connections between them based on wider range of factors