St. Mary of the Angels Catholic Primary School

A community of faith and learning following Jesus in all we think, do and say

St. Mary of the Angels Catholic Primary School Progression Map

Subject: Reading

Intent: At St. Mary of the Angels we celebrate reading. We strongly believe that the teaching of Reading should be motivating and enjoyable. Our reading curriculum will teach pupils to read and inspire a love of reading for all children. We intend to develop pupils' competence in Word Reading and Comprehension and foster the appreciation for reading in order to develop a wider knowledge and understanding of themselves and the world around them. Children will become fluent and confident readers whilst engaging with a stimulating range of texts from a variety of genres in both fiction and non-fiction, further developing their understanding and comprehension skills. As well as teaching Word Reading and Comprehension we aim to foster a lifelong appreciation and love for reading in our pupils. All pupils have access to rich, quality texts and are encouraged to read widely in order to develop a broader understanding of world around them, and just as importantly for pleasure.

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word Reading	To continue a rhyming string. To hear and say the initial sound in words. To segment the sounds in simple words and blend them together and know which letter represents some of them. To link sounds to letters, naming and sounding the letters of the alphabet. To ascribe meanings to marks that they see in different places. To begin to break the flow of speech into words. To begin to read words and simple sentences. To use phonic knowledge to decode regular words and read them aloud accurately. To read some common irregular words. To read and understand simple sentences.	Can segment sounds in words and blend together. Identify sounds in common exception words. To read words containing -s, -es, -ing, -ed and -est endings. To read words with contractions, e.g. I'm, I'll and we'll. Read 2 or more syllable words	**Vocabulary Decoding** Consolidate their phonics knowledge and apply it to new and unfamiliar texts. To read out loud and begin to explain the meaning of new words. To read year 1 and 2 common exception words.	**Vocabulary Decoding** Apply their growing knowledge of root words, prefixes and suffixes taught in KS1 and Year 3, when reading aloud and explaining the meaning of new words. Read some further exception words, noting the unusual correspondences between spelling and sounds and where these occur in the word	**Vocabulary Decoding** Apply their growing knowledge of root words, prefixes and suffixes taught in KS1 to LKS2, when reading aloud and explaining the meaning of new words. Independently read further exception words, explaining the unusual correspondence between the spelling and sound and where these occur in the word.	**Vocabulary Decoding** Children can apply their understanding of new words making reference to known root words, prefixes and suffixes taught throughout KS1 to Year 5. They can apply their knowledge of morphology and etymology to explain unfamiliar words.	**Vocabulary Decoding** Children can apply their understanding of new words making reference to known root words, prefixes and suffixes taught throughout KS1 and KS2. They can apply their knowledge of morphology and etymology to explain unfamiliar words.

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Comprehension							
	Year R	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Read & retell	To express themselves effectively, showing awareness of listeners' needs To enjoy an increasing range of books. To follow a story without pictures or props. To play cooperatively as part of a group to develop and act out a narrative. To know that information can be retrieved from books and computers	To join in with discussions about a text, taking turns and listening to what others say To retell familiar stories in increasing detail. To recite simple poems by heart.					
Word meaning		To discuss word meaning and link new meanings to those already known.	Discuss and explicitly teach strategies for finding out the meaning of new and unfamiliar words.	Explicitly teaching and providing assistance in using dictionaries to check meaning of words.	Explicitly teaching and providing some assistance in using dictionaries to check meaning of words.	Apply their understanding of how to use a dictionary to become increasingly more independent in checking the meaning of words that they have read.	Independently using dictionaries to check to meaning of words that they have read.

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	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding	To demonstrate understanding when talking with others about what they have read. To answer 'how' and 'why' questions about their experiences and in response to stories or events. To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.	Use pictures to help their understanding of the story. Orally answering questions relating to texts. To check that a text makes sense to them as they read and to self- correct. To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. To link what they have read to their own experiences. To discuss the significance of titles and events.	To be explicitly taught how to use the context of a text to understand the meaning of words. To begin to explain the meaning of words independently, making some references to the text they are reading.	To be explicitly taught and beginning to use meaning breakdown and background knowledge to explain meaning of words in a text. To explain the meaning of the words, making references to a section of text or paragraph.	To be explicitly taught and independently using meaning break down and background knowledge to explain meaning of words in a text. To explain the meaning of words, making reference to a specific paragraph.	To discuss their understanding of a text using the VIP words. To explain the meaning of words, making reference to a specific page in the text.	To discuss their understanding of the text in full, using all comprehension strategies. To explain the meaning of words, making reference to the longer, whole texts. To use their word knowledge to find synonyms for words in a whole text.
Inference			To make simple inferences from any part of the text, referring to settings or characters.	To draw inference from across a paragraph referring to simple settings and characters.	To draw inferences from across a page of text referring to settings a characters using evidence from the text.	To use quotations from the text to explain characters' thoughts, feelings and motives from their actions and settings using evidence from a chapter.	To concisely paraphrase evidence from the text to explain character's thoughts, feelings and motives from their actions and settings using evidence from across the whole text.

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	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Prediction		Read to an adult developing fluency and flow. Children to read independently, beginning to use expression. Retell a story, Predict and answer questions.	To understand what the skill of prediction means. To use knowledge of events in the text to make sensible predictions.	To use background knowledge and prediction reading strategies. To use events that had happened in the text to make an accurate prediction from a short passage.	To explain reading strategies (use background knowledge, ask questions and infer) To use events that has happened in the text and background knowledge to make an accurate prediction from what has been read.	To use all reading strategies to help make their prediction. To infer and retrieve details stated and implied to make an accurate prediction based on quotations from the previous chapter.	To use all reading strategies to help make their prediction. To infer and retrieve details stated and implied to make an accurate prediction based on evidence from chapters previously read.
Explain			To be able to explain what new words mean, based on the context. To explain what parts of a text they find interesting and why. To discuss how word choices effect the meaning.	To explore the meaning of words in context. To identify words and phrases that capture the reader's interest and imagination from a short passage. To discuss and identify how language, structure and presentation contribute to meaning.	To explain the meaning of words in context. To discuss and identify words and phrases that capture the reader's interest and imagination from a page of text. Identify and explain how language, structure and presentation contribute to meaning.	To accurately explain the meaning of words in context and suggest other suitable synonyms. To discuss how language, structure and presentation contribute to meaning in a chapter. Discuss how authors use language, including figurative language, considering the impact on the reader.	To accurately explain the meaning of words in context and show understanding by suggesting synonyms and antonyms. To discuss how language, structure and presentation contribute to meaning in a whole text. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. To explain the difference between statements of fact and opinion using examples from the text.

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	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Retrieve			To retrieve and record information from fiction and non-fiction, based on a specific question. To explain the difference between fact and opinion.	To retrieve and record information from fiction and non – fiction from a passage. To explain the difference between statements of fact and opinion. Retrieve, record and present information from non-fiction.	To retrieve and record information from fiction and non – fiction from a page of text. To explain the difference between statements of fact and opinion. Retrieve, record and present information from non-fiction.	To retrieve and record information from fiction and non – fiction from a chapter. To explain the difference between statements of fact and opinion using examples from the text. Retrieve, record and present information from non-fiction.	To retrieve and record information from fiction and non – fiction from a whole text. Retrieve, record and present information from non-fiction.
Summarise			To begin to identify the main ideas drawn from one paragraph and begin to summarise using a short passage.	To identify the main ideas drawn from more than one paragraph and summarising using a short passage.	To identify the main ideas drawn from more than one paragraph and summarising using a chapter of text.	To summarise the main ideas drawn from more than one paragraph identifying key details to support the main ideas	To concisely, summarise the main ideas drawn from more than one paragraph using the key details to support the main ideas.

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Impact (End Points)						
EYFS	**Key Stage 1**		**Key Stage 2**			
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Children in Reception can read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.	Children in Year 1 will be able to read sentences in fiction and non-fiction books with increasing fluency. They will be able to read words with 2 or more syllables with confidence using their phase 3,4 and 5 knowledge. They will be able to retell what happened in the story with confidence and be able to answer simple questions.	Children in Year 2 will be able to read sentences fluently with expression. They will be confident at reading common exception word and words with suffixes. The will be able to retell and sequence stories in detail. The will begin to use inference to understand what characters are thinking and feeling, and the possible actions they may make.	Children in Year 3 will have read a range of age appropriate texts both fiction and non- fiction and including poetry. They understand the key skills of vocabulary, retrieve, inference and predict and are beginning to make simple explanations and summaries.	Children in Year 4 will have read a wide range of age appropriate texts both fiction and non-fiction and including poetry. They understand the key skills of vocabulary, infer, predict, explain, retrieve and summarise.	Children in Year 5 will have read a wide range of age appropriate texts both fiction and non-fiction and including poetry. They will be able to comment on the structure and layout of texts, the author's choices and impact on the reader and their comprehension of a widening vocabulary.	It is essential that, by the end of their primary education, children in Year 6 are able to read fluently, and with confidence, in any subject in their forthcoming secondary education. They will understand and be secure in the key skills of vocabulary, inference, prediction, explanation, retrieve and summary so that they are able to understand and discuss any text they are presented with in further education or wider life.