Reading – Word reading	EYFS	KS1		KS2			
	Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Systematic Synthetic Phonics Programme (SSP) – **Sounds Write**.							
Word reading and comprehension skills to be taught in conjunction with the **SHINE 'Are you *really* reading?' project.** The teaching tool consists of five strands to teach the skills needed to read for meaning and with ownership and autonomy. Strand 1 – The Timeline Strand Strand 2 – The Six-Word Summary / Hashtag # Strand Strand 3 – The Emoji Strand Strand 4 – The Impression and Evidence Strand Strand 5 – The 3 / 5 Most Important Things Strand							

SSP – Sounds Write (decoding)	Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Use Sounds Write matched phonics books to practice skills taught. Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with	To apply phonic knowledge and skills as the route to decode words. To blend sounds in unfamiliar words using the GPCs that they have been taught. To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes. To read words containing taught GPCs. 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. Use Sounds Write matched phonics books until decoding is embedded.	To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. To accurately read most words of two or more syllables. To read most words containing common suffixes.* Use Sounds Write matched phonics books then migrate to ORT scheme.	To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.* To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.* Sounds Write strategies to teach and learn these spellings.	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.* Sounds Write strategies to teach and learn these spellings.	To read most words fluently and attempt 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.* Sounds Write strategies to teach and learn these spellings.	To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. Sounds Write strategies to teach and learn these spellings.

	their phonic knowledge, including some common exception words.						
Reading – Word reading	EYFS	KS1		KS2			
	Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Fluency	Blend sounds into words, so that they can read short words made up of letter-sound correspondences. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Use Sounds Write matched phonics books to practice skills taught. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. To reread texts to build up fluency and confidence in word reading. Use Sounds Write matched phonics books to practice skills taught.	To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. To reread these books to build up fluency and confidence in word reading. To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts. Use Sounds Write matched phonics books then migrate to ORT scheme.	In Key stage 2, most pupils will be fluent in decoding. Comprehension skills will encompass word reading with a focus on growing and developing children's vocabulary. Fluency remains a priority with adults modelling effective prosody to teach children to read fluently and with meaning. Pupils will have opportunity to 'echo read', track an adult reading, read aloud in a group and individually and to read silently and independently.
	EYFS	KS1		KS2

Leigh St Mary's CE Primary School
English Word Reading and Reading Comprehension Progression Map

Reading – Word reading	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Common Exception Words	Read a targeted selection of common exception words matched to Sounds Write. To read some common irregular words.	To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.	To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.	To begin to read Y3/Y4 exception words.*	To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.	To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	To read all Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.

* Word lists within the spelling appendix to the national curriculum (English appendix 1). Teachers will ensure that children can read these as well as spell.

Reading – Comprehension	EYFS	KS1		KS2			
	Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Systematic Synthetic Phonics Programme (SSP) – **Sounds Write**.							
Word reading and comprehension skills to be taught in conjunction with the **SHINE 'Are you *really* reading?' project.** The teaching tool consists of five strands to teach the skills needed to read for meaning and with ownership and autonomy. **Strand 1 – The Timeline Strand** **Strand 2 – The Six-Word Summary / Hashtag # Strand** **Strand 3 – The Emoji Strand** **Strand 4 – The Impression and Evidence Strand** **Strand 5 – The 3 / 5 Most Important Things Strand**							
Understanding the text. Correcting inaccuracies.	Listen to and talk about stories to build familiarity and understanding. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	To check that a text makes sense to them as they read and to self-correct. Explain clearly their understanding of what is read to them.	To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. To check that the text makes sense to them as they read and to correct inaccurate reading.	To develop understanding by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference/text books. To check the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Use dictionaries to check the meaning of words they have read.		To continue to develop understanding by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference/text books. To check the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Use dictionaries to check the meaning of words they have read.	
	EYFS	KS1		KS2			

Reading – Comprehension	Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

| Converse, connect, compare and contrast | Compare and contrast characters from stories, including figures from the past. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Anticipate (where appropriate) key events in stories.

Demonstrate understanding of what has been read to them by retelling | 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 or have read to them to their own experiences.
To retell familiar stories in increasing detail.
To join in with discussions about a text, taking turns and listening to what others say.
To discuss the significance of titles and events. | To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.
To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.
To discuss the sequence of events in books and how items of information are related.
To recognise simple recurring literary language in stories and poetry.
To ask and answer questions about a text.
To make links between the text they are reading and other texts they have read (in texts that they can read independently). | To recognise, listen to, discuss and compare a wide range of genres and writers, including fiction, poetry, plays, non-fiction and reference books or textbooks.
To read for a range of purposes.
To identify themes and conventions in a wide range of books.
To use appropriate terminology when discussing texts (plot, character, setting), themes (eg, triumph of good over evil) and features (eg, greetings in letters, presentational headings).
To identify how language, structure and presentation contribute to meaning.
To identify main ideas drawn from more than one paragraph and summarise these. | To read a wide range of genres, identifying the characteristics of text types.
To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.
To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. This may include in more formal discussion or debates, maintaining a focus on the topic and using notes where necessary.
To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.
To compare characters, settings and themes within a text and across more than one text.
To recognise more complex themes in what they read (such as loss or heroism).
To identify main ideas drawn from more than one paragraph and to summarise these.
To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.
To recommend texts to peers based on personal choice. |

		EYFS	KS1		KS2			
	stories and narratives using their own words and recently introduced vocabulary.							
Reading – Comprehension		Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Vocabulary: quantity and quality, context and authorial choice	Learn new vocabulary through explicit teaching. Use new vocabulary throughout the day. Support with high quality back and forth interactions with an adult. Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Demonstrate understanding of what has been read to them by retelling	To discuss word meaning and link new meanings to those already known.	To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To discuss their favourite words and phrases.	To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. To discuss authors' choice of words and phrases for effect. Discuss vocabulary used to capture readers' interest and imagination.	To discuss, analyse and evaluate the use of vocabulary used by the author to create effect, including figurative language. Use technical terminology such as metaphor, simile, analogy, imagery, style and effect. To evaluate the use of authors' language and explain how it has created an impact on the reader.

	stories and narratives using their own words and recently introduced vocabulary. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.						
Reading – Comprehension	EYFS	KS1		KS2			
	Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Inference and prediction	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Anticipate (where appropriate) key events in stories.	To begin to make simple inferences. To predict what might happen on the basis of what has been read so far.	To make inferences on the basis of what is being said and done. To predict what might happen on the basis of what has been read so far in a text.	To ask and answer questions appropriately, including inference questions based on characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text. To justify predictions using evidence from the text; details stated and implied.		To draw inferences from characters' feelings, thoughts and motives. To discuss how characters change and develop through texts by drawing inferences based on indirect clues. To make predictions based on details stated and implied, justifying them in detail with evidence from the text. To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).	
Reading – Comprehension	EYFS	KS1		KS2			
	Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Poetry and Performance	Engage in story times. Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Learn rhymes, poems and songs. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Make use of props and materials when role playing characters in narratives and stories. Invent, adapt and recount narratives and stories with their peers and their teacher. Perform songs, rhymes, poems and stories with others, and (when	To recite simple poems by heart.	To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.	To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.	To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect. To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.

	appropriate) try to move in time to music.						
Reading – Comprehension	EYFS	KS1		KS2			
	Reception **Early Learning Goals**	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Non-fiction	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	To draw on what they already know or on background information and vocabulary provided by the teacher. To discuss the significance of the title and events.	To recognise that non- fiction books are often structured in different ways.	To use all of the organisational devices available within a non- fiction text to retrieve, record and discuss information. To use dictionaries to check the meaning of words that they have read.		To retrieve, record and present information from non-fiction texts. To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).	

*Word lists from the spelling appendix to the national curriculum (English appendix 1). Teachers ensure that these words can be read and spelled.