



# ALDINGBOURNE PRIMARY SCHOOL PROGRESSION MAP



## SUBJECT: READING

### INTENT

AUTUMN	EYFS	KEY STAGE ONE		KEY STAGE TWO			
	YEAR R	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>KNOWLEDGE (Texts taught)</b>	The Blue Balloon Fire engine non-fiction Elmer Sssh Santa	The Storm Whale The Three Little Pigs The True story of the Three Little Pigs Traditional Tales Castles Non-Fiction The Kiss that Missed Rudolph the Red- Nosed Reindeer	The Lonely Beast Apple poems Handa's Surprise Learn the King's Breakfast poem Oliver's Milkshake Charlie & The Chocolate Factory The Xmas Eve Tree	Oliver & the Seawigs A Necklace of Raindrops Kensuke's Kingdom The Explorer The Christmasaurus	Outcasts Chariots & Champions: A Roman Play Romulus and Remus Boudicca Roman non-fiction A Boy Called Christmas	Hidden Figures Macbeth Tudor Non-Fiction Where the Snow Angels go	Eleven Biographies The Torn Book Oliver Twist The Railway Children Victorian Non-Fiction Poem - From a Railway Carriage Christmas Dinner for Souls
<b>SKILLS (Word Reading)</b>	Learn to read GPCs: s a t p i n m d g o c k c k e u r h b f f l l l  Read words containing GPCs taught: s a t p i n m d g o c k c k e u r h b f f l l l  Read tricky words: a is I and go no so to do into has his the	Learn to read GPCs: ai ay a-e, ee ea e-e, igh ie i-e, oa ow, o-e, oo ew u-e  Read words containing GPCs taught: ai ay a-e, ee ea e-e, igh ie i-e, oa ow, o-e, oo ew u-e  Read tricky words: again people friend your our oh asked school where their Mr Mrs	Learn to read GPCs: /ee/ ey ye ie, /s/ c se ce /j/ ge dge g /n/ kn gn nn /l/ le el al  Read words containing GPCs taught: /ee/ ey ye ie, /s/ c se ce /j/ ge dge g /n/ kn gn nn /l/ le el al  Consolidate reading tricky words: again people friend your our oh asked school where their Mr Mrs please because any many want water great break who whole	Learn to apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet  Learn to read further exception words, identifying the 'tricky' bits	Learn to apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet  Learn to read further exception words, identifying the 'tricky' bits	Learn to apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet	Learn to apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet

SPRING	EYFS	KEY STAGE ONE		KEY STAGE TWO			
	YEAR R	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>KNOWLEDGE (Texts taught)</b>	The Jolly Postman Variety of fairy tales & nursery rhymes	Traction Man The Man on the Moon Biography of Amelia Earhart The Great Explorer	Orion in the Dark Penguin non-fiction The Emperor's Egg A is for Africa One Day in our Blue Planet	War Game Holiday Brochures/websites Who Let the God's Out? Ancient Greek Myths & legends - Theseus and the Minotaur, Troy, King Midas Ancient Greek Non-Fiction Hobgoblin Playscripts	Dragonology Secrets of the Sun King Types of Poetry Wonders of the World Non-Fiction Great women who changed the world Khorosani poems	The Boy at the back of the class Refugee Poem - Brian Bilston When the Giants Stirred The Vanishing Rainforest Americas Non-Fiction Journey to the River Sea Holes	Wonder Garden Shadow of the Bull Toro Toro Ferdinand the Bull Beowulf Europe non-fiction
<b>SKILLS (Word Reading)</b>	Learn to read GPCs: j v w x y z zz qu sh ch th ng ai ee igh oa oo o oar or er ow oi nk air ear ure  Read words containing GPCs taught: j v w x y z zz qu sh ch th ng ai ee igh oa oo o oar or er ow oi nk air ear ure  Read tricky words: he be we me was her my by you are all she put oush full pull they of	Learn to read GPCs: er ur ir, or au aw, ow ou ph, oi oy wh air are ear, ear ere eer  Read words containing GPCs taught: er ur ir, or au aw, ow ou ph, oi oy wh air are ear, ear ere eer  Learn to read alternative sounds for graphemes  Read tricky words: please because any many want water grat break who whole	Learn to read GPCs: /sh/ s ti ci, /or/ a ar, /u/ o, /o/ a, /er/ or  Read words containing GPCs taught: /sh/ s ti ci, /or/ a ar, /u/ o, /o/ a, /er/ or  Read multi-syllabic words containing taught graphemes  Consolidate reading tricky words: move prove door poor floor eye shoe hour half parents busy pretty beautiful	Learn to apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet  Learn to read further exception words, identifying the 'tricky' bits	Learn to apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet  Learn to read further exception words, identifying the 'tricky' bits	Learn to apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet  FOR MOST PUPILS NO FURTHER DIRECT TEACHING OF WORD READING SKILLS SHOULD BE NEEDED	Learn to apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet  FOR MOST PUPILS NO FURTHER DIRECT TEACHING OF WORD READING SKILLS SHOULD BE NEEDED

SUMMER	EYFS	KEY STAGE ONE		KEY STAGE TWO			
	YEAR R	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>KNOWLEDGE (Texts taught)</b>	Hungry Caterpillar The Bad-Tempered Ladybird Aarrgghh Spider! Sam's Sandwich Minibeast non-fiction	The Owl who was afraid of the Dark Commotion in the Ocean Pirate non-fiction Yo-ho-ho a-pirating we'll go! - Pirate poems The Lighthouse Keeper's Lunch	The Hodgeheg Mrs Armitage on Wheels Non-Fiction - Countries of the UK Atlases A Walk in London The Two Giants	Extinct! A range of Dinosaur Fiction for younger readers The Ice Monster Dinosaur non-fiction	Beetle Boy How to Train Your Dragon Norse Myths Viking non-fiction	Rooftoppers Legend of the Knucker The Highway Man Poem Sussex Non-Fiction	Cosmic Goodnight Mr Tom Britain since 1930s non-fiction The Boy in the Striped pyjamas
<b>SKILLS (Word Reading)</b>	Read CVC, CVCC. CCVCC & CCCVCC words  Begin to segment words into syllables for spelling  Read tricky words: some come love have here there were out house one once what when said ask little like	Read multi-syllabic & Compound words containing taught GPCs  Read words with plurals -s and -es  Read words with endings -ing -ed -er & -est  Read tricky words: move prove door poor floor eye shoe hour half parents busy pretty beautiful	Read words containing suffixes - ed, - ing, - er, -est and -y  Read words containing suffixes -ment, -ness, -ful, -less and -ly	Learn to apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet  Learn to read further exception words, identifying the 'tricky' bits	Learn to apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet  Learn to read further exception words, identifying the 'tricky' bits	Learn to apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet  FOR MOST PUPILS NO FURTHER DIRECT TEACHING OF WORD READING SKILLS SHOULD BE NEEDED  FOR MOST PUPILS NO FURTHER DIRECT TEACHING OF WORD READING SKILLS SHOULD BE NEEDED	Learn to apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet  FOR MOST PUPILS NO FURTHER DIRECT TEACHING OF WORD READING SKILLS SHOULD BE NEEDED  FOR MOST PUPILS NO FURTHER DIRECT TEACHING OF WORD READING SKILLS SHOULD BE NEEDED

# PROGRESSION OF SKILLS - READING COMPREHENSION

EYFS	KEY STAGE ONE		KEY STAGE TWO			
YEAR R	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p><b><u>Reading for pleasure</u></b> Listen to and discuss a wide range of poems, stories and non-fiction</p>	<p><b><u>Reading for pleasure</u></b> Listen to and discuss a wide range of poems, stories and non-fiction</p> <p>Become familiar with key stories, fairy tales and traditional tales, retelling them and considering their characteristics</p> <p>Recognising and joining in with predictable phrases</p> <p>Learn to appreciate some rhymes and poems and recite some by heart</p> <p>Link texts to own experiences</p>	<p><b><u>Reading for pleasure</u></b> Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction</p> <p>Become familiar with retelling a range of stories, fairy stories and traditional tales</p> <p>Recognise simple, recurring literary language in stories and poems</p> <p>Build up a repertoire of poems learnt by heart, appreciating those and reciting some</p> <p>Discuss sequence of events/ information in books</p> <p>Look at non-fiction books that are structured in different ways</p>	<p><b><u>Reading for pleasure</u></b> Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Increase familiarity with a wide range of books, including fairy stories, myths and legends and retell some of these orally</p> <p>Prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action</p> <p>Recognise some different forms of poetry</p> <p>Read books that are structured in different ways</p> <p>Identify themes and conventions in a wide range of books</p>	<p><b><u>Reading for pleasure</u></b> Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Increase familiarity with a wide range of books, including fairy stories, myths and legends and retell some of these orally</p> <p>Prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action</p> <p>Recognise some different forms of poetry</p> <p>Read books that are structured in different ways</p> <p>Identify themes and conventions in a wide range of books</p>	<p><b><u>Reading for pleasure</u></b> Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Increase familiarity with 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> <p>Learn a wider range of poetry by heart</p> <p>Prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone and volume so that meaning is clear to an audience</p> <p>Read books that are structured in different ways</p> <p>Identify and discuss themes and conventions across a wide range of writing</p>	<p><b><u>Reading for pleasure</u></b> Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Increase familiarity with 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> <p>Learn a wider range of poetry by heart</p> <p>Prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone and volume so that meaning is clear to an audience</p> <p>Read books that are structured in different ways</p> <p>Identify and discuss themes and conventions across a wide range of writing</p>

					Make comparisons within and across books  Recommend books to peers, giving reasons For their choices	Make comparisons within and across books  Recommend books to peers, giving reasons For their choices
<b><u>Vocabulary</u></b> Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	<b><u>Vocabulary</u></b> Discuss word meanings, linking new meanings to those already known	<b><u>Vocabulary</u></b> Discuss and clarify the meanings of words, linking new meanings to known vocabulary  Discuss their favourite words and phrases	<b><u>Vocabulary</u></b> Use dictionaries to check the meaning of words they have read  Discuss words and phrases that capture the reader's interest and imagination	<b><u>Vocabulary</u></b> Use dictionaries to check the meaning of words they have read  Discuss words and phrases that capture the reader's interest and imagination	<b><u>Vocabulary</u></b> Discuss how authors use language, including figurative language, considering impact on reader	<b><u>Vocabulary</u></b> Discuss how authors use language, including figurative language, considering impact on reader
<b><u>Understanding</u></b> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary	<b><u>Understanding</u></b> Drawing on what they already know or on background information and vocabulary provided by the teacher  Checking that the text makes sense to them as they read and correcting inaccurate reading	<b><u>Understanding</u></b> Drawing on what they already know or on background information and vocabulary provided by the teacher  Checking that the text makes sense to them as they read and correcting inaccurate reading  Asking and answering questions	<b><u>Understanding</u></b> Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context  Asking questions to improve their understanding of a text	<b><u>Understanding</u></b> Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context  Asking questions to improve their understanding of a text	<b><u>Understanding</u></b> Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context  Asking questions to improve their understanding	<b><u>Understanding</u></b> Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context  Asking questions to improve their understanding
<b><u>Prediction</u></b> Anticipate - where appropriate - key events in stories	<b><u>Prediction</u></b> Predicting what might happen on the basis of what has been read so far	<b><u>Prediction</u></b> Predicting what might happen on the basis of what has been read so far	<b><u>Prediction</u></b> Predicting what might happen from details stated and implied	<b><u>Prediction</u></b> Predicting what might happen from details stated and implied	<b><u>Prediction</u></b> Predicting what might happen from details stated and implied	<b><u>Prediction</u></b> Predicting what might happen from details stated and implied
	<b><u>Inference</u></b> Making inferences on the basis of what is being said and done	<b><u>Inference</u></b> Making inferences on the basis of what is being said and done	<b><u>Inference</u></b> Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	<b><u>Inference</u></b> Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	<b><u>Inference</u></b> Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	<b><u>Inference</u></b> Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

	<p><b><u>Discuss</u></b></p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>Discussing the significance of the title and events</p>	<p><b><u>Discuss</u></b></p> <p>Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p>	<p><b><u>Discuss</u></b></p> <p>Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p>	<p><b><u>Discuss</u></b></p> <p>Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p>	<p><b><u>Discuss</u></b></p> <p>Participate in discussions about books that are read to them and those that they can read for themselves, building on their own and others' ideas and challenging views courteously</p>	<p><b><u>Discuss</u></b></p> <p>Participate in discussions about books that are read to them and those that they can read for themselves, building on their own and others' ideas and challenging views courteously</p>
	<p><b><u>Explain</u></b></p> <p>Explain clearly their understanding of what is read to them</p>	<p><b><u>Explain</u></b></p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they can read for themselves</p>	<p><b><u>Explain</u></b></p> <p>Identifying how language, structure and presentation contribute to meaning</p>	<p><b><u>Explain</u></b></p> <p>Identifying how language, structure and presentation contribute to meaning</p>	<p><b><u>Explain</u></b></p> <p>Identifying how language, structure and presentation contribute to meaning</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>Provide justifications for their views</p>	<p><b><u>Explain</u></b></p> <p>Identifying how language, structure and presentation contribute to meaning</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>Provide justifications for their views</p>
			<p><b><u>Retrieve</u></b></p> <p>Retrieve and record information from non-fiction</p>	<p><b><u>Retrieve</u></b></p> <p>Retrieve and record information from non-fiction</p>	<p><b><u>Retrieve</u></b></p> <p>Retrieve, record and present information from non-fiction</p> <p>Distinguish between statements of fact and opinion</p>	<p><b><u>Retrieve</u></b></p> <p>Retrieve, record and present information from non-fiction</p> <p>Distinguish between statements of fact and opinion</p>
			<p><b><u>Summarise</u></b></p> <p>Identifying main ideas drawn from more than one paragraph and summarising these</p>	<p><b><u>Summarise</u></b></p> <p>Identifying main ideas drawn from more than one paragraph and summarising these</p>	<p><b><u>Summarise</u></b></p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p>	<p><b><u>Summarise</u></b></p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p>

## IMPACT (END POINTS)

EYFS	KEY STAGE ONE		KEY STAGE TWO			
YEAR R	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>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.</p>	<p>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.</p>	<p>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. They will be able to retell and sequence stories in detail. They will begin to use inference to understand what characters are thinking and feeling, and the possible actions they may make.</p>	<p>Children in Year 3 will have read a range of age appropriate texts both fiction and nonfiction and including poetry. They understand the key skills of vocabulary, retrieve, inference and predict and are beginning to make simple explanations and summaries.</p>	<p>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.</p>	<p>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.</p>	<p>Children in Year 6 are able to read fluently, and with confidence, in any subject in preparation for 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.</p>