

Folville Junior School - Progression Map for Reading

	Y1	Y2	Y3	Y4	Y5	Y6
ARE book levels	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

Word Reading

Y1	Y2	Y3	Y4	Y5	Y6
I use phonic knowledge to help me to decode words	I use phonic knowledge to decode new text from automatically and fluently	I use phonic knowledge to decode new text from automatically and fluently			
I respond speedily with the correct sound for graphemes for all 40+ phonemes including alternative sounds for graphemes	I sound out new words quickly in my head including words with alternative phonemes for graphemes				
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 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 a wider range of 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, and -est	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>I break long polysyllabic words into syllables with speed and read across the entire word.</i>	<i>I break long polysyllabic words into syllables with speed and read across the entire word.</i>
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

Y1	Y2	Y3	Y4	Y5	Y6
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, expression and intonation	I read with developing fluency by seeing the words that go together in phrases in sentences by being able to scan ahead. I am beginning to use expression to demonstrate different tones in the text eg negative/ positive	I read with developing fluency by seeing the words that go together in phrases in sentences and scan ahead while reading to see what is coming. I can demonstrate emotions in my tone that are appropriate to the context.	I read fluently with intonation, expression, appropriate pace and use of pauses to entertain and maintain interest I change the tone of my voice to react to word and text meaning	I read fluently with intonation and expression, pauses, pace and emphasis to interest and entertain the audience. I change my tone to suit my interpretation of the text.
I check that what I say matches the expected letters and 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>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>	<i>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.</i>
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 given words and phrases and retrieve information.	I scan text to find key words and phrases that I have identified for myself from a question. 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, and for synonyms and related words. I am developing my skim reading skills by noticing to key words (nouns / verbs) and can piece information together to give the gist of a paragraph.	<i>I scan text quickly to find key words and phrases and for synonyms and related words I skim read text to get the gist of a passage.</i>
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>I know that I sometimes need to reread text carefully to understand it fully.</i>	<i>I reread text carefully to understand it fully.</i>
	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>I read longer texts with increasing pace and stamina in my head.</i>	I read effectively in my head with pace and stamina

Grammar for Reading

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, pace, fluency and understanding. I can scan ahead to spot punctuation that I am coming to.	<i>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>	<i>I read longer complex sentences using commas, brackets, semi colons, colons and dashes accurately to help me and others to understand.</i>
	I can track simple pronouns to help me to understand text.	I understand clearly the common pronoun references.	I can track pronouns in reading to help me to understand the text.	<i>I can work out the references to characters and places in a text using a range of pronouns, determiners and alternative noun references</i>	<i>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>
	I understand the information in expanded noun phrases and use this to help me to understand.	I can identify simple expanded noun phrases within a text and I am starting to use this to add detail to the picture in my head.	I can identify expanded noun phrases 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>I can identify different conjunctions and I am starting to understand the impact they have on my understanding of the text.</i>	<i>I understand and can explain what different conjunctions mean and how they impact on my understanding of the text.</i>

Reading comprehension strategies

Y1	Y2	Y3	Y4	Y5	Y6
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 as opposed to using pictures to help to read words. I notice words I don't understand.	I talk about and clarify the meanings of words, linking new meanings to what I already know 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 use my developing knowledge about root words, prefixes and suffixes to help me to understand the meaning of new vocabulary. I explain the meaning of words in context I identify and ask about words I don't understand. I can match words with synonyms.	I use what I know about root words, prefixes and suffixes to help me to understand the meaning of new vocabulary. 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.	I explore the meaning of words in <i>context and I ask about the meanings of words I don't understand</i> . I try to use a range of strategies to use to help me understand a word I don't understand including root words / prefixes / suffixes / background knowledge / understanding the context of the text / visualisation / inference. I can identify words and phrases closest in meaning to a given word	I explore the meaning of words in context and <i>I ask about the meanings of words I don't understand</i> I can identify which strategy to use to help me understand a word I don't know and give reasons for my choice. I can give a range of words with a similar meaning to a given word
	I can understand basic jokes	I can understand basic jokes and why they are funny	I understand a wider range of jokes and play on words and know why they are funny.	I understand puns and some idioms. I understand metaphorical language.	I understand sarcasm in text I understand a wider range of idioms.
I recognise when I don't understand a word. I check the sentence makes sense to me as I read and 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.	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	I check books make sense to me and can talk about my understanding of <i>significant ideas, events and characters</i> .	<i>I monitor my reading for sense and can talk in detail about my understanding including giving the gist.</i>
I understand what I read and can retell it in sequence	I can use subheadings as labels that summarise what a text is about. I recall specific information from my reading or look back at the text to find information	I can match a summary label to a paragraph. I identify main ideas taken from a paragraph and summarise these	I can match different summary labels to a sequence of paragraphs. I identify main ideas taken from more than one paragraph and summarise these in own words	I can annotate the main ideas from a text. 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 paragraph
	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 by identifying key words.	I can retell the gist of what I have read in my own words, by identifying key words showing understanding of inferences	<i>I can give the gist of what I have read in my own words including what I have inferred</i>	I summarise the main ideas drawn from more than one paragraph, <i>identifying key details that support the main ideas.</i>
I can make simple pictures in my head as I move beyond reading picture books	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>I can use a range of grammatical information in a text to create a picture in my head accurately</i>	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>I recognise that my ideas and visualised images can and do change during the course of reading and I am able to change my mind if I have made a mistake.</i>	<i>I recognise that my ideas and visualised images can and do change during the course of reading and I am able to change my mind if I have made a mistake.</i>
I predict what might happen based on the front cover 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 can justify the predictions someone else makes.	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 by 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 read about 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 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 (<i>and wonder</i>) to improve my understanding.	I ask questions (<i>and wonder</i>) to improve my understanding <i>actively looking for answers to these</i>
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.	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 is being done.	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 sometimes find evidence to support this.	I make inferences such as inferring characters' feelings, thoughts and motives from their actions 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>I connect the information that I read within paragraphs, across texts and to other books</i>	<i>I make comparisons within and across books commenting on similarities and differences.</i>

Response to text including in reading across the curriculum

Y1	Y2	Y3	Y4	Y5	Y6
I listen to and discuss a wide range of poems, stories and non-fiction	I listen to and can talk about 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 an increasingly 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 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 am beginning to find evidence from the text to help me to show my understanding	I can identify the important information in a text. I can find evidence from the text to help me to show my understanding	I can retrieve pertinent information when required rather than giving longer vague responses. I can use evidence to explain or justify my understanding.	I can paraphrase a point in a text. 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 and I know the purposes of these.	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 and I know the purposes of these.	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 explain the purpose of these features.	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 <i>and can identify this in a text</i>
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 am beginning to understand how the text contributes to meaning.	I recognise different forms of poetry and stories. I understand how the text contributes to meaning.	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 explain clearly what I understand when someone reads to me.	I explain and discuss my understanding of books, poems and other writing that I read for myself. 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	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>I am beginning to understand why authors have chosen particular words and phrases over alternative options based on the different shades of meaning.</i>	<i>I understand why authors have chosen particular words and phrases to enhance meaning and that words make you feel a certain way.</i>	I comment on how and why a writer has used certain language, including figurative language (e.g. simile, metaphor, personification) <i>and the effect this has on the reader.</i>

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.
I can state a simple opinion about specific characters or events	I use wider vocabulary to talk about characters, or events.	I can give an opinion about a character's personality and events	I can discuss a character's personality, events or actions and justify my ideas.	I can identify what it means to form an impression about a character, actions or events and discuss these and justify these.	I can justify varied perceptions people may have about different characters, themes, events or actions.
I talk about what I like and don't like in stories and texts and can name my favourite book.	I talk about what I like and don't like in stories and texts and am can talk about favourite titles and begin to give reasons for this.	I am beginning to develop knowledge of genre and can discuss which genres I like and dislike.	I can identify my favourite genres and use this to inform my book choices and make recommendations to others.	I know what types of books and I enjoy but also challenge myself to read a wider range of genres.	I discuss preferences confidently about different texts and genres and can explain my preferences.
I can use the front cover of a text to identify the author.	I am able to name my favourite author and explain why I like their stories.	I am beginning to develop a knowledge of different authors and I can list a few different titles written by the same author.	I know a range of different authors and can talk more confidently about how their books are similar and different.	I can talk confidently about which authors I enjoy and list the books they have written. I compare and contrast the work of different authors and use this knowledge to inform my book choices.	I can discuss similarities and differences between authors and can comment on how an author's heritage or the time in which they lived may influence the themes within their writing.