



St Stephen's CofE First School – Reading Progression Map

It is our intention that pupils at St Stephen's CofE First School become enthusiastic, confident and avid readers, who read fluently and widely and are able to express their preferences and opinions about the texts that they read. We want them to have a love of literature through widespread reading for enjoyment and to appreciate our rich and varied literary heritage. This they will achieve through access to a wide range of texts, authors and genres to enable them to explore their interests and share these with others.

	WORD READING	READING COMPREHENSION
Nursery	<ul style="list-style-type: none"> • Practise using 'pure sounds' • Blending Use Fred Talk to orally blend sounds in spoken words • Name the pictures for single letter sounds e.g. <i>m mountain, w worm, z zip.</i> • Recognise single letter sounds • Word reading- fluency Have favourite stories that they enjoy listening to • Common exception words Recognise familiar words and signs such as their own name and advertising signs. 	<ul style="list-style-type: none"> • Talk-a-lot, Read-a-lot reading stories and rhymes to develop their language • Planned nursery rhymes and stories which are sung and read over and over again, using Sign-a-long actions. Children are able to join in with nursery rhymes and story telling. Listen to longer stories and demonstrate that they can remember much of what happens • Role play together Retelling stories in their play using props. Children will be in role as a familiar character and the teacher is the interviewer • Planned talk throughout the day in small group sessions to ensure children talk as much as possible. • Planned words and talk associated with play Engage in extended conversations about stories and, with support, make links to other familiar stories.
Reception	<ul style="list-style-type: none"> • Use phonic knowledge to decode regular words and read these and simple sentences aloud accurately. • Read texts to build fluency and confidence to achieve 40 wpm at the end of Reception in age-appropriate texts. • Read common exception words. • Re-read to develop fluency. • RWI Phonics – Reception – green/purple by the end of Reception. • Develop a love for books. 	<ul style="list-style-type: none"> • Listen to and engage in storytelling sessions, accurately anticipating key events and respond to what they hear with comments, questions or actions. • Demonstrate understanding when talking with others about what they have read. • Read and understand simple sentences. • Make comparisons between stories. • Retell stories and narratives in own words. • Recognise text genre and how they differ. • Order main events

<p>Year 1</p>	<ul style="list-style-type: none"> • Apply phonic knowledge and skills to decode words. • Blend sounds in unfamiliar words using the GPCs taught. • To respond speedily giving the correct sound to graphemes for all 40+ phonemes. • Read words containing taught GPCs. • Read words containing -s, -es, -ing, -ed and -est endings. • Read words with contractions, eg I'm, I'll and we'll. • To read Y1 common exception words. • Accurately read texts that develop phonic knowledge. • Reread texts to build fluency and confidence to achieve 60/70 wpm at the end of year 1 in age appropriate texts. • RWI Phonics – blue group by the end of year 1 • Promote enjoyment of reading for pleasure. • Children who have completed RWI phonics should be reading 'Green' PM Benchmarking books by the end of the year 1. 	<ul style="list-style-type: none"> • Check that a text makes sense to them as they read and to self-correct. • Listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. • Link what they have read, or have had read to them, to their own experiences. • Retell familiar stories in increasing detail. • Participate in discussions about a text, taking turns and listening to what others say. • Discuss the significance of titles and events. • Discuss word meaning and link new meanings to those already known. • Begin to make simple inferences. • Predict what might happen on the basis of what has been read so far. • Recite simple poems by heart. • Recognise that non-fiction books contain information. • Identify facts in a simple non-fiction books and digital media.
<p>Year 2</p>	<ul style="list-style-type: none"> • Continue to apply phonic knowledge and skills to decode words until automatic decoding has become embedded and reading is fluent. • Read accurately by blending the sounds in words that contain the graphemes taught so far. • Read accurately most words of two or more syllables. • Read most words containing common suffixes. • Read most Year 1 and Year 2 common exception words. • Read aloud books that match phonic knowledge. • Reread books to build up fluency and confidence to achieve 90 wpm in age-appropriate texts. • RWI phonics – grey group by the end of the Autumn term. • Develop enjoyment of reading for pleasure and an interest in language. • By the end of Year 2, children should be reading 'Turquoise' PM • Benchmarking books. 	<ul style="list-style-type: none"> • Show understanding by drawing on what they already know or on information and vocabulary provided by teacher. • Check that the text makes sense as they read and correct inaccurate reading. • Participate in discussion about texts that are read to them at a level beyond that at which they can read independently, explaining their understanding and expressing their views. • Become increasingly familiar with a wide range of stories, fairy stories and traditional tales. • Discuss the sequence of events and how they are related. • Recognise simple recurring literary language in stories and poetry. • Ask and answer questions about a text. • Make links between the text they are reading and other texts they have read independently. • Discuss and clarify meanings of words linking new meanings to known vocabulary. • Discuss favourite words and phrases. • Make inferences on the basis of what is being said and done. • Continue to predict what might happen on the basis of what has been read. • Continue to build up a repertoire of poems and recite with appropriate intonation to make the meaning clear. • Recognise that non-fiction books and digital media are often structured in different ways. • Begin to use dictionaries to check the meaning of words read.

<p>Year 3</p>	<ul style="list-style-type: none"> • Use phonic knowledge to decode quickly and accurately when reading. • Apply growing knowledge of root words and prefixes and suffixes to begin to read aloud. • To begin to read Year3/Year4 exception words. • Ensure word reading supports the development of vocabulary. • Encourage independent reading for pleasure to expand vocabulary. • By the end of Year 3, children should be reading ‘Gold’ PM Benchmarking books. 	<ul style="list-style-type: none"> • Recognise, listen to and discuss a wide range of fiction, poetry, plays and non-fiction. • Use appropriate terminology when discussing texts (plot, character, setting). • Check that text makes sense, discussing their understanding and explaining meaning of words in context. • Discuss authors’ choice of words and phrases for effect. • Ask and answer questions appropriately, including simple inference, based on characters’ feelings, thoughts and motives. • Justify predictions using evidence from the text. • Prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. • Begin to use appropriate intonation and volume when reading aloud. • Retrieve and record information from non-fiction texts. • Use dictionaries to check the meaning of words that they have read.
<p>Year 4</p>	<ul style="list-style-type: none"> • Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. • Apply knowledge of root words, prefixes and suffixes to read aloud fluently. • Continue to ensure word reading supports the development of vocabulary. • Encourage independent and public reading for pleasure to expand vocabulary and knowledge of texts. • By the end of Year 4, children should be reading ‘Silver’ PM Benchmarking books. 	<ul style="list-style-type: none"> • Discuss and compare texts from a wide variety of genres and writers. • Read for a range of purposes. • Identify themes and conventions in a wide range of books. • Refer to authorial style, overall themes and features in letters, diaries and non-fiction texts. • Identify how language, structure and presentation contribute to meaning. • Identify main ideas drawn from more than one paragraph and summarise these. • Discuss vocabulary used to capture readers’ interest and imagination. • Draw inferences from characters’ feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text. • Justify predictions from details stated and implied. • Ask questions to improve understanding of text. • Recognise and discuss different forms of poetry. • Prepare and perform poems and playscripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud. • Use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information. • Perfect the use dictionaries to check the meaning of words that they have read.

