










Curriculum Progression Map - Reading



	NURSERY	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	
Phonics	Phase 1 phonics	 <p>5x a week for 30 minutes Keep Up sessions (if needed)</p>		 <p>Retakes: Rapid Catch Up 3 x 30 minutes a week</p>			 <p>If required Rapid Catch up 3x 30 minutes a week</p>		
	DAILY READING SESSION 3x groups rotating 3 texts over 3 days. Texts linked to core text used.	 <p>For Little Wandle Letters and Sounds Revised</p> <p>Little Wandle Big Cat Phonics 3 reading sessions with teachers a week Session 1; Decoding Session 2: Prosody Session 3: Comprehension</p>	 <p>For Little Wandle Letters and Sounds Revised</p> <p>Little Wandle Big Cat Phonics 3 reading sessions a week Session 1; Decoding Session 2: Prosody Session 3: Comprehension</p> <p>MOVE TO:</p>  <p>Little Wandle Fluency Set 1-10 1 or 2 sessions a week</p>	 <p>For Little Wandle Letters and Sounds Revised</p> <p>Little Wandle Big Cat Phonics 3 reading sessions a week Session 1; Decoding Session 2: Prosody Session 3: Comprehension</p> <p>MOVE TO:</p>  <p>Little Wandle Fluency Set 1-10 1 or 2 sessions a week</p>	 <p>Reading groups based on ZPD range.</p> <ol style="list-style-type: none"> 1. Guided session of the text with teacher- Predict and read aloud. Teacher modelling fluent reading of a text matched to students' reading stage 2. Re-reading and chorus reading to develop fluency 3. Reading with a goal/ purpose (Reciprocal Reading and Reading Detectives- Questioning, summarising, meaning of words) 4. Prosody stage- children use drama and role-play to develop oracy, fluency, confidence and an understanding of narrative voice (Readers Theatre, Hot seating, interviewing characters, freeze frames come alive) 5. Comprehension skills- (Specific A.F questions designed to develop the comprehension needs of specific group, Bronze, silver, gold question stems, rapid retrieval, comprehension tennis) 6. Written responses to a task- Writing task at the end of the journey. Year 5 and 6 should continue to apply what they have learnt to more complex writing. (Balanced arguments, speech, persuasive letter) <p>*Please note: Within this journey a set task will be 'Bedrock' and 'Accelerated Reader'. This will mean that the following example journey may run across 2 weeks in order to leave two sessions a week for these two tasks.</p>				

Reading Rotations

Curriculum Progression Map - Reading



NURSERY	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
		<p>1:5 Applies phonic knowledge and skills as the route to decode words.</p> <p>1:6 Reads accurately by blending sounds in unfamiliar words containing GPC's</p> <p>1:7 Responds speedily, giving the correct sound to graphemes for all 40+ phonemes</p> <p>1:8 Reads words containing taught GPCs</p> <p>1:9 Reads other words of more than one syllable that contains taught GPCs.</p> <p>1:10 Reads words containing suffixes –s, -es, -ing, -ed, -er and –est</p> <p>1:11 Reads words with contractions e.g. I'm, I'll and we'll</p> <p>1:12 Read Y1 common exception words</p>	<p>2.5 Applies phonic knowledge and skills to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>2:6 Blends sounds in words that contain the graphemes taught so far. Recognises alternative sounds for graphemes.</p> <p>2:7 Accurately reads most words of two or more syllables.</p> <p>2:8 Reads most words containing common suffixes.</p> <p>2:9 Reads most Y1 and Y2 common exception words</p>	<p>Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet</p> <p>Can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>		<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</p> <p><i>no need for further direct teaching of word-reading skills for almost all pupils. If pupils are struggling or failing in this, the reasons for this should be investigated.</i></p>	



Curriculum Progression Map - Reading

			<p>Y1 CEW words: <i>the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, and our</i></p> <p>Y2 CEW words: <i>door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents and Christmas</i></p>					
	NURSERY	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6

Curriculum Progression Map - Reading



			<p>1:13 Reads aloud accurately books that are consistent with their developing phonics knowledge.</p> <p>1:14 Re-read books to build up their fluency and confidence in word reading.</p>	<p>2:10 Reads aloud books (closely matched to their improved phonics knowledge), sounding out unfamiliar words accurately, automatically and without any undue hesitation</p> <p>2:11 Re-reads books to build fluency and confidence in word reading.</p> <p>2:12 Reads words accurately and fluently without overt sounding and blending. E.g. at over 9 words a minute in age-appropriate texts.</p>	<p>3:6 Decodes accurately</p> <p>3:7 Reads accurately above 90 wpm with intonation and expression.</p>	<p>4:6 Decodes accurately</p> <p>4:7 Reads accurately at a reasonable pace with intonation and expression.</p>	<p>5:6 Decodes accurately</p> <p>5:7 Reads accurately at a reasonable pace with intonation and expression.</p>	
	NURSERY	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6






Curriculum Progression Map - Reading



		<p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> ♣ 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 ♣ discussing the significance of the title and events ♣ making inferences on the basis of what is being said and done ♣ predicting what might happen on the basis of what has been read so far 	<p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> ♣ 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 ♣ making inferences on the basis of what is being said and done ♣ answering and asking questions ♣ predicting what might happen on the basis of what has been read so far 	<p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> ♣ 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 ♣ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ♣ predicting what might happen from details stated and implied ♣ identifying main ideas drawn from more than one paragraph and summarising these ♣ identifying how language, structure, and presentation contribute to meaning ♣ retrieve and record information from non-fiction 	<p>Understand what they read by:</p> <ul style="list-style-type: none"> ♣ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ♣ asking questions to improve their understanding ♣ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ♣ predicting what might happen from details stated and implied ♣ summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas ♣ identifying how language, structure and presentation contribute to meaning
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Curriculum Progression Map - Reading



0 1 2 3 4 5 6	NURSERY	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6																
	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="background-color: #008000; color: white; padding: 5px; width: 100%;">Retrieval/ Sequencing</div> <div style="display: flex; justify-content: space-around; width: 100%;">   </div> <div style="background-color: #ffcc00; color: white; padding: 5px; width: 100%;">Inference/Prediction</div> <div style="display: flex; justify-content: space-around; width: 100%;">   </div> <div style="background-color: #90ee90; color: white; padding: 5px; width: 100%;">Vocabulary</div> <div style="display: flex; justify-content: center; width: 100%;">  </div> </div>					Gives/explains the meaning of words in context				Retrieves and records information				Makes inferences/ predictions from the text				Identifies/explains how meaning is enhanced through choice of words and phrases				Summarises main ideas from more than one paragraph		

Curriculum Progression Map - Reading



			<p>1:15 Listen to and discuss a wide range of fiction and non-fiction and poetry that is beyond which they can read independently. 1:16 Link what they have read or had read to them with their own experiences.</p> <p>1:17 Is becoming familiar with key stories, fairy tale, retelling them and considering their particular characteristics.</p> <p>1:18 Participates in discussions about what is being read to them, taking turns and listening to what others say.</p> <p>1:19 Discusses the significance of titles and events.</p> <p>1:20 Recognises and takes part in predictable phrases.</p>	<p>2:13 Takes pleasure in reading and is motivated to read a variety of texts.</p> <p>2:14 Retells stories, fairy tales and traditional tales they have been read.</p> <p>2:15 Discusses the sequence of events in books.</p> <p>2:16 Recognises simple recurring literary language in stories and poetry.</p> <p>2:17 Asks and answers questions about a text.</p> <p>2:18 Makes links between texts they have read. (GDS)</p> <p>2:19 Takes part in discussions about texts.</p> <p>2:20 Explains and discusses their understanding.</p>	<p>3:9 Asks questions to improve their understanding</p> <p>3:10 Has a positive attitude to reading.</p> <p>3:11 Retells main events.</p> <p>3:12 Understands simple themes.</p> <p>3:13 Takes part in group discussions.</p> <p>3:14 Takes turns in discussions and builds on other's ideas.</p>	<p>4:9 Asks questions to improve their understanding</p> <p>4:10 Has a positive attitude to reading.</p> <p>4:11 Retells main events.</p> <p>4:12 Understands simple themes.</p> <p>4:13 Takes part in group discussions.</p> <p>4:14 Takes turns in discussions and builds on other's ideas.</p>	<p>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Reading books that are structured in different ways and reading for a range of purposes</p> <p>Increasing their 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>Recommending books that they have read to their peers, giving reasons for their choices</p> <p>Identifying and discussing themes and conventions in and across a wide range of writing</p> <p>Making comparisons within and across books</p>	<p>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Reading books that are structured in different ways and reading for a range of purposes</p> <p>Increasing their 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>Recommending books that they have read to their peers, giving reasons for their choices</p> <p>Identifying and discussing themes and conventions in and across a wide range of writing</p> <p>Making comparisons within and across books</p>
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	NURSERY	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
EXPLORING WORDS			<p>1:22 Discusses word meanings and links new meaning to those already known.</p> <p>1:23 Draws on what they already know or on background vocabulary and information provided by the teacher.</p>	<p>2:21 Discusses and clarifies the meaning of words and phrases.</p> <p>2:22 Discusses their favourite words and phrases.</p> <p>2:23 Draws on what they already know or on background vocabulary and information provided by the teacher.</p>	<p>3:15 Uses a dictionary efficiently.</p> <p>3:16 Checks the text makes sense, explaining the meaning of words in context.</p> <p>3:17 Discusses and records words and phrases captures reader's interest and imagination.</p>	<p>4:15 Uses a dictionary efficiently.</p> <p>4:16 Checks the text makes sense, explaining the meaning of words in context.</p> <p>4:17 Discusses and records words and phrases captures reader's interest and imagination.</p>	<p>5:16 Checks the text makes sense, explain the meaning words in context.</p> <p>5:17 Evaluates how authors use language, including figurative language, impacts on the reader.</p>	<p>6:16 Checks the text makes sense, explain the meaning words in context.</p> <p>6:17 Evaluates how authors use language, including figurative language, impacts on the reader.</p>
POETRY			<p>1:24 Learns to appreciate rhymes and poems, reciting some by heart.</p> <p>Performing Performing rhymes and poems, including from other cultures Performing poems with repeated phrases Create and include actions</p>	<p>2:24 Recites some poems they have learnt by heart with appropriate intonation to make the meaning clear.</p> <p>Performing Contemporary and classic poetry Lyrics (contractions) Poems with repeated patterns and patterned structure Question and answer poems Simple raps</p>	<p>3:18 Recognises different forms of poetry.</p> <p>3:19 Performs poetry aloud.</p> <p>Performing Perform a range of poems exploring intonation, tone, volume and actions. Consider the impact of the above on the listener Perform narrative poems. Explore different voices for narrator and characters. Perform free verse poems</p>	<p>4:18 Recognises different forms of poetry.</p> <p>4:19 Performs poetry aloud.</p> <p>Performing Perform a range of poems exploring intonation, tone, volume and actions. Consider the impact of the above on the listener Perform narrative poems. Explore different voices for narrator and characters. Perform free verse poems</p>	<p>5:18 Has learnt a wider range of poetry by heart.</p> <p>5:19 Performs poems aloud.</p> <p>Performing Perform and read aloud a wide range of poems. Consider intonation, tone and volume to show meaning to the audience Perform own composition using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>6:18 Has learnt a wider range of poetry by heart.</p> <p>6:19 Performs poems aloud.</p> <p>Performing Perform and read aloud a wide range of poems. Consider intonation, tone and volume to show meaning to the audience Perform own composition using appropriate intonation, volume, and movement so that meaning is clear.</p>

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	NURSERY	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
NON-FICTION			1:25 Listens to and discusses a wide range of non-fiction that is beyond the level at which they can read independently.	2:25 Recognise that non-fiction books are often structured in different ways.	3:20 Identifies some text type organisational features. 3:21 Explain why text types are organised in different ways. 3:22 Retrieves information from non-fiction texts	4:20 Identifies some text type organisational features. 4:21 Explain why text types are organised in different ways. 4:22 Retrieves information from non-fiction texts	5:20 Identifies how language, structure and presentation contribute to meaning. 5:21 Fact and opinion. 5:22 Retrieves information from non-fiction 5:23 Recognises the purpose of the text (entertain, inform, instruct, persuade)	6:20 Identifies how language, structure and presentation contribute to meaning. 6:21 Fact and opinion. 6:22 Retrieves information from non-fiction 6:23 Recognises the purpose of the text (entertain, inform, instruct, persuade)