

Brinsworth Howarth Primary School

Curriculum progression map

Reading

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| Progression Map for: Range of texts |

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| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| End of year book band expectation | End of year book band expectation | End of year book band expectation | End of year book band expectation | End of year book band expectation | End of year book band expectation |
| Lexile range guide: up to 325L | Lexile range guide: up to 725L | Lexile range guide: up to 800L | Lexile range guide: Up to 875 L | Lexile range guide: up to 950L | Lexile range guide: up to 1050 L |
| * Listen to and discuss a wide-range of poems, stories and non-fiction **(at a level beyond that which can be read independently).** * Become familiar with key stories, fairy stories and traditional tales, | * Listen to, discuss and express views about a wide range of poetry stories and non-fiction **(at a level beyond that which can be read independently).** * Become increasingly familiar with (and retelling) a wider range of stories, fairy stories and traditional tales. (This should include whole books and extracts) * *Make links between the book they are reading and other books they have read. (TAF)* | * Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks written at an age appropriate interest level) * Increase familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. (This should include whole books and extracts) | * Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. * Increase familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. (This should include whole books and extracts) | * Read a growing repertoire of texts, extending beyond usual preferences * Increase familiarity with a wide range of books, including, modern fiction, classic fiction and books from other cultures and traditions(This should include whole books and extracts) | * Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. * 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(This should include whole books and extracts) |
| * Explore non-fiction texts making links to what they already know * Know that non-fiction texts are different to fiction * Read and use captions * Read and follow simple instructions | * Be introduced to non-fiction books that are structured in different ways | * Read books that are structured in different ways and reading for a range of purposes * Developing their knowledge and skills of reading non fiction texts about a wide range of subjects. | * Read books that are structured in different ways and reading for a range of purposes * Developing their knowledge and skills of reading non fiction texts about a wide range of subjects. | * Read books that are structured in different ways and reading for a range of purposes Developing their knowledge and skills of reading non fiction texts about a wide range of subjects. | * Read books that are structured in different ways and reading for a range of purposes Developing their knowledge and skills of reading non fiction texts about a wide range of subjects. |
| * Appreciate rhymes and poems, and to recite some by heart | * Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear | * Prepare poems and play scripts to read aloud fluently, showing some understanding of intonation, tone, volume and action. * Recognise some different forms of poetry and explain their differences | * Prepare poems and play scripts to read aloud and to perform, using intonation, tone, volume and action. * Identify and explain the features of different forms of poetry | * Learn a wider range of poetry by heart. * Prepare poems and plays to read aloud so that the meaning is clear to an audience | * Learn a wider range of poetry by heart * Perform poems and plays aloud showing understanding through intonation, tone and volume so that the meaning is clear to an audience |
| * Answer and ask questions about texts | * Answer and ask questions about texts | * Ask questions to improve their understanding of a text | * Ask questions to improve their understanding of a text | * Ask questions to improve their understanding * Understand underlying themes, causes and points of view | * Ask questions to improve their understanding * Understand underlying themes, causes and points of view |
| * Participate in discussion about what is read to them, taking turns and listening to what others say | * 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 | * Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. | * Make personal reading choices based on knowledge of genres and explain their preferences * Justify the comments they make | * Participate in discussions about texts, expressing and justifying opinions, building on others’ ideas and challenging views courteously. * Recommend books they have read to their peers, with clear reasons beyond personal preference | * Participate in discussions about texts, presenting clear argument with evidence taking into account counter arguments * Recommend books they have read to their peers, with clear reasons beyond personal preference |
| Examples of texts to use:  Mouse house  Leaf  The dark  The tiger who came to tea  Mog the forgetful cat  The cat in the hat  Green eggs and ham  A first book of nature  Beegu  Something else  Grandad’s secret giant  The big book of bugs  Where the wild things are  Would you rather  Tree  Amazing Grace  Peter Rabbit  Funnybones  Lost and found  Gorilla  Willy and Hugh  Pumpkin Soup  Dogger | Examples of texts to use:  ***Winters child (Angela Macallister)***  between  ***The day the crayons Quit***  ***The smartest giant in town***  ***Shopping list***  Leon and the place  The big book of blue  Three little wolves and the big bad pig  Into the forest  The owl who was afraid of the dark  The diary of a killer cat  Egg  The way back home  Man on the moon  A first book of animals  Flat Stanley  Please Mrs Butler  Heard it on the playground  The tunnel  Georges amarverllouis medicine | Examples of texts to use:  Stig of the dump  The stone age boy  Iron Man  The demon headmaster  Charlotte’w Web  Please Mrs Butler  The street beneath my feet  My name is not refugee  The hundred mile an hour dog  Tin forest  Voices in the park  The minpins  Heard it on the playground  Esio trot  Lost and found | Examples of texts to use:  Street child  Harry potter and the philosophers stone  The queens nose  The sheep pig  Pax  Stuart little  The day war came  Explorer  The lost thing  Farther  Virmints | Examples of texts to use:  Harry potter and the chamber of secrets  Harry potter and the goblet of fire  The secret of platform 13  Arthur and the golden rope  The nowhere emporium  The boy at the back of the class | Examples of texts to use:  The house with chicken legs  When Hitler stole pink rabbit  Rooftoppers  Watchtower  Boy |

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| Progression Map for: Word Reading |

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| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| End of year book band expectation orange/turquise | End of year book band expectation gold/white | End of year book band expectation brown | End of year book band expectation dark blue | End of year book band expectation black | End of year book band expectation |
| Lexile range guide: up to 325L | Lexile range guide: up to 725L | Lexile range guide: up to 800L | Lexile range guide: Up to 875 L | Lexile range guide: up to 950L | Lexile range guide: up to 1050 L |
| Phonic Knowledge   * Apply phonic knowledge and skills as the route to decode words | Phonic Knowledge   * Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent | Phonic Knowledge   * Continue to blend phonemes as a prime approach to unfamiliar words * Read independently using phonics, including the full range of digraphs and trigraphs, to decode unknown words, and syntax, context and word structure when reading for meaning | Phonic Knowledge   * Read independently using phonics, including the full range of digraphs and trigraphs, to decode unknown words, and syntax, context and word structure when reading for meaning | Phonic Knowledge  At this stage, there should be 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. It is imperative that pupils are taught to read during their last two years at primary school if they enter year 5 not being able to do so. | Phonic Knowledge  At this stage, there should be 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. It is imperative that pupils are taught to read during their last two years at primary school if they enter year 5 not being able to do so. |
| GPCS:   * Revise content from previous year groups. * Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes | GPCS:   * Revise content from previous year groups. * Read HFWs on sight Recognise less common digraphs and trigraphs, exploring word families * Read words containing previously taught GPCs |  |  |
| Blending   * Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught | Blending   * Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes |  |  | At this stage, there should be 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. It is imperative that pupils are taught to read during their last two years at primary school if they enter year 5 not being able to do so. | At this stage, there should be 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. It is imperative that pupils are taught to read during their last two years at primary school if they enter year 5 not being able to do so. |
| Common exception words   * Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word * Be able to read by sight tricky words | Common exception words   * Revise content from previous year groups. * Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word * Be able to read by sight tricky words | exception words   * Revise content from previous year groups. * Read further exception words, noting unusual correspondences between spelling and sound, and where these occur in the word. | exception words   * Revise content from previous year groups. * Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word | exception words   * Revise content from previous year groups. * Apply knowledge of exception words. | exception words   * Revise content from previous year groups. * Apply knowledge of exception words |
| Roots/suffixes/prefixes   * Revise content from previous year groups. * Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings | Roots/suffixes/prefixes   * Revise content from previous year groups. * Read words containing common suffixes –s, –es, –ing, –ed, –er, –est, -y, -ment, -ness, -ful, -less, -ly | Roots/suffixes/prefixes   * Revise content from previous year groups. * 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. * Read words containing taught prefixes eg dis,mis, in, un, il, im, ir, re, sub, inter, super, anti, auto * Read words containing taught suffixes eg –ation, -ous, -sion, -tion, -cian | Roots/suffixes/prefixes   * Revise content from previous year groups. * 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. * Read words containing taught prefixes eg dis,mis, in, un, il, im, ir, re, sub, inter, super, anti, auto * Read words containing taught suffixes eg –ation, -ous, -sion, -tion, -cian | Roots/suffixes/prefixes   * Revise content from previous year groups. * 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. * Read words containing taught suffixes eg –cious, -tious, -cial, -tial, -ant, -ance, -ancy, -ent, -ence, -ency, -able, -ible, -ably, -ibly | Roots/suffixes/prefixes   * 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. * Read words containing taught suffixes eg –cious, -tious, -cial, -tial, -ant, -ance, -ancy, -ent, -ence, -ency, -able, -ible, -ably, -ibly |
| Syllables   * Read other words of more than one syllable that contain taught GPCs | Syllables   * Read accurately words of two or more syllables that contain the common and alternative sounds for graphemes | Syllables   * Revise content from previous year groups. * Identify syllabic patterns | Syllables   * Identify syllabic patterns |  |  |
| Apostrophe   * Read words with contraction and understand that the apostrophe represents the omitted letters | Apostrophe   * Read words with contraction and understand that the apostrophe represents the omitted letters and can be used to denote singular possession | Apostrophe  Read words with contraction and understand that the apostrophe represents the omitted letters and can be used to denote singular possession (in line with age appropriate punctuation) | Apostrophe  Read words with contraction and understand that the apostrophe represents the omitted letters and can be used to denote singular possession(in line with age appropriate punctuation) |  |  |
| Accuracy and fluency   * Read aloud accurately books that **match developing phonic knowledge** and that do not require them to use other strategies to work out words * Use syntax and context to self-correct when reading for accuracy and meaning * Re-read familiar books to build up fluency and confidence in word reading. * Begin to use syntax, context and word structure to self correct/check for meaning | Accuracy and fluency   * *Read most frequently encountered words quickly and accurately, without overt sounding and blending (TAF)* * Read aloud books **closely matched to their improving phonic knowledge**, sounding out unfamiliar words accurately, automatically and without undue hesitation * .Use syntax, context and word structure to self-correct/*check for meaning(TAF)* * Re-read familiar books to build up fluency and confidence in word reading. | Accuracy and fluency   * Read increasingly accurately, using a growing range of cueing strategies to tackle unknown words * Read aloud, developing fluency, expression and intonation (When required) * Read silently and monitor their own reading (when required) * Develop reading stamina, | Accuracy and fluency   * Read with greater confidence, fluency and accuracy out aloud and in silence whilst monitoring own reading. * Apply a wide range of cueing strategies to read a wide range of texts with greater ease. * Develop reading stamina, | Accuracy and fluency   * Read with greater confidence, fluency and accuracy out aloud and in silence whilst monitoring own reading. * Apply a wider range of cueing strategies to read a wide range of more complex texts with greater ease. * Develop reading stamina, | Accuracy and fluency   * Read with greater confidence, fluency and accuracy out aloud and in silence whilst monitoring own reading. * Apply a full range of cueing strategies to read a wide range of more complex and demanding texts effortlessly * Develop reading stamina, |

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| Progression Map for: Comprehension |

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| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| End of year book band expectation orange/turquise | End of year book band expectation gold/white | End of year book band expectation brown | End of year book band expectation dark blue | End of year book band expectation black | End of year book band expectation |
| Lexile range guide: up to 325L | Lexile range guide: up to 725L | Lexile range guide: up to 800L | Lexile range guide: Up to 875 L | Lexile range guide: up to 950L | Lexile range guide: up to 1050 L |
| **Vocabulary and word meaning(Domain 1A/2A)**   * Draw on what they already know and vocabulary provided by the teacher * Discuss word meanings, linking new meanings to those already known * Introduce simple alphabetically organized texts * Identify story language and characteristics of stories and traditional tales * Recognise and join in with predictable phrases in poems and stories | **Vocabulary and word meaning(Domain 1A/2A)**   * Draw on what they already know and vocabulary provided by the teacher * Discussing and clarify the meanings of words, linking new meanings to known vocabulary * Check that suggested meanings make contextual sense * Discuss favourite words and phrases * Recognise simple recurring literary language in stories and poetry * Use dictionaries to locate words by initial letter | **Vocabulary and word meaning(Domain 1A/2A)**   * Check that the text makes sense, discuss their understanding and explain the meaning of words in context. * Seek clarification for meaning of unknown words * Begin to use dictionaries (first 2 letters) to check the meaning of words that they have read * Know the quartiles of a dictionary * Explore known synonyms to embed new vocabulary | **Vocabulary and word meaning(Domain 1A/2A)**   * Independently check own understanding of vocabulary (re-read surrounding sentences/ paragraphs to develop a sensible inference, identify root words and derivatives) * Discuss their understanding of new vocabulary based on context * Use dictionaries and other strategies to check the meaning of new words that they have read * Distinguish between shades of meaning | **Vocabulary and word meaning(Domain 1A/2A)**   * Ask questions to deepen their understanding * Discuss their understanding of the meaning of words in context and in relation to similar known words * Give increasingly precise explanations of word meanings, using dictionaries to check * Collect words and explain the meaning of their origin * Build a bank of useful terms and phrases | **Vocabulary and word meaning(Domain 1A/2A)**   * Use contextual evidence to make sense of the text * Explore finer meanings of words * Discuss and explore their understanding of challenging vocabulary * Collect words and explain the meaning of their origin * Build a bank of useful terms and phrases |
| **Retrieve and explain (Domain 1b/2b)**   * Explain their understanding of what is read to them. * Discuss the significance of the titles and events. * Identify the main events and characters in stories * Know the characteristics of stories and tales * Find specific information in simple texts * Know that non-fiction is different to fiction * Begin to locate information by page numbers * Begin to use alphabetically ordered texts * Make comparisons with similar texts or author * Notice the difference between spoken and written forms | **Retrieve and explain (Domain 1b/2b)**   * Explain and discuss their understanding of texts, both those that they listen to and those that they read for themselves. * Discuss events in stories and familiar themes * Identify common themes eg good v evil * Discuss simple conventions eg how a fairy story begins * Read charts and diagrams * Note structural features including alphabetical order, layout, diagrams, captions, hyperlinks and bullet points and use to locate information * Use alphabetically ordered texts eg dictionaries and glossaries * Comparing oral and written recounts | **Retrieve and explain (Domain 1b/2b)**   * Explain and discuss understanding of a text drawing upon key details * Discuss how characters’ feelings, behaviour and relationships change through a text * Identify stories that have a similar story line, characters or theme * Discuss common conventions eg role of villain * Retrieve and record information from a range of texts * Explain how different parts of the text relate to each other and make it easier to understand * Make comparisons between a range of non-fiction texts structured in different ways | **Retrieve and explain (Domain 1b/2b)**   * Use range of reading strategies to find key information and record in tables/grids etc * Retrieve and record information from a range of non-fiction texts * Use a range of texts structured in different ways, knowing how information is signposted * Identify how structure, and presentation contribute to meaning * Compare books they have read that have similar storylines, themes or information * Make comparisons within books * Identify themes and conventions in a wide range of books | **Retrieve and explain (Domain 1b/2b)**   * Explain and discuss their understanding of what they have read, providing reasoned justifications for their views. * Retrieve, record and present information from a range of fiction and non-fiction texts * Distinguish fact from opinion * Appraise a text quickly, deciding on its value/ usefulness * Provide clear explanations for the purpose of the structure and presentation of a range of texts * Discuss and comment on themes and conventions used in specific genres eg suspense, first person * Make comparisons within and across genres eg compare 2 ghost stories | **Retrieve and explain (Domain 1b/2b)**   * Explain and discuss their understanding of what they have read, providing reasoned justifications for their views. * Retrieve, record and present information from fiction and non-fiction in a variety of formats for different purposes * Identify language, structural and presentational features in texts and explain how they contribute to meaning * Distinguish between statements of fact and opinion with an awareness of ambiguity * Appraise a text quickly, deciding on its usefulness/ bias * Understand how a writer develops themes, ideas or viewpoints over a text * Identify how the narrative or author’s voice influences the reader’s viewpoint |
| **Sequencing and summerising (Domain 1C and 2C)**  Link what is read or heard read to own experiences   * Explain their understanding of the order of events * Retell familiar stories | **Sequencing and summerising (Domain 1C and 2C)**   * Discuss the sequence of events in books. * Retell a wider range of stories (or share information) through a range of strategies * Discuss how items of information are related. | **Sequencing and summerising (Domain 1C and 2C)**   * Retell main points in sequence, adding in interesting detail * Consider credibility of events * Identify main ideas drawn from one or more paragraph and summarise these | **Sequencing and summerising (Domain 1C and 2C)**   * Identify and recall main points from a range of texts * Identify main ideas drawn from more than one paragraph and summarise these, showing their understanding of the text | **Sequencing and summerising (Domain 1C and 2C)**   * Understand aspects of narrative structure including how chapters are linked together and how passing of time is conveyed to reader * Summarise and present in different ways the main ideas drawn from more than one paragraph, identifying key details that support these * Explain understanding of reading through debate/ presentation using notes where necessary | **Sequencing and summerising (Domain 1C and 2C)**   * Understand aspects of narrative structure including how chapters are linked together and how passing of time is conveyed to reader * Summarise and present content drawn from more than one source * Use quotations to illustrate viewpoint * Explain understanding of reading through presentation/debate maintaining a focus on the topic |
| **Inference (Domain 1D and 2D)**   * Make inferences on the basis of what is being said and done | **Inference (Domain 1D and 2D)**   * Make inferences on the basis of what is being said and done * Make inferences with some reference to vocabulary clues in the text * Begin to find supporting evidence | **Inference (Domain 1D and 2D)**   * Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence | **Inference (Domain 1D and 2D)**   * Make inferences and justify with evidence from the text | **Inference (Domain 1D and 2D)**   * Draw inferences and justify these with a range of evidence from the text * Make some reference to how the author has led the reader to make that inference | **Inference (Domain 1D and 2D)**   * Make developed inferences/ identify an inferred atmosphere * Provide reasoned justifications for their views |
| **Prediction (Domain 1E/2E)**   * Predict what might happen based on clues such as pictures, illustrations, titles * Draw on what they already know and background information | **Prediction (Domain 1E/2E)**   * Predict what might happen on the basis of what has been read so far * Provide evidence for predictions | **Prediction (Domain 1E/2E)**   * Predict what might happen next, identifying the clues from within the text | **Prediction (Domain 1E/2E)**   * Predict what might credibly happen from details stated and implied and prior knowledge * Modify predictions as they read | **Prediction (Domain 1E/2E)**   * Make predictions based on their own inferences from a text, referring to the evidence within the text | **Prediction (Domain 1E/2E)**   * Make predictions which are securely rooted in the text * Explain their predictions by making reference to genre conventions |
| **Authorial intent (Domain 2G)**   * Comment on features of language * Awareness of simple text structure * Identify story language * Explore the effect of patterned, repeated predictable phrases | **Authorial intent (Domain 2G)**   * Identify and discuss patterns of rhyme * Discuss meanings of words/phrases that create humour * Recognise simple, recurring literary language in stories and poetry. * Discuss favourite words and phrases *(that capture the readers interest)* | **Authorial intent (Domain 2G)**   * Discuss where an author’s choice of language has affected the meaning * Explore how different texts appeal to readers using varied sentence structures and descriptive language * Discuss words and phrases that capture the reader’s interest and imagination | **Authorial intent (Domain 2G)**   * Identify how language contributes to meaning * Explore how different texts appeal to readers using varied sentence structures and descriptive language * Discuss the effectiveness of words and phrases to create a mood/ show emotion * Discuss the meaning of similes and other comparisons that they read. | **Authorial intent (Domain 2G)**   * Explore how writers use language for comic and dramatic effects * Understand how writers use different structures to create coherence and impact * Recognise rhetorical devices used to argue, persuade, mislead and sway the reader * Discuss and evaluate how authors use language, including figurative language, explaining how they impact on the reader | **Authorial intent (Domain 2G)**   * Identify how language contributes to meaning * Explore how writers use language for comic and dramatic effects * Understand how writers use different structures to create coherence and impact * Recognise rhetorical devices used to argue, persuade, mislead and sway the reader * Identify features of balanced arguments * Read and understand official language, footnotes, instructions etc * Identify, explain and evaluate the use of figurative language for effect |
| **Skimming and scanning**   * Gain an overview of a page/ text by skimming significant parts –titles, sub headings * Scan the text to locate specific information – using titles, labels. | **Skimming and scanning**   * Gain an overview of a page/ text by skimming significant parts –titles, sub headings, captions * Scan the text to locate specific information – using titles, labels, key words | **Skimming and scanning**   * Skim opening sentences of each paragraph to get an overview of a page or section of text. * Scan for specific words or phrases * Identify sections of a text that they need to read carefully in order to find specific information or answer a question. | **Skimming and scanning**   * Skim read a text to get an overview of it * Scan for key words, phrases and headings linked to specific questions * Decide which sections of text to read more carefully to fulfil a particular purpose | **Skimming and scanning**   * Use the skills of skimming and scanning to identify sections of text to read more carefully to gain information/ answer questions. | **Skimming and scanning**   * Evaluate the value of a text for an identified purpose, drawing on information acquired by skimming and scanning |