

## St John's Catholic School Reading Progression Map

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text		Rabbit and Bear Eric Dixie O'Day: In the Fast Lane Book of Bears The Spider and the Fly Hotel Flamingo There's A Rang-Tan in my Bedroom The Ride-by-Nights The Magic Finger Africa, Amazing Africa	The White Fox Fanatical About Frogs The Lost Species Arthur and the Golden Rope How Does a Lighthouse Work? Possum's Book of Practical Cats The Little Match Girl Fortunately the Milk	The Firework Maker's Daughter Poems from a Green and Blue Planet The Lion, the Witch and the Wardrobe Ice Trap Polar Bear Explorer's Club Humans	The Story of Flight The Explorer Real-Life Mysteries The Secret of Haven Point The Highwayman Tiger Rising Poems from the Second World War	Caged Bird The Wolves of Currumpaw When Hitler Stole Pink Rabbit Cogheart Journeys and Migration Suffragette: The Battle for Equality
Word Reading	<p>Apply phonics knowledge as a route to decode words, read accurately by blending sounds in unfamiliar words containing GPCs that have been taught, at least up to Phase 5.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught in an unknown text.</p> <p>Recognise and read at least 50 common exception words.</p> <p>Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.</p>	<p>Apply phonic knowledge and skills consistently to decode age-appropriate texts quickly and accurately.</p> <p>Recognise and effortlessly decode alternative sounds for graphemes.</p> <p>Sound out all unfamiliar words accurately (within age-appropriate range).</p> <p>Read all common exception words.</p> <p>Read accurately most words of three or more syllables.</p> <p>Read most words with common suffixes.</p> <p>Read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus</p>	<p>Read fluently to decode most words in age-appropriate texts, pausing only to ensure the correct pronunciation is being used.</p> <p>Recognise some common suffixes and root words and use this knowledge to read new words.</p> <p>Recognise and effortlessly decode words of two or more syllables and words with common suffixes and root words.</p> <p>When reading aloud, sound out unfamiliar words accurately without undue hesitation, and read age-appropriate</p>	<p>Decodes automatically to read a range of age-appropriate texts.</p> <p>Begin to use a growing knowledge of prefixes, suffixes and root words to read and determine meaning from new words.</p> <p>When reading aloud, read fluently and accurately without undue hesitation all words from the National Curriculum Year 3 and 4 word list.</p> <p>When reading aloud, sound out unfamiliar words accurately without undue hesitation, and read age-appropriate texts with confidence and fluency for an increasing period of time.</p>	<p>Determine the meaning of new words by applying knowledge of root words, prefixes and suffixes as taught so far from the Year 5 and 6 word list.</p> <p>When reading aloud, read fluently and accurately without undue hesitation mot words from the Year 5 and 6 word list.</p> <p>Read at length for long periods of time.</p> <p>Recite poems as part of a group.</p>	<p>Determine the meaning of all new words by applying knowledge of the root words, prefixes and suffixes as taught from Appendix 1 of the National Curriculum as well as context.</p> <p>When reading aloud, read fluently and accurately – without undue hesitation – all words from the National Curriculum Year 5 and 6 word list.</p> <p>Read aloud with intonation that shows understanding.</p> <p>Learn a wide range of poetry by heart and quote from poems.</p>

	<p>Read words of more than one syllable that contain taught GPCs.</p> <p>Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to decode words.</p> <p>Reread books to build up their fluency and confidence in word reading.</p> <p>Use simple punctuation (full stop and capital letter) when reading to pause appropriately.</p>	<p>on their understanding rather than decoding individual words.</p>	<p>texts with confidence and fluency.</p>			
<b>Reading for Pleasure</b>	<p>Reads books of own choice for pleasure and can share and discuss why they like them with adults.</p>	<p>Able to talk about and share books of their own choosing with other members of the class.</p>	<p>Demonstrate a positive attitude towards a variety of different reading material and make recommendation to peers.</p>	<p>Regard reading both fiction and non-fiction as a pleasurable activity and make recommendations to peers.</p> <p>Explain, giving reasons and comparing to other books, what they like and dislike about a book.</p>	<p>Actively demonstrate a positive attitude to reading by frequently reading for pleasure both fiction and non-fiction.</p>	<p>Form strong viewpoints on subjects that are informed through independent reading of fiction and non-fiction, extracting relevant facts and justifying these when engaging in debate with others.</p>
<b>Make inferences and prediction</b>	<p>Link what they've read or heard to their own experiences and can explain this orally.</p> <p>Can suggest what a character might do next</p>	<p>Make a plausible prediction about what might happen on the basis of what has been read so far.</p> <p>Make inferences (in a book they are reading independently).</p>	<p>Offer plausible inferences and predictions and can explain them, referring to key parts of the text.</p> <p>Offer some predictions about what might happen</p>	<p>Draw accurate inferences such as characters' feelings and thoughts from their actions.</p> <p>Make predictions based on own experience and knowledge of the text and</p>	<p>Draw inferences from characters portrayed in books regarding motives and use these to make plausible predictions.</p>	<p>Draw inferences such as inferring characters' feelings, thought and motives from across a whole text where evidence is built up over time.</p>

	because of what has taken place in the text.		next based on what has been read.	how texts of this genre may work.		Make plausible predictions that are in style of author and genre, drawing upon wide knowledge of reading.
<b>Retrieve and record</b>	<p>Able to discuss the particular characteristics of key stories, traditional tales and fairy stories.</p> <p>Able to draw on what they already know and background information to understand the books they have read.</p> <p>Check that the text makes sense to them by rephrasing back key words an sentences.</p>	<p>Demonstrate understanding of a wide range of poetry, stories and non-fiction that is read independently, and of more challenging books that are listened to, through identification of key aspects of the text, explanation and active discussion that takes account of what others say.</p> <p>Identify sequences of events in texts and offers simple explanations of how items of information relate to one another.</p> <p>Demonstrates understanding of what is read independently, or listened, by drawing on own knowledge, and information and vocabulary provided.</p>	<p>Can identify key aspects of age-appropriate challenging fiction and non-fiction books.</p> <p>Offer simple explanations of how and why texts are structured according to their purpose.</p> <p>Use the structure of a non-fiction book to navigate a simple information text confidently.</p>	<p>Demonstrate a good understanding of age-appropriate, challenging texts through the identification of key aspects of fiction and non-fiction, and simple explanations of how and why texts are structured according to their purpose.</p> <p>Use dictionaries accurately to check the meaning of words they have read.</p> <p>Use non-fiction texts to retrieve and record answers to specific questions efficiently.</p>	<p>Ask complex (multi-layered) questions to enhance understanding of the text.</p> <p>Check that the book makes sense to them by drawing on knowledge of similar books and plots.</p> <p>Record answers to questions concisely, where they are asked to summarise or precis events taken place.</p>	<p>Identify the difference between fact and opinion and can identify where a viewpoint is presented through an author's bias towards a subject.</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 possible.</p>
<b>Language</b>	<p>Discuss word meanings, linking new meanings to those already known.</p> <p>Use vocabulary extracted from books to show they understand context.</p> <p>Can recite simple short poems.</p>	<p>Recognises simple recurring literary language in stories and poetry.</p> <p>Clarifies the meaning of new words through discussion and by making links to known vocabulary.</p> <p>Learns and can recite a repertoire of poems by heart, using appropriate intonation to help make meaning clear.</p>	<p>New words are understood by making links to known vocabulary.</p> <p>Recognise when the author has used a word for impact and may use the language of grammar to support this, e.g, <i>adjective, adverb, verb</i>.</p>	<p>Draw upon context and knowledge of words around and within the sentence to make meaning.</p> <p>Identify and discuss words and phrases that capture the reader's interest and imagination.</p>	<p>Identify phrases within text that are used to compare, such as similes or simple analogies.</p> <p>Choose words that have effects that are subtle, such as when an author has used particular verbs to present bias towards a character.</p>	<p>Evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Identify how an author's style of presentation can contribute to the overall meaning and theme of the text.</p>

<p><b>Links</b></p>	<p>Listen to and discusses a wide range of poems, stories and non-fiction at a level beyond which they can read independently.</p> <p>Has stamina to retain information from the text.</p>	<p>Makes links between the book they are reading and other books they have read.</p> <p>Recognise and understand the different structures of non-fiction books that have been introduced.</p>	<p>Familiar with a wide range of fiction and non-fiction, including information books that may have a narrative feel to them.</p> <p>Use comparisons within text to analyse and start identifying patterns or themes.</p>	<p>Familiar with fiction and non-fiction, including books by the same author.</p>	<p>Read different genres of fiction and make comparisons, e.g. fantasy and science fiction.</p>	<p>Read widely and talk at length in a discussion about a wide range of books, including myths, legends, traditional stories, modern fiction and classical fiction, as well as books from other cultures and traditions and longer narrative poems.</p> <p>Make comparisons of theme, genre and layout within and across texts and different authors.</p>
<p><b>Summarise</b></p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>Identify key details that support main ideas, and use them to summarise content from a paragraph.</p> <p>Retell well-known stories, or stories with familiar formats that they may have heard once.</p>	<p>Identify themes and convention demonstrating, through discussion and comment, their understanding of their use in and across a range of writing.</p>	<p>Identify themes and conventions demonstrating, through discussion and comment, understanding of their use in and across a range of writing.</p>