

St John's - Reading progression map

	Decoding	Vocabulary	Fluency	Retrieval, inference and prediction	Reading for meaning	Non-fiction	Skimming and scanning	Making links
EYFS	Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter- sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Say a sound for each letter in the alphabet and at least 10 digraphs Read words consistent with their phonic knowledge by sound-blending	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	Anticipate - where appropriate - key events in stories.			

Year 1	Read sounds and words from Phase 3 confidently. Read sounds and words from Phase 4 confidently. Read sounds and words from Phase 5 confidently. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Read words of more than one syllable that contain taught GPCs. Read contraction words - I'll, I'm and understand that the apostrophe represents the missing letter. Re-read phonically decodable books to build up fluency and confidence in word reading.	Show understanding of vocabulary by discussing favourite words and phrases. Classify words into nouns, verbs and adjectives when reading. Link the meaning of new meanings of words to those already known. Recognise and predict rhyming words in a rhyming text.	Read 60+ words per minute and can talk about what they have just read to show understanding. Read aloud many words containing taught GPCs quickly and accurately without overt sounding and blending. Re-read phonically decodable books to build up fluency and confidence in word reading.	Retell some of a familiar story/ rhyme when being read by an adult. Join in with predictable phrases when being read to. Read key stories, fairy stories and traditional tales, retell them and know their characteristics. Recite poems by heart. Predict what might happen on the basis of what has been read so far. Answer questions in discussion with the teacher and make simple inferences.	Self-correct errors when reading. Discuss the significance of the title and events. Know the key plots of the stories they read.	Understand that Non-fiction books do not always need to be read from start to finish. Use a contents page to find information. Understand and use alphabetical order (to retrieve information).	Skim and scan key words in a text.	Talk about events in what is read or heard read and link them to his/her own experiences. Recognise and make links between books written by the same author.
---------------------------------	---	---	---	--	---	--	---	---

Year 2	Apply phonic knowledge to decode words until automatic decoding is embedded. Recognise alternative sounds for graphemes. Read words containing common suffixes. Read accurately by blending the sounds in words that contain all 40+ phonemes.	Show understanding of vocabulary by discussing favourite words and phrases. Classify words into nouns, verbs and adjectives when reading. Classifying the meaning of words and linking new meaning to known vocabulary.	Read 90+ words per minute and talk about what they have just read to show understanding. Read common exception words, noticing unusual correspondence between spelling and sound. Re-read books, sounding out unfamiliar words accurately, to build up fluency. Read accurately words of 2 or more syllables. Read words in age-appropriate books accurately and fluently without overt sounding and blending.	Draw on what they already know including background information and vocabulary. Make inferences of the basis of what is being said and done in a book read independently. Build up a repertoire of poems, learnt by heart. Recite these with understanding and use of intonation. Make plausible predictions about what might happen on basis of what has been read so far.	Check that the text makes sense, correcting inaccurate reading. Explain what has happened so far in a book and make reasonable predictions. Participate in discussions about a text, listening what others have to say and contributing their own ideas.	Understand the layout and features of a nonfiction book. Use contents pages and a glossary. Retrieve information from a nonfiction text.	Use skimming and scanning as a means to answer questions about the text or retrieve information quickly. Find and copy words of particular meaning to show understanding.	Answers questions and make links between other books that have been read.
---------------------------------	---	--	---	--	---	---	--	--

Year 3	Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include: dis-, mis-, in-, il-, im-, ir-, -ly. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Discuss words that capture the reader's imagination with justification, identifying words in the texts that helps create mood and effect. Identify vocabulary within the text that gives the best description of the setting or character. Begin to identify authors familiar patterns of language. Identify word classes taught and discuss the meaning of these words.	Read 110 words per minute and talk about what they have just read to show understanding. Use phonic knowledge to decode quickly and accurately when reading. Begin to pause at the appropriate time in response to punctuation and or meaning. Read a range of age appropriate books fluently without overtly sounding out words.	Identify and explain the sequence of events within a text. Identify the different themes in a wide range of books read. Identify main ideas drawn from more than one paragraph and summarise these. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Make predictions on what might happen next with justification from the text.	Read with an awareness of the audience by selecting a range of appropriate techniques when reading aloud. Begin to recognise different forms of poetry. Discuss poetry showing understanding of whose voice the poem is written in and how the poem makes you feel.	Retrieve and record information from non-fiction using conventions such as indexes, contents pages and glossaries. Identify features of non-fiction and discuss how these features aid the reader.	Skim and scan to find key words given. Find and copy words from an age appropriate text with similar meaning to words given.	Discuss and compare texts from a wider variety of genres and writers referring to authorial style, themes and features.
---------------------------------	---	---	--	---	--	---	---	--

Year 4	Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include re-, sub-, inter-, super-, anti-, auto-, -ation, -ous. Read and decode further exception words accurately, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Discuss words that capture the reader's imagination with justification, identifying words in the texts that helps create mood and effect. Identify vocabulary within the text that gives the best description of the setting or character. Identify authors familiar patterns of language. Identify word classes taught and discuss the meaning of these words.	Read 120 words per minute and talk about what they have just read to show understanding. Use phonic knowledge to decode quickly and accurately when reading. Pause at the appropriate time in response to punctuation and or meaning. Read a range of age appropriate books fluently without overtly sounding out words.	Identify and explain the sequence of events within a text. Identify themes and conventions in a wide range of books read. Identify main ideas drawn from more than one paragraph and summarise these. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text. Make predictions on what might happen next with justification from the text.	Reading with an awareness of the audience by selecting a range of appropriate techniques when reading aloud. Recognise different forms of poetry. Discuss poetry showing understanding of whose voice the poem is written in, explaining how this can be shown when read aloud and how the poem makes you feel.	Retrieve and record information from non-fiction over a wide range of subjects identifying what the text is about, the type of text and discussing titles and subheadings. Secure their knowledge of non-fiction features by discussing and identifying how the writer sets out their text and the impact it has on the reader.	Skim and scan to find key words given. Find and copy words from an age appropriate text with similar meaning to words given.	Discuss and compare texts from a wider variety of genres and writers referring to authorial style, themes and features.
---------------------------------	--	--	---	---	--	--	---	--

Year 5	Apply his/her growing knowledge of root words, prefixes and suffixes and related to year 5 curriculum (prefixes/suffixes and roots), both to read aloud and to understand the meaning of new words they meet. Read aloud and understand the meaning of most of new words that he/she meets linked to the expectations of Year 5 spelling.	Find and explain the meaning of words in context. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Identify most examples of parts of speech and key grammar (for example: noun, pronoun, adjective, determiner, verb (including tenses), adverb, preposition, conjunction, and interjection) and explain their role in a sentence.	Read 130 to 140 words per minute and talk about what they have just read to show understanding. Read a range of age-appropriate books aloud using appropriate intonation or performance techniques to show meaning is understood.	Retrieve and record information and identify key details from fiction and non-fiction. Understand what he/she reads in increasingly complex texts by predicting what might happen from details stated and implied. Understand what he/she reads by drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Identify and discuss themes and impact of layout, paragraphing, grammar -usage and punctuation.	Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Check that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context. Summarise main ideas in order from more than one paragraph, identifying key details and using quotations for illustration. Distinguish between statements of fact and opinion. Ask questions to improve his/her understanding of complex texts.	Read and understand subject specific vocabulary linked to the year 5 curriculum, e.g. erosion (rivers), variation (animals including humans), democracy (history). Use non-fiction texts confidently to support his/her independent research.	Skim or scan a text quickly to identify key information and evidence during discussions to support his/her understanding.	Make links to other books either by the same author or similar in genre, explaining his/her thinking using evidence from the texts.
--------------------------	--	---	--	---	---	--	--	--

Year 6	Apply his/her growing knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words they meet. Read aloud and understand the meaning of most of new words that he/she meets linked to the expectations of Year 6 spelling.	Find and explain the meaning of words in context. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Identify examples of speech and key grammar (for example: noun, pronoun, determiner, adverbial, subject, object, active, passive, modal verb, synonym, conjunction and subjunctive form) and explain their role in a sentence.	Read 140 words per minute and talk about what they have to show understanding. Read a range of age-appropriate books aloud with confidence and fluency (including whole novels). Read aloud with intonation that shows understanding.	Retrieve and record information and identify key details from fiction and non-fiction. Predict what might happen from details stated and implied. Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. Consistently provide reasoned justifications for his/her views. Identifying how language, structure and presentation contribute to meaning. Identify and discuss themes and conventions in and across a	Read books from our literacy heritage and books from other cultures and traditions. Read books that are structured in different ways; read for a range of purposes. Summarise main ideas drawn from more than one paragraph, identifying key details and using quotations for illustration. Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously and with clear reasoning.	Read and understand subject specific vocabulary linked to the year 6 curriculum, e.g. propaganda (history), adaptation (science), periscope (science). Use non-fiction texts confidently to support his/her independent research.	Skim or scan a text quickly to identify key information and evidence to support his/her understanding.	Make comparisons within and across books he/she is reading.
-----------	---	---	--	---	--	--	---	--

				wide range of writing.	Explain and discuss his/her understanding of what he/she has read, through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.			
--	--	--	--	------------------------	--	--	--	--