



Bury and Whitefield

JEWISH PRIMARY SCHOOL

English Reading

Progression Map

These should be used to recap and revisit learning from previous years, during 'Flashback' time. This will enable stronger schema to be built, supporting our children to remember key facts.

Our Curriculum Celebrates

Resilience

Creativity

Critical Thinking

Curiosity

Challenge

Culture

Phonics, Decoding and Fluency

EYFS		KS1		LKS2		UKS2	
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • To develop their phonological awareness so that they can: <ul style="list-style-type: none"> ○ Spot and suggest rhymes ○ Count or clap syllables in words ○ Recognise words with the same initial sound, such as money and mother. • To understand the five key concepts about print: <ul style="list-style-type: none"> ○ Print has meaning; ○ The names of different parts of a book; ○ Print can have different purposes; ○ Page sequencing; ○ We read English text from left to 	<ul style="list-style-type: none"> • To read individual letters by saying the sounds for them. • To blend sounds into words, so that they can read short words made up of letter-sound correspondences. • To read some letter groups that each represent one sound and say sounds for them. • To read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • To say a sound for each letter in the alphabet and at least 10 digraphs. • To read words consistent with their phonic knowledge by sound-blending. • To read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. • To read a few common exception words 	<ul style="list-style-type: none"> • To apply phonic knowledge and skills as the route to decode words. • To blend sounds in unfamiliar words using the GPCs that they have been taught. • To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes. • To read words containing taught GPCs. • To read words containing -s, -es, -ing, -ed and -est endings. • To read words with contractions, e.g. I'm, I'll and we'll. • To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words. • To accurately read texts that are 	<ul style="list-style-type: none"> • To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. • To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. • To accurately read most words of two or more syllables. • To read most words containing common suffixes. • To read most Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. • To read aloud books (closely matched to their improving phonic knowledge), 	<ul style="list-style-type: none"> • To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). • To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud. • To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud. • To begin to read Y3/Y4 exception words. 	<ul style="list-style-type: none"> • To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. • To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently. • To read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and these occur in the word. 	<ul style="list-style-type: none"> • To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. • To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/- ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently. • To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word. 	<ul style="list-style-type: none"> • To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. • To read all Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.

<p>right and from top to bottom.</p>	<p>matched to our phonics programme (Rocket Phonics).</p> <ul style="list-style-type: none"> To read some common irregular words. To re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. To read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<p>consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</p> <ul style="list-style-type: none"> To reread texts to build up fluency and confidence in word reading. 	<p>sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <ul style="list-style-type: none"> To re-read these books to build up fluency and confidence in word reading. To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts. 				
--------------------------------------	---	---	---	--	--	--	--

Comprehension Skills

EYFS		KS1		LKS2		UKS2	
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> To enjoy listening to longer stories and can remember much of what happens. To understand 'why' questions, like: 'why do you think the caterpillar got so fat?' To be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions. To be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions. To use a wider range of vocabulary. To engage in extended conversations 	<ul style="list-style-type: none"> To listen to and talk about stories to build familiarity and understanding. To listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. To demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. To compare and contrast characters from stories, including figures from the past. To listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. To offer explanation for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, 	<ul style="list-style-type: none"> To check that a text makes sense to them as they read and to self-correct. To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. To link what they have read or have read to them to their own experiences. To retell familiar stories in increasing detail. To join in with discussions about a text, taking turns and listening to what others say. To discuss the significance of titles and events. To discuss word meaning and link new meanings to those already known. 	<ul style="list-style-type: none"> To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. To check that the text makes sense to them as they read to correct inaccurate reading. To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views. To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales. To discuss the sequence of events in books and how items of information are related. 	<ul style="list-style-type: none"> To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. To use appropriate terminology when discussing texts (plot, character, setting). To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. To discuss authors' choice of words and phrases for effect. To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. To justify predictions using evidence from the text. To retrieve and record information 	<ul style="list-style-type: none"> To discuss and compare texts from a wide variety of genres and writers. To read for a range of purposes. To identify themes and conventions in a wide range of books. To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings). To identify how language, structure and presentation contribute to meaning. To identify main ideas drawn from more than 	<ul style="list-style-type: none"> To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types. To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. To identify main ideas drawn from more than one paragraph and to summarise these. To recommend texts to peers based on personal choice. 	<ul style="list-style-type: none"> To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. To recognise more complex themes in what they read (such as loss or heroism). To 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 necessary. To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements

<p>about stories, learning new vocabulary.</p>	<p>rhymes and poems when appropriate.</p> <ul style="list-style-type: none"> To anticipate (where appropriate) key events in stories. To learn new vocabulary. To use new vocabulary throughout the day. To retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. To use new vocabulary in different contexts. To listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. To offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. To use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. To invent, adapt and recount narratives and 	<ul style="list-style-type: none"> To begin to make simple inferences. To predict what might happen on the basis of what has been read so far. 	<ul style="list-style-type: none"> To recognise simple recurring literary language in stories and poetry. To ask and answer questions about a text. To make links between the text they are reading and other texts they have read (in texts that they can read independently). To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To discuss their favourite words and phrases. To make inferences on the basis of what is being said and done. To predict what might happen on the basis of what has been read so far in a text. To recognise that non-fiction books are often structured in different ways. 	<p>from non-fiction texts.</p>	<p>one paragraph and summarise these.</p> <ul style="list-style-type: none"> To discuss vocabulary used to capture readers' interest and imagination. To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text. To justify predictions from details stated and implied. To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information. To use dictionaries to check the meaning of words that they have read. 	<ul style="list-style-type: none"> To discuss vocabulary used by the author to create effect including figurative language. To evaluate the use of authors' language and explain how it has created an impact on the reader. To draw inferences from characters' feelings, thoughts and motives. To make predictions based on details stated and implied, justifying them in detail with evidence from the text. To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts. 	<p>when participating in discussions.</p> <ul style="list-style-type: none"> To draw out key information and to summarise the main ideas in a text. To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views. To compare characters, settings and themes within a text and across more than one text. To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect. To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). To discuss how characters change and develop through texts by
--	--	--	---	--------------------------------	--	--	---

	stories with their peers and their teacher.						<p>drawing inferences based on indirect clues.</p> <ul style="list-style-type: none">• To retrieve, record and present information from non-fiction texts.• To use non-fiction materials for purposeful information and in contexts where pupils are genuinely motivated to find out information.
--	---	--	--	--	--	--	--

Poetry and Performance

EYFS		KS1		LKS2		UKS2	
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> To sing a large repertoire of songs. To know many rhymes, be able to talk about familiar books, and be able to tell a long story. To take part in simple pretend play, using an object to represent something else even though they are not similar. To begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc... To remember and sing entire songs. To sing the melodic shape of familiar songs. To create their own songs, or improvise a song around one they know. 	<ul style="list-style-type: none"> To engage in story times. To learn rhymes, poems and songs. To sing in a group or on their own, increasingly matching the pitch and following the melody. To develop storylines in their pretend play. To make use of props and materials when role playing characters in narratives and stories. To perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music. 	<ul style="list-style-type: none"> To recite simple poems by heart. 	<ul style="list-style-type: none"> To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. To begin to use appropriate intonation and volume when reading aloud. 	<ul style="list-style-type: none"> To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud. 	<ul style="list-style-type: none"> To continually show an awareness of audience when reading out loud using intonation, tone, volume and action. 	<ul style="list-style-type: none"> To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.