

STATHAM READING PROGRESSION MAP

	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
DECODING AND FLUENCY	<p>Read phonically regular words of more than 1 syllable</p> <p>Read many irregular but high frequency words.</p> <p>Use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary.</p>	<p>Match all 40+ graphemes to their phonemes</p> <p>Blend sounds in unfamiliar words</p> <p>Read common exception words</p> <p>Divide words into syllables</p> <p>Read compound words</p> <p>Read words with contractions and understand that the apostrophe represents the missing letters</p> <p>Read phonetically decodable words</p> <p>Read words that end with 's, -ing, -ed, -est</p> <p>Read words which start with un-</p> <p>Add -ing, -ed and -er to verbs.</p> <p>Read words of more than one syllable that contain taught GPCs</p> <p>Read common suffixes Read exception words, noting unusual correspondences</p>	<p>Secure phonic decoding until reading is fluent</p> <p>Read accurately by blending, including alternative sounds for graphemes</p> <p>Read multi syllable words containing these graphemes</p> <p>Read common suffixes</p> <p>Read exception words, noting unusual correspondences</p> <p>Read most words quickly & accurately without overt sounding and blending</p> <p>read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>re-read these books to build up their fluency and confidence in word reading.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</p> <p>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, both to read aloud and to understand the meaning of new words they meet</p> <p>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>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>Read most words quickly & accurately without overt sounding and blending</p> <p>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</p> <p>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, both to read aloud and to understand the meaning of new words they meet</p> <p>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</p>	<p>Checking that the text makes sense to them as they read and correcting inaccurate reading</p>				
--	--	---	--	--	--	--	--

		understand the meaning of new words that they meet 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 decodable texts					
DEPTH AND BREADTH		Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Link what they read or hear read to their own experiences	Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently	Listening to and discussing a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes Exercise choice in selecting books	Listening to and discussing a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes Exercise choice in selecting books	Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes. Making comparisons within and across books Compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text.	Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction and reference books or textbooks. Reading books that are structured in different ways and reading for a range of purposes Making comparisons within and across books Compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text.
TEXT FAMILIARITY		Becoming very familiar with key stories, fairy stories and traditional tales,	Becoming increasingly familiar with and retelling a wider range of	Increasing their familiarity with a wide range of books, including fairy	Increasing their familiarity with a wide range of books, including fairy	Increasing their familiarity with a wide range of books, including myths,	Increasing their familiarity with a wide range of books, including myths,

		retelling them and considering their particular characteristics Recognising and joining in with predictable phrases	stories, fairy stories and traditional tales Recognising simple recurring literary language in stories and poetry	stories, myths and legends, and retelling some of these orally Identifying themes and conventions in a wide range of books	stories, myths and legends, and retelling some of these orally Identifying themes and conventions in a wide range of books	legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions Identifying and discussing themes and conventions in and across a wide range of writing	legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions Identifying and discussing themes and conventions in and across a wide range of writing
POETRY PERFORMANCE		Learning to appreciate rhymes and poems, and to recite some by heart	Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action Recognising some different forms of poetry	Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action Recognising some different forms of poetry	Learning a wider range of poetry by heart Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	Learning a wider range of poetry by heart Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
WORD MEANING AND VOCABULARY DEVELOPMENT		Discussing word meanings, linking new meanings to those already know	Discussing and clarifying the meanings of words, linking new meanings to known vocabulary Discussing their favourite words and phrases	Using dictionaries to check the meaning of words that they have read	Using dictionaries to check the meaning of words that they have read	Develop wide ranging and deep vocabulary Recognise and define unfamiliar words using contextual or etymology clues	Develop wide ranging and deep vocabulary Recognise and define unfamiliar words using contextual or etymology clues
UNDERSTANDING	Describe the main events in the simple stories they have read.	Drawing on what they already know or on background information and vocabulary provided by the teachers.	Discussing the sequence of events in books and how items of information are related Drawing on what	Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context

		<p>Checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>discussing the significance of the title and events</p>	<p>they already know or on background information and vocabulary provided by the teachers</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading</p>	<p>Asking questions to improve their understanding of a text</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales</p>	<p>Asking questions to improve their understanding of a text</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales</p>	<p>Asking questions to improve their understanding of a text</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</p> <p>Recognise themes in what they read, such as loss or heroism.</p>	<p>Asking questions to improve their understanding of a text</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</p> <p>Recognise themes in what they read, such as loss or heroism</p>
INFERENCE		<p>Discussing the significance of the title and events</p> <p>Making inferences on the basis of what is being said and done</p>	<p>Making inferences on the basis of what is being said and done</p> <p>Answering and asking questions</p>	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences</p>
PREDICTION		<p>Predicting what might happen on the basis of what has been read so far</p>	<p>Predicting what might happen on the basis of what has been read so far</p>	<p>Predicting what might happen from details stated and implied</p>	<p>Predicting what might happen from details stated and implied</p>	<p>Predicting what might happen from details stated and implied</p>	<p>Predicting what might happen from details stated and implied</p>
AUTHORIAL INTENT				<p>Discussing words and phrases that capture the reader's interest and imagination</p> <p>Identifying how language, structure, and presentation contribute to meaning</p>	<p>Discussing words and phrases that capture the reader's interest and imagination</p> <p>Identifying how language, structure, and presentation contribute to meaning</p>	<p>Identifying how language, structure and presentation contribute to meaning</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>	<p>Identifying how language, structure and presentation contribute to meaning</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>
NON-FICTION			<p>Being introduced to</p>	<p>Retrieve and record</p>	<p>Retrieve and record</p>	<p>Distinguish between</p>	<p>Distinguish between</p>

			<p>non-fiction books that are structured in different ways</p>	<p>information from non-fiction</p> <p>In using non-fiction, know what information they need to look for and how to use contents pages and indexes to locate information.</p>	<p>information from non-fiction</p> <p>In using non-fiction, know what information they need to look for and how to use contents pages and indexes to locate information.</p>	<p>statements of fact and opinion</p> <p>Retrieve, record and present information from non-fiction</p> <p>Apply taught retrieval skills in a variety of contexts</p>	<p>statements of fact and opinion</p> <p>Retrieve, record and present information from non-fiction</p> <p>Apply taught retrieval skills in a variety of contexts</p>
DISCUSSION		<p>Participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>Explain clearly their understanding of what is read to them</p>	<p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>	<p>Participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say</p>	<p>Participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say</p>	<p>Recommending books that they have read to their peers, giving reasons for their choices</p> <p>Participate in discussions about books, building on their own and others' ideas and challenging views courteously</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates.</p> <p>Provide reasoned justifications for their views</p> <p>Compare characters, settings, themes and other aspects of what they read.</p>	<p>Recommending books that they have read to their peers, giving reasons for their choices</p> <p>Participate in discussions about books, building on their own and others' ideas and challenging views courteously</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates.</p> <p>Provide reasoned justifications for their views</p> <p>Compare characters, settings, themes and other aspects of what they read.</p>