

Reading Objective Progression Map

NC wording in black - Additions in blue. Skills need to be demonstrated in age appropriate texts.

	Year 1 children should be taught to:	Year 2 children should be taught to:	Year 3 children should be taught to	Year 4 children should be taught to:	Year 5 children should be taught to:	Year 6 children should be taught to:
Phonics / blending	<ul style="list-style-type: none"> Apply phonic knowledge and skills as the route to decode words Respond speedily, with the correct sound to graphemes (letters or groups of letters) for all of the 40+ phonemes, including, where applicable, alternative sounds for graphemes Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught Read other words of more than one syllable that contain taught GPCs Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words 	<ul style="list-style-type: none"> Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent – sound out many unfamiliar words accurately (WTS TAF) Read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes, especially recognising alternative sounds for graphemes (WTS TAF) Accurately read most* words of two or more syllables that contain the same grapheme (some WTS TAF, most ARE TAF) 	<ul style="list-style-type: none"> Use phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words) 	<ul style="list-style-type: none"> Use phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words) 		
Prefixes / suffixes / contractions / root words / punctuation	<ul style="list-style-type: none"> Read words containing taught GPCs and -s, -es, -ing, -ed and -est endings Read words with contractions, e.g. I'm, I'll and we'll - understand that the apostrophe represents the omitted letter(s) 	<ul style="list-style-type: none"> Read words containing common suffixes (ARE TAF) e.g. er, est, ment, ness and tion Knows the function of full stops, ! and ? and when reading takes account of these 	<ul style="list-style-type: none"> Apply their growing knowledge of root words and prefixes, (e.g. in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto) and to begin to read aloud, understanding the meaning of the new words they meet Apply their growing knowledge of root words and suffixes/word endings, (e.g. -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian) and to begin to read aloud, understanding the meaning of the new words they meet 	<ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet 	<ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet 	<ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet
CEW	<ul style="list-style-type: none"> Read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word 	<ul style="list-style-type: none"> Read further* common exception words, noting unusual correspondences between spelling and sound and where these occur in the word (*many – WTS, most – ARE TAF) 	<ul style="list-style-type: none"> Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<ul style="list-style-type: none"> Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 		
Fluency	<ul style="list-style-type: none"> Re-read books to build up fluency and confidence in word reading Check that the text makes sense to them as they read and correcting inaccurate reading 	<ul style="list-style-type: none"> Read most* words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts. (*many – WTS, most – ARE TAF) Read aloud books (closely matched to their improving phonic knowledge), sounding out most unfamiliar words accurately, automatically and without undue hesitation (ARE TAF) Check that the text makes sense to them as they read and to correct inaccurate reading (ARE TAF) Re-read books to build up fluency and confidence in word reading 	<ul style="list-style-type: none"> Read fluently, decoding longer words with support, testing out different pronunciations. Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context Ask questions to improve their understanding of a text 	<ul style="list-style-type: none"> Read fluently, decoding longer words testing out different pronunciations. Check that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context Ask questions to improve their understanding of a text 	<ul style="list-style-type: none"> Read fluently, decoding unfamiliar words with increasing speed and skill Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Ask questions to improve their understanding 	<ul style="list-style-type: none"> Read fluently, decoding unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Ask questions to improve their understanding
Range of reading	<ul style="list-style-type: none"> Listen to and discuss a wide range of poems, stories and non-fiction, at a level beyond that which they can read independently Link what they have read or heard to their own experiences Participate in discussion about what is read to them, taking turns and listening to what others say 	<ul style="list-style-type: none"> Listen to, discuss and express 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 Explain and discuss their understanding of books, poems and other material both those that they listen to and those that they read for themselves (GDS TAF) Can distinguish between fiction and non-fiction 	<ul style="list-style-type: none"> Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Participate in discussion about both books that are read to them and those they read themselves taking turns and listening to what others say To use appropriate terminology when discussing texts (plot, character, setting) Read books that are structured in different ways and reading for a range of purposes 	<ul style="list-style-type: none"> Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Participate in discussion about both books that are read to them and those they read themselves taking turns and listening to what others say Read books that are structured in different ways and reading for a range of purposes 	<ul style="list-style-type: none"> 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 Read books that are structured in different ways and reading for a range of purposes Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks (Y6 obj) 	<ul style="list-style-type: none"> 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 with clear reasoning Read books that are structured in different ways and reading for a range of purposes 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 Distinguish between statements of fact and opinion
Familiarity with texts	<ul style="list-style-type: none"> Recognise and join in with predictable phrases Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics Explain clearly their understanding of what is read to them 	<ul style="list-style-type: none"> Recognise simple recurring literary language in stories and poetry Be introduced to non-fiction books that are structured in different ways Becoming increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales. Is beginning to use contents and index page to locate information in non-fiction texts 	<ul style="list-style-type: none"> Increase familiarity with a wide range of books, including fairy stories, retelling some of these orally (split objective with Y4) 	<ul style="list-style-type: none"> Increase familiarity with a wide range of books, including, myths and legends, and retelling some of these orally (split objective with Y3) 	<ul style="list-style-type: none"> Increase their 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 Recommend books that they have read to their peers, giving reasons for their choices. 	<ul style="list-style-type: none"> Increase their 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 Recommend books that they have read to their peers, giving reasons for their choices

Word Meaning

Poetry and performance		<ul style="list-style-type: none"> Learn to appreciate rhymes and poems and to recite some 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"> Prepare poems and play scripts to read aloud that show some awareness of the audience (spilt obj for Year 4) Begin to use appropriate intonation and volume when reading aloud poem and play scripts (spilt obj for Year 4) 	<ul style="list-style-type: none"> Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action to show an awareness of the audience Recognise some different forms of poetry [for example, free verse, narrative poetry] 	<ul style="list-style-type: none"> Prepare poems and plays to read aloud and perform, showing understanding through intonation, tone and volume so that meaning is clear to an audience 	<ul style="list-style-type: none"> Learn a wider range of poetry by heart Prepare 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 	
Comprehension	1a, 2a	Vocabulary	<ul style="list-style-type: none"> Discussing word meanings, linking new meanings to those already known 	<ul style="list-style-type: none"> To discuss their favourite words and phrases To discuss and clarify the meanings of words, linking new meanings to known vocabulary 	<ul style="list-style-type: none"> With support, use dictionaries to check the meaning of words that they have read Discuss words and phrases that capture readers' interest and imagination (also Y4) 	<ul style="list-style-type: none"> Use dictionaries to check the meaning of words that they have read Discuss words and phrases that capture the reader's interest and imagination 	<ul style="list-style-type: none"> Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context 	<ul style="list-style-type: none"> Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
	1b, 2b	Retrieval	<ul style="list-style-type: none"> With support, can find information to help answer simple questions about a text 	<ul style="list-style-type: none"> Can locate specific information on a given page to a direct question (e.g. key events characters' names or key information on a non-fiction page). 	<ul style="list-style-type: none"> Retrieve and record information from non-fiction texts 	<ul style="list-style-type: none"> Retrieve and record information from non-fiction using their knowledge of text structure e.g. headings / sub-headings, contents page. 	<ul style="list-style-type: none"> Retrieve, record and present information from non-fiction over a wide range of subjects 	<ul style="list-style-type: none"> Retrieve, record and present information from non-fiction over a wide range of subjects in informal notes and formal presentations
	1c, 2c	Sequencing and Summarising	<ul style="list-style-type: none"> Can retell some known stories, including significant events / main idea in sequence. 	<ul style="list-style-type: none"> Discussing the sequence of events in books and how items of information are related Can explain what has happened so far in what they have read (ARE TAF) 	<ul style="list-style-type: none"> Identify the main idea within the paragraph or text and summarise these 	<ul style="list-style-type: none"> Identify main ideas drawn from more than 1 paragraph and summarise these 	<ul style="list-style-type: none"> Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas 	<ul style="list-style-type: none"> Summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
	1d, 2d	Inference	<ul style="list-style-type: none"> Making inferences on the basis of what is being said and done Discussing the significance of the title and events Drawing on what they already know or on background information and vocabulary provided by the teacher 	<ul style="list-style-type: none"> Make inferences on the basis of what is being said and done – make simple inferences (GDS TAF) Ask and answer questions about a text and make simple inferences (ARE TAF) To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher 	<ul style="list-style-type: none"> Draw some simple inferences based on characters' feelings, thoughts and motives Begin to locate evidence that would justify their inferences 	<ul style="list-style-type: none"> Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<ul style="list-style-type: none"> Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<ul style="list-style-type: none"> Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Provide reasoned justifications for their views
	1e, 2e	Prediction	<ul style="list-style-type: none"> Predicting what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> Make plausible predictions about what might happen on the basis of what has been read so far (GDS TAF) 	<ul style="list-style-type: none"> Predict what might happen from details stated and implied (also Y4) 	<ul style="list-style-type: none"> Predict what might happen from details stated and implied 	<ul style="list-style-type: none"> Predict what might happen from details shared and implied 	<ul style="list-style-type: none"> Predict what might happen from details shared and implied
	2f, 2g, 2h	Relationship Word Choice Comparison / authorial int	N/A	N/A	<ul style="list-style-type: none"> Begin to identify themes and conventions in the books they read Begin to identify how language contributes to the meaning of the text Identify how structure, and presentation contribute to meaning (e.g. the layout features of an explanation, non chron report etc.) 	<ul style="list-style-type: none"> Identify themes and conventions in a wide range of books (e.g. triumph of good over evil) Identify how language contributes to meaning Identify how structure, and presentation contribute to meaning e.g. (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings) 	<ul style="list-style-type: none"> Identify and discuss themes and conventions in a wide range of writing Identify how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader 	<ul style="list-style-type: none"> Identify and discuss themes and conventions in and across a wide range of writing Make comparisons within and across books Identify how language, structure and presentation contribute to meaning Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
							<ul style="list-style-type: none"> To begin to know the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect (notes and guidance) To begin to compare characters, settings, themes and other aspects of what they read (notes and guidance) 	

The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge.