

# Our Lady of Perpetual Succour Catholic Primary School

We learn to love everyone as Jesus loves us



## ENGLISH: Reading Progression Map EYFS, KS1 & KS2

Word Reading	EYFS (30-50months to ELG)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	30-50 months 40-60 months Early Learning Goals (ELG)						
Phonics and Decoding	<p>I enjoy rhyming and rhythmic activities.</p> <p>I can show awareness of rhyme and alliteration.</p> <p>I can recognise rhythm in spoken words.</p> <p>I can join in with rhymes and stories and guess what will happen next.</p> <p>I can continue a rhyming string.</p> <p>I can hear and say the initial sound in words.</p> <p>I can link sounds to letters, naming and sounding the</p>	<p>I can use my phonics to read words.</p> <p>I can speedily read all the 40+ letters/ sounds</p> <p>I can read words of more than one syllable that contain taught GPCs.</p> <p>I can read some tricky words.</p> <p>I can read common suffixes (-s, -es, -ing, -ed etc.)</p> <p>I can read multi-syllable words containing taught GPCs.</p> <p>I can read contractions and understand why</p>	<p>I can use my phonics so my reading is fluent.</p> <p>I can read accurately by blending, including alternative sounds.</p> <p>I can read multisyllabic words.</p> <p>I can read most words quickly &amp; accurately without overt sounding and blending.</p> <p>I can read common suffixes.</p> <p>I can read exception words, noting unusual graphemes.</p> <p>I can recognise simple repeated</p>	<p>I am beginning to apply what I know about root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words I meet.</p> <p>I can read further 'tricky' exception words, noting the difference between spelling and sound, and where these occur in the word.</p>	<p>I can apply my growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words I meet.</p>	<p>I can use and apply my growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that I meet.</p>	<p>I can confidently use and apply my growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that I meet, with increasing fluency and accuracy.</p>

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	<p>letters of the alphabet.</p> <p>I can segment the sounds in simple words and blend them together and knows which letters represent some of them.</p> <p>I am beginning to read words and simple sentences.</p> <p>I can read and understand simple sentences</p> <p>I can use my phonic knowledge to read words aloud accurately.</p> <p>I can read some tricky words.</p>	<p>we use apostrophes.</p> <p>I can read aloud confidently aloud and clearly and phonically decode texts.</p>	<p>ideas and words in stories and poetry.</p>				
Common Exception Words	I can read some common irregular words.	I can read common exception words.	I can read exception words, noting unusual correspondences.	I can read the common exception words for lower juniors (Year 3 / 4 ), noting unusual correspondences.	I can read the common exception words for lower juniors (Year 3 / 4 ), noting unusual correspondences, with increasing accuracy.	I can read the common exception words for upper juniors (Year 5 / 6 ), noting unusual correspondences.	I can read the common exception words for upper juniors (Year 5 / 6 ), noting unusual correspondences with increasing accuracy.

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Reading Comprehension	EYFS (30-50months to ELG) 30-50 months 40-60 months Early Learning Goals (ELG)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding and correcting inaccuracies	<p>I know that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p>I can show an understanding when talking with others what I have read.</p>	<p>I can check that the text makes sense to me as I read and I can correct my own reading.</p> <p>I can explain clearly what has been read to me.</p> <p>I can work out things based on what is being said and done.</p>	<p>I can answer and ask questions about a book.</p> <p>I can check that the text makes sense to me as I read and correct any inaccurate reading.</p> <p>I can work out things based on what is being said and done.</p>	<p>I can ask questions to improve my understanding of a text.</p> <p>I can identify how language structure, and presentation contribute to meaning.</p> <p>I can work out a characters' feelings, thoughts and motives from their actions, and back this up with evidence from the text.</p> <p>I can identify the main ideas drawn from more than one paragraph and summarise these.</p>	<p>I can ask questions and follow on questions to improve my understanding of a text.</p> <p>I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>I can check that the text makes sense, discussing my understanding and explaining the meaning of words in context.</p> <p>I can identify how language, structure, and presentation contribute to meaning.</p> <p>I can identify main ideas drawn from</p>	<p>I can distinguish between statements of fact and opinion.</p> <p>I can check that a book makes sense to me, discussing my understanding and exploring the meaning of words in context.</p> <p>I am beginning to provide reasoned justifications for my views.</p> <p>I can summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.</p> <p>I can identify how language, structure and presentation contribute to meaning.</p>	<p>I can confidently distinguish between statements of fact and opinion.</p> <p>I can check that a book makes sense to me, confidently discussing my understanding and exploring the meaning of an increasing number of words in context.</p> <p>I can clearly provide reasoned justifications for my views.</p> <p>I can confidently summarise the ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>I can confidently identify how language, structure</p>

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					more than one paragraph and summarise these.	I can ask relevant questions to improve my understanding of a text.	and presentation contribute to meaning.  I can ask probing and relevant questions to improve my understanding of a text, with increasing sophistication.
<p>Reading for Pleasure</p> <p>Listening to and discussing texts</p> <p>Comparing, contrasting &amp; commenting</p>	<p>I can look at books independently</p> <p>I can handle books carefully, holding them up the correct way and turn pages.</p> <p>I can listen to and join in with stories and poems, one to one and in small groups.</p> <p>I can show an interest in illustrations and print in books and print in the environment.</p> <p>I can describe main story</p>	<p>I can tell you what happens in some fairy tales and say how they're different to other stories.</p> <p>I can link what I read or heard read to my own experiences.</p> <p>I can recognise or join in with expected phrases.</p> <p>I can take part in discussions about what is read to me, taking turns and listening to what others say.</p>	<p>To 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.</p> <p>To become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.</p> <p>I can discuss the sequence of events in books and how items of information are related to each other.</p>	<p>I can read books that are structured in different ways and read for a range of purposes.</p> <p>I have increased my familiarity with a wide range of books, including fairy stories, myths and legends, and can retell some of these orally.</p> <p>I am beginning to identify themes and conventions in a wide range of books.</p> <p>I can listen to and discuss a wide range of fiction, poetry, plays, non-</p>	<p>I can read books that are structured in different ways and read for an increasing range of purposes.</p> <p>I have further increased my familiarity with a wide range of books, including fairy stories, myths and legends, and can retell some of these orally.</p> <p>I can identify themes and conventions in a wide range of books.</p> <p>I can listen to and discuss an increasingly wide</p>	<p>I can participate in discussions about books that are read to me and those I can read for myself, building on my own and others' ideas and challenging views courteously.</p> <p>I can read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or text books.</p> <p>I can make comparisons within and across books.</p> <p>I can identify and discuss themes and conventions in and</p>	<p>I can fully and actively participate in discussions about books that are read to me and those I can read for myself, building on my own and others' ideas and challenging views courteously.</p> <p>I continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>I am extending my ability to make comparisons within and across books.</p> <p>I can identify and discuss themes and</p>

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	<p>settings, events and characters.</p> <p>I am beginning to be aware of the way stories are structured.</p> <p>I can enjoy an increasing range of books.</p> <p>I can listen to stories with increasing attention and recall.</p>		<p>I can take part in discussions about books, poems and other works that are read to me and those that I can read for myself, taking turns and listening to what others say.</p> <p>I can explain and discuss my understanding of books, poems and other works that are read to me and those that I can read for myself, taking turns and listening to what others say.</p>	<p>fiction and reference books or textbooks.</p> <p>I can discuss words and phrases that capture my interest and imagination.</p> <p>I can take part in discussions about both books that are read to me and those I can read for myself, taking turns and listening to what others say.</p>	<p>range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>I can clearly discuss words and phrases that capture the reader's interest and imagination.</p> <p>I can actively participate in discussions about both books that are read to me and those I can read for myself, taking turns and listening to what others say.</p>	<p>across a range of texts.</p> <p>I can recommend books that I have read to my peers, giving reasons for my choices.</p> <p>I can explain and discuss my understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p>I can increase my 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.</p>	<p>conventions in and across an increasingly wider range of texts.</p> <p>I can recommend an increasing variety of books that I have read to my peers, giving apt reasons for my choices.</p> <p>I can clearly and confidently explain and discuss my understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p>I can further increase my 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.</p>
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<p>Developing Vocabulary</p> <p>Words in Context and Authorial Choice.</p>	<p><b>I know that printed words give me information.</b></p> <p><b>I can recognise familiar words and signs such as my own name and advertising logos.</b></p>	<p>I can talk about new words and link them to those I already know.</p> <p>I can communicate and use information and words I already know.</p> <p>I can discuss the meaning of the title and events in my books.</p>	<p>I can discuss my favourite words and phrases.</p> <p>I can draw on what I already know, or on background information and vocabulary provided by the teacher.</p> <p>I can discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p>	<p>I can check that the text makes sense to me, discussing my understanding and explaining the meaning of words in context.</p> <p>I can use a dictionary to check the meaning of words I have read.</p>	<p>I can check that the text makes sense to me, discussing my understanding and explaining the meaning of words in context, with a widening vocabulary.</p> <p>I can use a dictionary to check the meaning of words I have read with increasing accuracy.</p>	<p>I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>I can use a variety of dictionaries to check the meanings of words I have read, with speed and accuracy.</p>	<p>I can clearly and confidently discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>I can confidently use a variety of dictionaries to check the meanings of words I have read, with speed and accuracy.</p>
<p>Inference and Prediction</p>	<p><b>I can suggest how a story might end.</b></p>	<p>I can predict what might happen based on what I've read so far.</p>	<p>I can predict what might happen based on what has been read so far, with increasing accuracy.</p>	<p>I can predict what might happen from details stated and implied.</p> <p>I am beginning to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>	<p>I can predict what might happen from details stated and implied, with increasing accuracy.</p> <p>I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>	<p>I can clearly predict what might happen from details stated and implied, with increasing accuracy.</p> <p>I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with pertinent evidence.</p>	<p>I can confidently predict what might happen from details stated and implied, with increasing accuracy and a growing articulation.</p> <p>I can confidently draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with pertinent evidence.</p>

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<b>Poetry and Performance</b>	<b>I can listen to and join in with stories and poems, one-to-one and also in small groups.</b>	I can repeat some rhymes and poems by heart.  I can listen to and discuss a wide range of poems, even if I can't read them on my own.	I can take part in discussions about poetry.	I am beginning to prepare poems and play-scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.	I can prepare poems and play-scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.	I can read books that are structured in different ways and read for a range of purposes, including poetry.	I can confidently read books that are structured in an increasing variety of different ways and read for a range of purposes, including poetry.
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Non-Fiction Structure and Organisation	I can enjoy an increasing range of books, including non- fiction.	I can communicate and use information, including non- fiction books.	I can read some non-fiction books that are structured in different ways.	I can read and use non-fiction and reference books or textbooks.	I can retrieve and record information from non-fiction, reference books or textbooks.	I can retrieve, record and present information from non-fiction, reference books or textbooks.	I can confidently retrieve, record and present information from non-fiction, reference books or textbooks.
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