

Bretherton Endowed CE Primary School



Whole School Guided Reading Progression Map

Word Reading	EYFS (3-4Yrs to ELG's)	Key Stage 1		Key Stage 2			
	3-4yrs Reception ELGS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and Decoding	<ul style="list-style-type: none"> ▪ Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother ▪ 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. ▪ Say a sound for each letter in the alphabet and at least 10 digraphs. 	<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. 	<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. 	<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 - 	<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. 	<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. 	<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.

	<ul style="list-style-type: none"> Read words consistent with their phonic knowledge by sound-blending. 			<ul style="list-style-type: none"> ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud. 			
Common Exception Words	<ul style="list-style-type: none"> Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<ul style="list-style-type: none"> To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words. 	<ul style="list-style-type: none"> To read most Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. 	<ul style="list-style-type: none"> To begin to read Y3/Y4 exception words. 	<ul style="list-style-type: none"> 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 Y5/Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word. 	
Fluency	<ul style="list-style-type: none"> Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right 	<ul style="list-style-type: none"> To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. 	<ul style="list-style-type: none"> To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. 	<p>At this stage, teaching comprehension skill should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</p>			

	<p>and from top to bottom</p> <ul style="list-style-type: none"> ▪ Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. ▪ Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. ▪ Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words 	<ul style="list-style-type: none"> ▪ To reread texts to build up fluency and confidence in word reading. 	<ul style="list-style-type: none"> ▪ To reread 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. 	
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Reading Comprehension	EYFS (3-4Yrs to ELG's)	Key Stage 1		Key Stage 2			
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding and correcting inaccuracies	<ul style="list-style-type: none"> ▪ Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom ▪ Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. 	<ul style="list-style-type: none"> ▪ To check that a text makes sense to them as they read and to self-correct. 	<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 and to correct inaccurate reading. 				
Reading for Pleasure	<ul style="list-style-type: none"> ▪ Enjoy listening to 	<ul style="list-style-type: none"> ▪ To listen to and discuss a wide 	<ul style="list-style-type: none"> ▪ To participate in discussion 	<ul style="list-style-type: none"> ▪ To recognise, listen to and 	<ul style="list-style-type: none"> ▪ To discuss and compare texts 	<ul style="list-style-type: none"> ▪ To read a wide range of genres, 	<ul style="list-style-type: none"> ▪ To read for pleasure,

<p>Listening to and discussing texts</p> <p>Comparing, contrasting and commenting</p>	<p>longer stories and can remember much of what happens.</p> <ul style="list-style-type: none"> ▪ Engage in story times. ▪ Listen to and talk about stories to build familiarity and understanding. ▪ Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. ▪ Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class 	<p>range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.</p> <ul style="list-style-type: none"> ▪ To link what they have read or had 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 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 	<p>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.</p> <ul style="list-style-type: none"> ▪ 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. 	<p>discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <ul style="list-style-type: none"> ▪ To use appropriate terminology when discussing texts (plot, character, setting). 	<p>from a wide variety of genres and writers.</p> <ul style="list-style-type: none"> ▪ 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 one paragraph and summarise these. 	<p>identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.</p> <ul style="list-style-type: none"> ▪ 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 	<p>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</p> <ul style="list-style-type: none"> ▪ 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
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	discussions and small group interactions.	reading and other texts they have read(in texts that they can read independently).					<p>feedback on the quality of their explanations and contributions to discussions and to make improvements 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
Developing Vocabulary	<ul style="list-style-type: none"> ▪ Retell the story, once they have developed a 	<ul style="list-style-type: none"> ▪ To discuss word meaning and link new meanings to 	<ul style="list-style-type: none"> ▪ To discuss and clarify the meanings of words, linking 	<ul style="list-style-type: none"> ▪ To check that the text makes sense to them, discussing their 	<ul style="list-style-type: none"> ▪ Discuss vocabulary used to capture readers' 	<ul style="list-style-type: none"> ▪ To discuss vocabulary used by the author to create effect 	<ul style="list-style-type: none"> ▪ To analyse and evaluate the use of language,

<p>Words in Context and Authorial Choice</p>	<p>deep familiarity with the text, some as exact repetition and some in their own words.</p> <ul style="list-style-type: none"> ▪ Use new vocabulary in different contexts. ▪ Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. ▪ Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate. ▪ Demonstrate understanding of what has 	<p>those already known.</p>	<p>new meanings to known vocabulary.</p> <ul style="list-style-type: none"> ▪ To discuss their favourite words and phrases. 	<p>understanding and explaining the meaning of words in context.</p> <ul style="list-style-type: none"> ▪ To discuss authors' choice of words and phrases for effect. ▪ To identify vocabulary that captures the reader's interest. 	<p>interest and imagination.</p>	<p>including figurative language.</p> <ul style="list-style-type: none"> ▪ To evaluate the use of authors' language and explain how it has created an impact on the reader. 	<p>including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.</p> <ul style="list-style-type: none"> ▪ To identify and evaluate the effectiveness of an author's choice and use of language, explaining the impact on the reader
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	<p>been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>						
<p>Inference and Prediction</p>	<ul style="list-style-type: none"> ▪ Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" ▪ Ask questions to find out more and to check they understand what has been said to them. ▪ Articulate their ideas and thoughts in well-formed sentences. ▪ Connect one idea or action to another using a range of connectives. ▪ Make comments 	<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 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. 	<ul style="list-style-type: none"> ▪ 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. 	<ul style="list-style-type: none"> ▪ 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. 	<ul style="list-style-type: none"> ▪ To draw inferences from characters' feelings, thoughts and motives with supporting evidence. ▪ To make predictions based on details stated and implied, justifying them in detail with evidence from the text. 	<ul style="list-style-type: none"> ▪ 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 drawing inferences based on indirect clues

	about what they have heard and ask questions to clarify their understanding.						
Poetry and Performance	<ul style="list-style-type: none"> ▪ Develop storylines in their pretend play. ▪ Invent, adapt and recount narratives and stories with peers and their teacher. ▪ Sing a range of well-known nursery rhymes and songs. ▪ Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. ▪ Listen attentively and respond to what they hear with 	<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. ▪ To begin to recognise different forms of poetry (e.g. free verse or narrative poetry) 	<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. ▪ To learn a wider range of poetry by heart 	<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.

	<p>relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <ul style="list-style-type: none"> ▪ Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate. ▪ 						
<p>Non-fiction</p> <p>Structure and Organisation</p>	<ul style="list-style-type: none"> ▪ Connect one idea or action to another using a range of connectives. ▪ Engage in non-fiction books. ▪ Listen to and talk about selected non-fiction to 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ To recognise that non-fiction books are often structured in different ways. 	<ul style="list-style-type: none"> ▪ To retrieve and record information from non-fiction texts using contents and glossary to locate it. 	<ul style="list-style-type: none"> ▪ 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 	<ul style="list-style-type: none"> ▪ To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts. 	<ul style="list-style-type: none"> ▪ To retrieve, record and present information from non-fiction texts. ▪ To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and

	<p>develop a deep familiarity with new knowledge and vocabulary.</p> <ul style="list-style-type: none"> ▪ Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate. 				<p>words that they have read.</p>	<ul style="list-style-type: none"> ▪ To distinguish between fact and opinion. 	<p>science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).</p> <ul style="list-style-type: none"> ▪ To recognise bias, fact and opinion.
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