



Literacy Reading Progression Map

Skill	Year 3	Year 4	Year 5	Year 6
Decoding/word reading	Children apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet; read further exception words (some from Y3-4 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. They should be able to decode most new words outside their spoken vocabulary, making a good approximation of the word's pronunciation.	As for Y3, children apply their growing knowledge of morphology, both to read aloud and to understand the meaning of new words they meet. They read a wide range of exception words (Y3-4 list and similar). As decoding becomes more secure, children should become independent, fluent and enthusiastic readers.	No direct teaching of word-reading skills is required for most children. They work out any unfamiliar words by applying their growing knowledge of root prefixes and suffixes (morphology and etymology). They read some of the exception words (Y5-6 list and similar). Attention is paid to new vocabulary, both its meaning and correct pronunciation.	As for Y5, children apply their growing knowledge of root prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet. Children read a wide range of exception words, including the Y5-6 list and similar words which occur in the texts they read.
Decoding/word reading <i>Sample stem sentences</i>	Find one word in the text which means..... Which word tells you that....?	Find a word or phrase which shows/suggests that..... Which word tells you that....	What do the words and suggest about the character, setting and mood? Find and highlight the word that is closest in meaning to.....	Find and highlight the word that is closest in meaning to..... Which keyword tells you about the character/setting/mood?
Literal understanding/retrieval	Children are becoming more familiar with retrieving facts and information where question words and text language vary (i.e. where the literal answer is somewhat 'hidden' in the vocabulary used); they scan for alternative synonyms or phrases. They can: check the accuracy of what they are retrieving by reading around the words or phrases they find;	Children develop their reading retrieval skills, working across a wider range of text types with growing familiarity; they work with texts of increasing length, to retrieve information across the whole text as well as at a local level; Children can skim a whole text first to select which paragraph or section of text an answer may be located in; they then scan the paragraph or section to retrieve the information they need, using the	Children can: discuss their understanding and explore the meaning of words in context; ask questions which develop their understanding; retrieve key details and begin to find quotations from a whole text; They are learning to locate the author or poet's viewpoint, either where it is explicitly stated, or when it can be retrieved through using similar words and phrases; understand some challenging	During text-discussion, children can maintain focus on the subject, using notes when necessary; independently locate information and provide reasoned justifications for their views; routinely find accurate quotations from a whole text; retrieve and summarise details to support opinions and predictions; using skimming, scanning and text-marking to support answers to questions which require analysis

	locate and discuss words and phrases they find interesting; ask questions which improve their own understanding.	text to support their answer where necessary.	vocabulary and its meaning within context, sometimes supported by using a dictionary or thesaurus.	e.g. of mood /setting /characters and to support own viewpoint.
Literal understanding/retrieval <i>Sample stem sentences</i>	What does.... do? What happened to...? How did...? How often...? Who had...? Who is...? Who did....?	How did...? How often...? Who had...? Who is...? Who did....? Give one example of.....	What can you learn about from this section? Give one example of.....	How would you describe this story/text? What genre is it? How do you know? The story is told from whose perspective?
Inferential	Children learn to - with support, identify themes across the text e.g. loyalty and treachery in Lion, Witch, Wardrobe; draw inferences such as characters' feelings, thoughts and motives for their actions e.g. why Edmund lied; begin to justify their inferences by locating textual evidence; predict what might happen from implied details or from other stories they know. In support of inference skills, children use dictionaries to check meanings of new vocabulary; with support they talk about what words mean in context.	With growing confidence, gathering experience from texts, children learn to - identify themes across the text; draw inferences such as inferring characters' feelings, thoughts and motives for their actions; justify their inferences with textual evidence, as a familiar exercise; predict what might happen from implied details. In support of inference skills, children use dictionaries with growing independence, to define new vocabulary; they discuss and explain words and phrases to explore meanings in context.	Children learn to - draw inferences independently, often justifying with textual evidence; make predictions from implied details, both before and after events; identify and discuss themes across a wide range of texts, both fiction, non-narrative and poetry; summarise main ideas; make comparisons within and across texts, referring to both reference points; discuss and explore the precise meaning of words and phrases in context.	With confidence, fluency and independence, children - draw hidden inferences, justifying with textual evidence, including quotations which illustrate; make reasoned predictions from implied details; identify and discuss themes across a wide range of texts; summarise main ideas across whole text, note developments e.g. of a character or relationship; make comparisons within and across texts, using evaluative skills; work out the nuanced meanings of words and phrases in context.
Inferential <i>Sample stem sentences</i>	Who is telling the story? What voice might these characters use?	How can you tell that..... ? Find and copy a group of words which show that...	How do the descriptions of show that they are ? What impression of do you get from these paragraphs?	How do these words make the reader feel? How does this paragraph suggest this? What was thinking when..... ?
Response to text	Children develop positive attitudes to reading and understanding of what they read, by listening to and discussing a wide range of fiction, poetry, <i>plays</i> , non-fiction and <i>reference/text</i> books;	With <i>growing confidence</i> , and <i>gathering experience from a wider range of texts</i> , children build positive attitudes to reading, by listening to and discussing a wide range of fiction, poetry, plays,	Children extend their familiarity with texts to include <i>modern fiction</i> , <i>fiction from our literary heritage</i> , and <i>books from other cultures</i> ; during discussion, build on their own and others' ideas;	With confidence and familiarity, children participate in discussion about books that are read to them and those they read independently, building on their own and others'

	participate in discussion about texts, sometimes listening to others; increase their familiarity with texts including fairy stories, <i>myths and legends</i>; retell some of these orally; discuss words and phrases which capture their interest; begin to identify how language, structure and presentation contribute to meaning; may express preferences for text type.	non-fiction and reference/text books; they listen to others; develop their familiarity with texts including myths and legends; retell some of these orally; <i>with increasing awareness of authorial choice</i>, discuss words and phrases which capture their interest; identify how language, <i>paragraph structure</i> and <i>layout</i> contribute to meaning.	maintain positive attitudes to reading texts structured in different ways for a range of purposes; during supported discussion, make comparisons within and across texts; with guidance, distinguish between <i>fact and opinion</i>; discuss and evaluate how authors use language, considering the <i>impact on the reader</i>; begin to understand <i>figurative language</i> e.g. <i>metaphor, personification</i>.	ideas and <i>challenging others' views courteously</i>; discuss and evaluate how authors use language, <i>talking readily about the effect of words and phrases on the reader</i>; identify and talk about figurative language and its impact; distinguish between fact and opinion; explain and discuss their understanding of what they have read, expressing their point of view; <i>provide reasoned justification for views</i>.
Response to text <i>Sample stem sentences</i>	From the cover what do you think this text is going to be about? What is happening now? What happened before this? What will happen after? Which section was the most interesting/exciting part? Why is the text arranged in this way?	From the cover what do you think this text is going to be about? What is happening now? What happened before this? What will happen after? What is the purpose of this text feature? How are these sections linked?	What does this paragraph suggest will happen next? What makes you think this? Do you think the choice of setting will influence how the plot develops? What effect does have on the audience? Which words and phrases did effectively?	Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text. Do you think the choice of setting will influence how the plot develops? The mood of the character changes throughout the text. Find and copy the phrases which show this. How does the author engage the reader here?
Fluency and phrasing	Children can recite some poems (or songs) by heart, in groups and sometimes alone, building confidence and fluency; read age-appropriate books (e.g. <i>lime book band</i>) accurately and at a speed that is sufficient for them to focus on understanding, rather than on decoding individual words; read new words outside their spoken vocabulary, making a good guess at pronunciation;	Children learn to: read words speedily by working out the pronunciation of unfamiliar printed words (decoding) and recognising familiar words; sight-read a wide range of exception words (Y3-4 list and similar); with support, notice where commas create phrasing within sentences; read with expression, using the punctuation to support	Read aloud a wider range of age-appropriate poetry and other texts with accuracy and at a reasonable speaking pace; read most words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity; prepare readings using appropriate intonation to show their understanding;	Children show that they can: read age-appropriate texts fluently and with confidence; learn and recite a wider range of poetry, sometimes by heart; read aloud and perform poems and plays, showing understanding through intonation, tone and volume so that the meaning is clear to the audience; notice and respond to punctuation and phrasing when reading aloud;

	when reading aloud, speak audibly and with growing fluency; read on sight all Y2 CE words and some further exception words for Y3-4; gradually internalise the reading process to read silently.	meaning, including multi-clause sentences; recite whole poems with growing awareness of the listener; as decoding becomes more secure, become independent, fluent and enthusiastic readers.	notice more sophisticated punctuation e.g. of parenthesis, and use expression accordingly; read silently and then discuss what they have read; sight-read all Y3-4 exception words and some Y5-6 words (and similar) with automaticity.	gain, maintain and monitor the interest of the listener; automatically read a wide range of exception words, including the Y5-6 list and similar words which occur in texts.
Fluency and phrasing <i>Sample stem sentences</i>	What was the first thing that happened in the story? What happened after?	What was the first thing that happened in the story? What happened after?	Can you number these events 1-5 in the order that they happened? Can you summarise in a sentence the opening/middle/end of the story?	Can you number these events 1-5 in the order that they happened? Can you summarise in a sentence the opening/middle/end of the story?