



Reading Progression Map EYFS – Y6

	EYFS	Year 1	Year 2	LKS2	UKS2
Hillfort specific: Embody the school values (Kindness; Resilience; Aspiration, Challenge, Courage)	<p>Within the five books a day collection, teachers read books with themes that are not traditionally read to young children, challenging them to think beyond their lived experiences (What Happened to You?, Perfectly Normal).</p> <p>Books are read to children that support the school's values: George and the Dragon – Courage Stickman – Resilience Owl Babies – Kindness Jack and the Beanstalk – Challenge Man on the Moon - Aspiration</p>	<p>Class favourite books are read to children that embody school values, such as being kind and friendly (Can't You Sleep Little Bear, Little Robin Red Vest, Where's My Teddy?).</p> <p>As the year progresses, children are gradually introduced to books that offer challenge on an emotional level (The Invisible, Giraffes Can't Dance, Hair Love, The Littlest Yak). Teachers provide opportunities for children to discuss emotional issues that arise naturally.</p>	<p>Teachers read chapter books that offer challenge to both comprehension and application skills (The Owl Who Was Afraid of the Dark).</p> <p>During whole class reading in the summer term, resistant texts are introduced that, with the support of the teacher, challenge skills such as inference and prediction (The Trouble With Dragons, Once Upon a Wild Wood).</p>	<p>During whole class reading, books are read that offer challenge in terms of content (The Last Bear – environmental issues), text (Cloud Busting – Rhyme), archaic language (The Lion, The Witch and the Wardrobe) and theme (Harklights – Cruelty).</p>	<p>Challenge: Head Teacher's shelf includes children's classics which will stretch HA readers e.g. Treasure Island</p>
Hillfort Specific: Cultural Isolation	<p>Children begin to understand that there are communities beyond those with which they are familiar. Teachers read stories that are set in places that are both similar and different to Cornwall and are about people who look and act differently.</p> <p>Teachers read books that feature characters who are not defined by gender stereotypes (My Princess Boy, Julian is a Mermaid).</p>	<p>Included within Class Favourites are a selection of books that include people who are not traditionally represented in children's books. Teachers read these books regularly, answering questions about the content that arise naturally from children's curiosity.</p> <p>Teachers read stories about the different kinds of families there are and about what they have in common (The Great Big Book of Families).</p>	<p>In order to engender respect for alternative communities and cultures, teachers read stories that address topics such as same sex relationships (Pirate Mums, Uncle Bobby's Wedding). Children are encouraged to ask questions about the content of these stories.</p> <p>Teachers also read stories about people from different countries who have made a home in the United Kingdom (Freedom We Sing, The Proudest Blue, Coming to England).</p>	<p>Children are introduced to stories that are designed with inclusivity and acceptance in mind. These books are included to make sure that every child can see their family represented positively (Me and Mr P, The Boy at the Back of the Class, Bill's New Frock).</p>	<p>Included within Whole Class Reading are texts that challenge stereotypes. These books are read to children to promote discussion about issues of similarity and difference including chapter books about LGBTQ+ characters (Me, My Dad and the End of the Rainbow).</p>
Hillfort Specific: Healthy Children	<p>In order to engender a culture in which reading contributes to healthy children; boosting brain development, improving listening skills, expanding vocabulary, encouraging creativity, improving life aspirations, developing social and emotional resilience etc., as soon as children start in EYFS, they are encouraged to take home bedtime stories. Designed to encourage the establishment of family routines, bedtime stories encourage parents to share books with children in a cosy, relaxed environment.</p> <p>Gradually, as children become more proficient in the acquisition of phonics, and are able to decode for themselves, they take home a school reading diary which initiates a home/school relationship in which parents and teachers comment on a child's reading e.g. their reading progress, preferences, attitudes to reading etc.</p>	<p>In KS1, there is an expectation that parents read with their child every day, and comment in the school reading diary, continuing the positive reading routines that were established in EYFS.</p> <p>Reading bookmarks are awarded to children as they reach reading milestones.</p> <p>Included in class favourites are books that stimulate healthy wellbeing, encouraging children to escape to a different world (Emily Brown and the Thing, What the Sea Saw, We're Going to Find the Monster). In addition, teachers read books that support children as they learn life lessons that lead to a healthier lifestyle (Rabbit's bad habits. A Squash and a Squeeze, Whiffy Wilson).</p> <p>Reading nooks have been created across the school in quiet areas. Children are encouraged to utilise these quiet reading areas too boost their enjoyment of reading and support their emotional well-being.</p>		<p>In KS2, the expectation that children read regularly at home continues. Teachers continue to monitor children's reading patterns and progress through the sharing of information with parents via the school reading diary.</p> <p>For reaching reading milestones, children continue to be awarded reading bookmarks.</p> <p>Texts have been included in whole class reading lists to include books that address issues that have the potential to harm a child's emotional well-being. For example, teachers read texts about families that do not conform to traditional structures (To the Edge of the World), and texts that raise issues about difficulties with growing up (Skellig).</p>	
Hillfort Specific: Cornish Roots	<p>Children begin to understand that Cornwall is our home. EYFS: Soggy the Bear (to replace the Sand Horse – out of print)</p>	<p>Cornish Stories included within Storytime. Y1: The Mermaid of Zennor</p>	<p>Cornish Stories included within Storytime. Y2: The Garden Giant & Treasure from the Sea</p>	<p>Cornish short stories are included within WCR. Y3: The Mousehole Cat Y4: Cornish Poetry & Folk Tales</p>	<p>Children are introduced to more Cornish myths and to poems about Cornwall. Y5: The White Horse of Zennor Y6: Cornish Myths (within History)</p>
Hillfort Specific: Closing the vocabulary gap	<p>Children are taught synonyms for the new words that they encounter to build their bank of words.</p>	<p>Children are taught synonyms for the new words that they encounter to build their bank of words. Three reads of each story gives children the opportunity to not just encounter new words, but also to use them within their own speech. Teachers model new words regularly.</p>	<p>Children are taught more specific vocabulary so that they can use synonyms with more accuracy. Books are chosen which will stretch children's vocabulary. Towards the end of Y2, children transition to Whole Class Reading, which includes a vocabulary focus in every session.</p>	<p>At the beginning of whole class reading, teachers share vocabulary with the class which they will encounter in the session. In addition, other tier 2 words are explained within the context as they read. Some sessions will also have vocabulary as a main focus: where children will be taught how to unpick the meaning of an unfamiliar word using the context of the text and their understanding of etymology.</p> <p>Whole Class Reading texts are chosen which have ambitious vocabulary progressively getting more complex throughout the key stage.</p>	



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Decoding & Fluency	<p>ELG: Word Reading Children at the expected level of development will:</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs</p> <p>Read words consistent with their phonic knowledge by sound-blending</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Re-read simple phrases and sentences, with fluency, made up of words with known letter-sound correspondences and common exception words matched to RWI phonics group.</p>	<p>apply phonic knowledge to decode words</p> <p>read aloud phonically-decodable texts</p> <p>re-read books to build fluency and confidence</p> <p>read simple sentences and understand the meaning including what a pronoun is (extra)</p> <p>speedily read all 40+ letters /groups for 40+ phonemes including alternative sounds for graphemes</p> <p>read Year 1 common exception words noting unusual correspondences between spelling and sound (identifying where they appear)</p> <p>read polysyllabic words containing taught GPCs</p> <p>read common suffixes (-s, -es, -ing, -ed, -er and -est)</p> <p>read contractions and understand that the apostrophe represents the omitted letter(s)</p> <p>read accurately by blending taught GPCs</p> <p>develop some fluency and expression, pausing at full stops (extra)</p>	<p>apply phonic decoding until automatic and reading is fluent</p> <p>read common suffixes (-ed, -ing, -er, -est, -y, -er, -ment, -ful, -ness, -less, -ly</p> <p>re-read books to build up fluency and confidence in word reading</p> <p>note punctuation to read with appropriate expression</p> <p>read accurately by blending, including alternative sounds for graphemes</p> <p>read Year 2 common exception words, noting unusual correspondences</p> <p>read aloud books matched to phonic knowledge by sounding out unfamiliar words automatically</p> <p>read polysyllabic words containing above graphemes</p> <p>read most words quickly & accurately without overt sounding and blending</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 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>
CONCEPT: Seek understanding from what is read	<p>ELG 2021: Comprehension Children at the expected level of development will demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p> <p>Listen to stories, accurately anticipating key events & responding to what they hear with relevant comments, questions and reactions. Children make predictions about the text. Beginning to understand that a non-fiction book gives information. Fiction means a story.</p> <p>Children can point to front cover, back cover, spine, author and title.</p>	<p>When children are still decoding, they may not seek understanding from what they read. However, when they are read to, and the decoding aspect is removed, children should seek understand of what is read to them at a level beyond their own reading capability. (including a wide range of stories, poems and non-fiction.) Children listen attentively and are able to answer questions about what has been read, explaining clearly what they have understood.</p>	<p>During Year 2, most children will begin to comprehend from their own reading as their fluency grows.</p> <p>As their texts are still quite short and simple in terms of plot and character development, children are still read a wide range of texts which are beyond their own reading skill. Children will demonstrate understanding of what is read to them by expressing the views and opinions.</p>	<p>During Year 3 and Year 4, children will build their skills in seeking understanding from what they read themselves.</p> <p>As their choice in personal reading may be quite narrow, comprehension texts are used to build their skills in less familiar text types (e.g. newspapers, non-fiction and poetry.)</p> <p>Teachers also use whole class reading to introduce texts which may be beyond children's ability to read and comprehend at the same time. The removal of the decoding aspect allows children to focus more on understanding and plot development.</p>	<p>During Year 5 & 6, children will further build their skills in seeking understanding from what they read themselves.</p> <p>As their choice in personal reading may be quite narrow, comprehension texts are used to build their skills in less familiar text types (e.g. newspapers, non-fiction and poetry.)</p> <p>Teachers also use whole class reading to introduce texts which may be beyond children's ability to read and comprehend at the same time. The removal of the decoding aspect allows children to focus more on understanding and plot development.</p> <p>The texts chosen in Y5 & Y6 are progressively more challenging.</p>



Reading Progression Map EYFS – Y6

	EYFS	Year 1	Year 2	LKS2	UKS2
<p>CONCEPT: Children read for pleasure</p>	<p>ELG: Being Imaginative and Expressive Children at the expected level of development will: -</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> <p>In EYFS, children will develop a love of stories. Through reading 5 stories a day, with class teachers and PEGs who are expert storytellers, children love the idea of a new story as much as they do returning to an old favourite.</p> <p>Children will join in with rhymes and showing an interest in stories with repeated refrains. Develop favourite stories and rhymes, that are revisited regularly.</p> <p>Children will engage in extended conversations with adults about stories and rhymes discussing and learning new vocabulary.</p> <p>Children can also choose a bedtime storybook to take home for their parents to read to them. We have a good selection of books which is constantly refreshed and updated.</p> <p>Each classroom has a well-developed reading area, containing books that are carefully selected and presented well to engage and excite the children.</p> <p>The EY outside area has a well-developed reading den for the children to enjoy and reread our class favourites and familiar story books.</p> <p>Storytime also features in assembly.</p>	<p>Children continue to love stories in Year 1 and look forward to 30 minutes of daily story time, where the class teachers – who are experts in bringing stories to life – share picture books with the children. Children read 10 mapped books per half term and also have access to favourites from previous terms.</p> <p>Children can also choose a bedtime storybook to take home for their parents to read to them. We have a good selection of books which is constantly refreshed and updated. Children could choose to take home a Storytime magazine for parents to read to them.</p> <p>Storytime also features in assembly.</p>	<p>At the beginning of Year 2, children still have 30 minutes of story time everyday where teachers share picture books with the class.</p> <p>In the summer term, this gradually changes to whole class reading, where we start to introduce chapter books and children have a copy of the book to follow what the teacher is reading.</p> <p>As children become more fluent readers, they start to choose their own book to read. The AR system helps children to choose books which are pitched at the correct level for their reading skill, so that they can really enjoy what they are reading.</p> <p>Storytime also features in assembly.</p>	<p>In LKS2 most children will be fluent readers.</p> <p>The AR system helps children to choose books which are pitched at the right level for them.</p> <p>We have a good selection of books to choose from, and children can request specific books through our ‘Book Request’ scheme.</p> <p>At lower AR levels, we try to make sure that books aren’t part of a reading scheme.</p> <p>For children who aren’t fluent readers, RWI continues, and they can take a bedtime story book home for parents to read to them. Children who miss WCR due to clashes with the RWI timetable, have a separate story session at the beginning of the day.</p> <p>Children also have 4 sessions of WCR per week where the teacher reads to children and the children follow in their own book. Books are chosen carefully to include challenging but enjoyable texts. (See WCR Progression)</p> <p>Storytime also features in assembly.</p>	<p>In UKS2 most children will be fluent readers.</p> <p>The AR system helps children to choose books which are pitched at the right level for them.</p> <p>We have a good selection of books to choose from, and children can request specific books through our ‘Book Request’ scheme.</p> <p>For children who are still struggling with fluency, we use RWI Fresh Start alongside anthologies which are designed for older children. We have a good collection of Barrington Stoke books. In addition, we have a number of Kindle Fire’s with an Audible account so that children can listen to age appropriate stories, even if they can’t read them independently yet.</p> <p>Storytime also features in assembly.</p> <p>Children also have 4 sessions of WCR per week where the teacher reads to children and the children follow in their own book. Books are chosen carefully to include challenging but enjoyable texts. (See WCR Progression)</p>
<p>CONCEPT: Children read for information</p>	<p>Understanding the World ELG: Past and Present Children at the expected level of development will:</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Teachers model how to use a book to find something out.</p> <p>Children begin to understand that a non-fiction book gives information.</p>	<p>During wider curriculum lessons, teachers will sometimes pose a question and then model how to use a book to find the answer. After the read, they will ask, what else did we find out?</p> <p>We have also invested in the RWI non-fiction books, which children take home to practise their fluency.</p>	<p>During wider curriculum lessons, teachers will sometimes pose a question and then model how to use a book to find the answer. After the read, they will ask, what else did we find out?</p> <p>Children begin to use non-fiction books independently, using an index, glossary and contents etc.</p> <p>We have also invested in the RWI non-fiction books, which children take home to practise their fluency.</p>	<p>Whole Class Reading sessions within curriculum time, encourages children to read for information within curriculum subjects. The texts are chosen by the subject lead to ensure that they match the progression of the unit.</p> <p>Children are encouraged to vary their personal reading to include non-fiction titles within the AR stock.</p>	<p>Whole Class Reading sessions within curriculum time, encourages children to read for information within curriculum subjects. The texts are chosen by the subject lead to ensure that they match the progression of the unit.</p> <p>Children are encouraged to vary their personal reading to include non-fiction titles within the AR stock.</p> <p>In some wider curriculum lessons, text books are used for some lessons so that children can research their own facts (3,2,1).</p>



Reading Progression Map EYFS – Y6

	EYFS	Year 1	Year 2	LKS2	UKS2
CONCEPT: Children read for personal growth	<p>ELG: Being Imaginative and Expressive Children at the expected level of development will invent, adapt and recount narratives and stories with peers and their teacher</p> <p>Children will begin to understand how important it is to learn to read. They will feel proud of their achievements in reading. They will practice reading at home to build their fluency.</p>	<p>Children understand how important it is to learn to read and build resilience in their own learning. They practise reading at home to build their fluency.</p>	<p>Children understand how important it is to learn to read and build resilience in their own learning. They practice reading at home to build their fluency.</p> <p>As children gain fluency, they move from being a guided reader to an independent reader and give reasons as to why they chose to read a specific book.</p>	<p>Children gradually take on responsibility for reading at home, understanding the importance of ‘reading miles’ and building vocabulary – the more you read, the better you get at reading, the bigger the choice of books.</p>	<p>Children are able to talk about positive reading habits and how they are purposefully building their own vocabulary. They choose to read more challenging texts and may earn access to the ‘Headteacher’s Shelf.’</p>
SKILL: Decoding & Fluency	<p>ELG 2021: Word Reading Children at the expected level of development will:</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs</p> <p>Read words consistent with their phonic knowledge by sound-blending</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>apply phonic knowledge to decode words</p> <p>read aloud phonically-decodable texts</p> <p>re-read books to build fluency and confidence</p> <p>read simple sentences and understand the meaning including what a pronoun is (extra)</p> <p>speedily read all 40+ letters /groups for 40+ phonemes including alternative sounds for graphemes</p> <p>read Year 1 common exception words noting unusual correspondences between spelling and sound (identifying where they appear)</p> <p>read polysyllabic words containing taught GPCs</p> <p>read common suffixes (-s, -es, -ing, -ed, -er and -est)</p> <p>read contractions and understand that the apostrophe represents the omitted letter(s)</p> <p>read accurately by blending taught GPCs</p> <p>develop some fluency and expression, pausing at full stops (extra)</p>	<p>apply phonic decoding until automatic and reading is fluent</p> <p>read common suffixes (-ed, -ing, -er, -est, -y, -er, -ment, -ful, -ness, -less, -ly</p> <p>re-read books to build up fluency and confidence in word reading</p> <p>note punctuation to read with appropriate expression</p> <p>read accurately by blending, including alternative sounds for graphemes</p> <p>read Year 2 common exception words, noting unusual correspondences</p> <p>read aloud books matched to phonic knowledge by sounding out unfamiliar words automatically</p> <p>read polysyllabic words containing above graphemes</p> <p>read most words quickly & accurately without overt sounding and blending</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 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>
SKILL: Retrieval	<p>Teacher models retrieving from a text.</p> <p>Children answer questions about the text they have read in their RWI group. Teacher models checking the text for the correct answer.</p>	<p>Teachers ask questions which children answer from immediate memory. Teacher then models retrieving the correct answer from the text. (Check with Abbie)</p>	<p>As children become fluent readers, they can retrieve answer to a question from a text increasingly independently.</p> <p>Children are taught to skim read a text when looking for specific answer. E.g. What made Billy sad? Children would look for the word sad. Then they would look for things that match their personal experience of sadness. If they still can’t find it, they would reread the text. Chose questions where there is only one, fairly obvious answer.</p>	<p>Children can retrieve and record from non-fiction texts.</p> <p>Children can retrieve information from a text to support an answer to a question, when they are signposted fairly specifically about where to look, and the question is not too complex and the answer is more obvious. E.g. How do we know the cottage isn’t cared for?</p> <p>Children begin to support their answers using quotations from the text, becoming ever more relevant.</p> <p>Children learn to scan read a text to ascertain what it may be about.</p> <p>Children learn to skim read a text to find a specific word or detail needed for retrieval. E.g. Why didn’t Billy want to go to school? In this case there may be more than one reason and children may need to read around the word they have found, to find the reason.</p>	<p>Children can retrieve, record and present from non-fiction texts.</p> <p>Children can retrieve information from a text to support an answer to a question, from larger amounts of text. Questions become more complex and answers should be more complete. E.g. identify three ways in which we know the cottage is not cared for.</p> <p>Children should be able to retrieve answers from more than one point in the text. E.g. How do we know Billy wouldn’t like the surprise? On page 48 it says xxx and on page 50 it says xxxx.</p> <p>Children use relevant quotations from the text to support their answers / opinions, with increasing precision.</p> <p>Children refine their skim reading to include synonyms. They may skim read a couple of times before blending skimming and scanning to find their response. If they still can’t find it, they would then reread the section.</p>



Reading Progression Map EYFS – Y6

		EYFS	Year 1	Year 2	LKS2	UKS2
Vocabulary	Skill: Understand the meaning of words	<p>ELG 2021: Comprehension Children at the expected level of development will demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>Children use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>New words are put on the vocabulary wall with synonyms.</p> <p>ELG: Speaking Children at the expected level of development will:</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</p> <p>Question Stems What does xxx mean?</p>	<p>Children discuss word meanings and link new meanings to words already known.</p> <p>Children will begin to ask about the meaning of unfamiliar words. Teachers will also prompt children to seek understanding of unfamiliar words. Eg Do you know what a cloak is?</p> <p>New words are put on the vocabulary wall with synonyms.</p>	<p>Children discuss and clarify the meanings of words and link new meanings to known vocabulary.</p> <p>Children will begin to ask about the meaning of unfamiliar words. Teachers will also prompt children to seek understanding of unfamiliar words. Eg Were there any words on that page that you didn't understand? If children say, 'no', teachers will challenge with a specific question eg what's a cloak?</p> <p>Children begin to be able to explain the meaning of common idioms.</p> <p>New words are put on the vocabulary wall with synonyms.</p> <p>Children begin to access find and copy one word questions, although the question may be more child-friendly eg Which word tells you that...</p>	<p>Children use dictionaries as well as online resources to check the meaning of words that they have read.</p> <p>WCR Teachers ensure that children build vocabulary at an increasing rate, explaining the meaning of words and linking them to synonyms.</p> <p>Teachers help children to use the context of an unfamiliar word to determine its meaning.</p> <p>Teachers model to children seeking understanding of a word/synonym used in an unfamiliar context.</p> <p>Teachers read texts with archaic language, modelling how intonation can aid understanding.</p> <p>Children begin to suggest meanings of idioms. Teacher confirms and explains.</p> <p>New words are put on the vocabulary wall with synonyms.</p>	<p>Children use dictionaries as well as online resources to check the meaning of words that they have read, increasingly more independently.</p> <p>Children can read archaic texts more independently.</p> <p>WCR Teachers ensure that children build vocabulary at an increasing rate, explaining the meaning of words and linking them to synonyms.</p> <p>Children begin to identify idioms in texts and have a large bank of idioms which they know the meaning of. Children will question the meaning of an idiom if they don't know it.</p> <p>Teachers help children to use the context of an unfamiliar word to determine its meaning.</p> <p>Teachers help children to understand the meaning of figurative language.</p> <p>Teachers help children to read around the word and explore its meaning in the broader context of a section or paragraph.</p> <p>New words are put on the vocabulary wall with synonyms.</p>
	Skill: Explain how meaning is enhanced through choice of words	<p>In familiar stories, children join in with repetitive phrases.</p>	<p>Even in unfamiliar stories, children begin to recognise repetitive phrases and join in with them.</p> <p>Idioms are explained as and when they are met.</p>	<p>Children discuss their favourite words and phrases.</p> <p>WCR / Storytime What word(s) do you like and why?</p> <p>Children are introduced to idioms being used by choice.</p>	<p>WCR Teachers model the impact of word choices on the reader.</p> <p>Children are introduced to similes, onomatopoeia, alliteration and rhyme.</p>	<p>WCR Teachers help children to understand the effect of figurative language. (Children are introduced to metaphors, assonance, personification)</p> <p>Children discuss the impact of word choices on the reader.</p>
		<p>Find and copy one word... questions can be used effectively across KS2. In Y3, the words you're looking for will be fairly obvious and children are likely to understand it's meaning. As you go through KS2, the words will gradually become less familiar, proceeding in Y5 & Y6 to choosing from more than one unfamiliar word so that children need to read around the context to work out which word it is. At this point, it is useful to give children a text which they can annotate so as to rule out some words. Progression is also achieved through the length of text in question.</p>				



Reading Progression Map EYFS – Y6

<p>Skill: Inference</p>	<p>ELG: Speaking Children at the expected level of development will:</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Children are able to infer in real life as to why someone may be feeling or acting in a certain way.</p> <p>Children ask questions to clarify their inference of a person's actions. Eg Why is Ben crying?</p> <p>Children learn to name simple emotions – eg Ben's sad.</p>	<p>Children learn to give a reason why somebody might be feeling a simple emotion. eg Ben's crying because his car broke – both in real life and in stories which are read to them.</p> <p>Children learn to name more complex emotions; jealous, brave, nervous...</p>	<p>Children learn synonyms for more complex emotions; brave/fearless, nervous/anxious...</p> <p>Children learn to infer from expressions and intonation when being read to as well as the words which are used.</p> <p>As children become fluent readers, they begin to infer from a text which they have read.</p> <p>Children begin to answer questions in writing which requires inference skills eg Why didn't Billy want to go to the dentist?</p>	<p>Children draw inferences such as inferring characters' feelings, thoughts and motives from their actions e.g. I think Leon volunteers because he wants to prove that magic is real They justify inferences with evidence.</p> <p>Children consolidate the skill of justifying their inferences using a specific reference point in the text.</p> <p>Children can use more than one piece of evidence to justify their answer.</p>	<p>Children draw inferences such as inferring characters' feelings, thoughts and motives from their actions</p> <p>Eg Why was Ben chosen to be the star? Children begin to infer outside of their own experiences more reliably, including different settings, time periods, or characters' ages. Eg Why didn't Albert want to go down the mine? Children begin to infer from actions which are less obvious more reliably eg crying with happiness, not wanting to be the centre of attention. Children can infer from description of a character / setting before any action or speech has taken place. Eg What impression do you get of the room?</p>
<p>Skill: Make comparisons within and beyond the text</p>	<p>Children begin to identify why something happened in a story (Cause and effect)</p>	<p>Compare within When scaffolded by the teacher, children can compare a characters feelings or fortunes from the beginning to the end of the text.</p> <p>Compare beyond Children are encouraged to link what they read or hear to their own experiences. Children begin to express author preference.</p>	<p>Compare within When scaffolded by the teacher, children can compare a characters feelings or fortunes from the beginning to the end of the text, and give reasons why.</p> <p>Compare beyond Children are encouraged to make links between their current books and those already read.</p>	<p>Compare within When scaffolded by the teacher, children can compare characters actions, motives, feelings and fortunes as the story progresses.</p> <p>Compare beyond Children are encouraged to make links between their current books and those already read – including books by the same author.</p> <p>Children begin to compare poems but initially this is at a very basic level. Eg Which one did you like most and why.</p>	<p>Compare within Children can compare characters actions, motives, feelings and fortunes as the story progresses more independently. Although, this may be scaffolded where the character's actions, motives, feelings and fortunes are more complex or figurative.</p> <p>Poetry: compare similarities and difference across different verses of longer poems.</p> <p>Compare beyond Make comparisons across books. Make comparisons between poems.</p>
<p>Skill: Summarising & sequencing</p>	<p>Sequencing</p> <p>In a familiar text, children should be able to recount the main parts of a story – including the beginning and the end.</p> <p>Question stems... How did the story start? What happened next? How did the story end?</p>	<p>Sequencing</p> <p>Retell familiar stories orally</p> <p>Sequence events from a story which they are familiar with.</p> <p>Begin to discuss how events are linked.</p>	<p>Sequencing</p> <p>Sequence events from stories with more complex plots.</p> <p>Children begin to summarise the main events and characters in a story when scaffolded by teacher questioning.</p>	<p>Sequencing</p> <p>Sequence events from longer stories.</p> <p>Summarising from fiction Children begin to distinguish between more and less important events in a text.</p> <p>Children learn to summarise key events in chapters increasingly more precisely.</p> <p>Children learn to summarise the main plot of a text.</p> <p>Summarising from non-fiction Children begin to distinguish between more and less important information in a text.</p> <p>Children can write key facts from a double page non-fiction text when scaffolded eg 3,2,1</p>	<p>Sequencing</p> <p>Identify and sequence events from paragraphs, pages or chapters where multiple acts led to a particular events. EG what events led up to Jane kicking Tim?</p> <p>Summarising from fiction</p> <p>Children learn to summarise more complex plots where more than one action might be happening in different places at the same time.</p> <p>Summarising from non-fiction Children distinguish between more and less important information in a text more independently.</p> <p>Children can write key facts from more than one source to answer a scaffolded question. Eg What was school like in Victorian England?</p>



Reading Progression Map EYFS – Y6

<p>Skill: Predicting</p>	<p>In an unfamiliar text, children begin to predict what may happen next, when prompted by the teacher. Predictions become more credible as children access more texts and become more familiar with the pattern of stories. Children listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.</p>	<p>In an unfamiliar text, children predict what may happen next, even when not prompted by the teacher, at exciting moments in a story. Predictions become more credible as children access more texts and become more familiar with the pattern of stories but may still relate more to personal experience rather than what has happened in the story. Teachers challenge these predictions to help children to predict more credibly from the story.</p>	<p>In an unfamiliar text, children’s predictions are increasingly based on what has been read so far. Personal experiences are used to enhance predictions rather than dominate them.</p>	<p>In an unfamiliar text, children’s predictions are based on what has been read so far. Children can increasingly use character traits and settings to support their predictions. Children begin to predict what might happen next from details stated and implied. WCR Justify predictions using evidence from the text. Use relevant prior knowledge as well as details from the text to form predictions and to justify them. Monitor these predictions and compare them with the text as they read on.</p>	<p>In an unfamiliar text, children’s predictions are based on what has been read so far. Children can increasingly use character traits and settings to support their predictions. Children predict what might happen next from details stated and implied, including sub plots and more minor characters. WCR Support predictions by using relevant evidence from the text. Confirm and modify predictions in light of new information.</p>
<p>Skill: Explain how content is related and contributes to meaning as a whole (including Authorial intent)</p>		<p>Model how presentation and structure contribute to meaning when used in obvious ways. Eg bang in bold or caps</p>	<p>Discuss how presentation and structure contribute to meaning when used in obvious ways. Eg why has the authors written bang in bold? Teachers model the impact that authorial intent has eg ellipsis – dum dum dum. Also, ‘Oh, this is exciting! I wonder if Be will go?’ (modelling suspense)</p>	<p>Model how presentation and structure contribute to meaning when used in more subtle ways. Eg italics used to signpost irony. Teachers think out loud, modelling the impact of authorial intent. Eg This feels different / exciting / suspense etc Children begin to identify when the author reveals something key to the plot or a change in character.</p>	<p>Discuss how presentation and structure contribute to meaning when used in more subtle ways. Eg Why has the author written the word ‘liked’ in italics? (to show irony) Increasingly, children can pinpoint a moment in the text where the author has deliberately changed the mood or revealed a plot twist.</p>