



Broadmayne First School Reading Curriculum Progression Map

Area of Learning	Three/ Four year olds Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4
Phonics and decoding Children should:	<p>develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> spot and suggest rhymes count or clap syllables in words recognise words with the same initial sound, such as money and mother <p>read individual letters by saying the sounds for them.</p> <p>blend sounds into words, so that they can read short words made up of letter-sound correspondences.</p> <p>read some letter groups that each represent one sound and say sounds for them.</p> <p>read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</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>speedily read all 40+ letters/groups for 40+ phonemes</p> <p>read accurately by blending taught GPC •read common exception words</p> <p>read common suffixes (-s, -es, -ing, -ed, etc.)</p> <p>read multisyllable words containing taught GPCs</p> <p>read contractions and understand use of apostrophe</p> <p>read aloud phonically-decodable texts</p>	<p>secure phonic decoding until reading is fluent</p> <p>read accurately by blending, including alternative sounds for graphemes</p> <p>read multisyllabic words containing these graphemes</p> <p>read common suffixes</p> <p>read exception words, noting unusual correspondances</p> <p>read most words quickly & accurately without overt sounding and blending</p>	<p>apply their growing knowledge of root words, prefixes and suffixes, 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, 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>Range of reading</p> <p>Children should:</p>		<p>listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently •being encouraged to link what they read or hear read to their own experiences</p>	<p>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>listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>read books that are structured in different ways and read for a range of purposes</p>	<p>listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>read books that are structured in different ways and read for a range of purposes</p>
<p>Familiarity with text</p> <p>Children should:</p>	<p>understand the five key concepts about print:</p> <ul style="list-style-type: none"> · print has meaning · the names of 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 	<p>become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>recognise and join in with predictable phrases</p>	<p>become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>recognise simple recurring literary language in stories and poetry</p>	<p>increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally</p> <p>identify themes and conventions in a wide range of books</p>	<p>increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally</p> <p>identify themes and conventions in a wide range of books</p>
<p>Poetry and performance</p> <p>Children should:</p>	<p>sing a large repertoire of songs.</p> <p>know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p>remember and sing entire songs.</p> <p>sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs.</p> <p>create their own songs, or improvise a song around one they know.</p> <p>engage in story times.</p>	<p>learn to appreciate rhymes and poems, and to recite some by heart</p>	<p>continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p>	<p>prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>recognise some different forms of poetry</p>	<p>prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>recognise some different forms of poetry</p>

retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.

learn rhymes, poems and songs.

sing in a group or on their own, increasingly matching the pitch and following the melody.

develop storylines in their pretend play.

demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

make use of props and materials when role playing characters in narratives and stories.

invent, adapt and recount narratives and stories with their peers and their teacher.

perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music

engage in story times.

retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.

learn rhymes, poems and songs.

sing in a group or on their own, increasingly matching the pitch and following the melody.

develop storylines in their pretend play.

make use of props and materials when role playing characters in narratives and stories.

invent, adapt and recount narratives and stories with their peers and their teacher.

perform songs, rhymes, poems and stories with others, and (when

	appropriate) try to move in time to music.				
Word Meanings Children should:		discuss word meanings, linking new meanings to those already known	discuss and clarify the meanings of words, linking new meanings to known vocabulary discuss their favourite words and phrases	use dictionaries to check the meaning of words that they have read	use dictionaries to check the meaning of words that they have read
Understanding Children should:	<p>enjoy listening to longer stories and can remember much of what happens.</p> <p>understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions</p> <p>listen to and talk about stories to build familiarity and understanding.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently</p>	<p>draw on what they already know or on background information and vocabulary provided by the teacher</p> <p>check that the text makes sense to them as they read and correct inaccurate reading</p>	<p>discuss the sequence of events in books and how items of information are related</p> <p>draw on what they already know or on background information and vocabulary provided by the teacher</p> <p>check that the text makes sense to them as they read and correct inaccurate reading</p>	<p>check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>ask questions to improve their understanding of a text</p> <p>Identify main ideas drawn from more than one paragraph and summarising these</p>	<p>check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>ask questions to improve their understanding of a text</p> <p>Identify main ideas drawn from more than one paragraph and summarising these</p>

	introduced vocabulary.				
Inference Children should:		discuss the significance of the title and events make inferences on the basis of what is being said and done	make inferences on the basis of what is being said and done answer and ask questions	draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
Prediction Children should:	offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. anticipate (where appropriate) key events in stories.	predict what might happen on the basis of what has been read so far	predict what might happen on the basis of what has been read so far	predict what might happen from details stated and implied	predict what might happen from details stated and implied
Authorial intent Children should:				Discuss words and phrases that capture the reader's interest and imagination identify how language, structure, and presentation contribute to meaning	Discuss words and phrases that capture the reader's interest and imagination identify how language, structure, and presentation contribute to meaning
Non fiction Children should:	engage in non-fiction books. listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary.		Be introduced to non-fiction books that are structured in different ways	retrieve and record information from non-fiction	retrieve and record information from non-fiction
Discussing meaning Children should:	use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play	participate in discussion about what is read to them, taking turns and listening to what others say	participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and	participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to	participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to

	<p>be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>compare and contrast characters from stories, including figures from the past.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</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>demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>	<p>explain clearly their understanding of what is read to them</p>	<p>listening to what others say</p> <p>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>	<p>what others say</p>	<p>what others say</p>
--	--	--	---	------------------------	------------------------