

Reading Progression Map for Melsonby Methodist and North South Cowton Primary Schools

| Type of Reader | Beginning Reader | Beginning Reader | Early Reader | Developing Reader | Developing Reader | Moderately Fluent Reader | Fluent Reader | Experienced Reader | Independent Reader | | |
|-----------------------------------|---|--|---|--|--|---|---|--|---|--|--|
| Summary of type of reader | Still developing an understanding that text carries meaning. Can talk through known favourites, join in with rhymes, poems and songs. Plays with sounds. Developing phonological awareness through identifying rhymes, syllables, compound words | Can talk through known favourite stories, rhymes and poems. Plays with sounds. Developing positive book behaviours through book talk and new vocabulary. Beginning to blend and segment simple words. | Decode words relevant to their phonic ability. Able to re-read and begin to make sense of what they have read. Beginning to develop fluency and expression at their matched ability. | Gaining control of the reading process. Can read simple texts and link to own experience. More extensive vocab inc. graphemes, suffixes and contractions. Develop self-correction strategies. Respond personally to what they have read. Re-read favourites and make comments and links with other text favourites. | Gaining control of the reading process. Can read simple texts and link to own experience. More extensive vocab Inc. graphemes, suffixes and contractions. Develop self-correction strategies. Respond personally to what they have read. Re-read favourites. | Well-launched reader. Can read for longer periods. Can decode larger units of words. Can tackle some new texts independently. Growing enthusiasm for wider range of material. Confident to express opinions, likes and dislikes. Moves between familiar and unfamiliar texts. | Approaches familiar texts with confidence. Developing stamina and can read for longer periods. Ability to read silently. Less reliant on phonics and starts to self-correct. Confident and independent with familiar texts. | Avid readers. Now makes choices from a wide range of material. Can read both silently and aloud with confidence. Decodes vocab without impeding fluency. Strong reading preferences. Recommends books to others. Asks questions and is able to read between the lines and infer feelings and meanings. | Self-motivated, confident and experienced. Pursue interests through reading. Can tackle some demanding texts. Appreciate shades of meaning. Can research a topic independently. Makes predictions and is becoming more critical in awareness and analysis of language. Comments on organization structure of texts and identifies themes and conventions. | | |
| Year Group | Reception Autumn | Reception Autumn/Spring | Reception Summer | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | | |
| Reading Band Phase | Lilac PHASE 1 Little Wandle Big Cat On Entry | Pink PHASE 2 Little Wandle Big Cat | Blue PHASE 3 Little Wandle Big Cat | Green Phase 4 Little Wandle Big Cat | Green PHASE 4 Little Wandle Big Cat | Orange PHASE 5 Little Wandle Big Cat | Turquoise Purple Gold White Lime Copper Topaz Ruby Emerald Sapphire Diamond | | Pearl | | |
| Reception | On Track | | | Above | | | | | | | |
| Year 1 | Support | | | On Track | | | Above | | | | |
| Year 2 | | | | Support | | | On Track | Above | | | |
| Year 3 | | | | | Support | | | On Track | Above | | |
| Year 4 | | | | | | | Support | On Track | Above | | |
| Year 5 | | | | | | | | Support | On Track | | |
| Year 6 | | | | | | | | | Support | | |
| Phonics and Spelling Phase | Phase 1 Reception On Entry | Phase 2 Set 1-5 Reception Autumn Term | Phase 3 Set 1-3 Reception Spring Term | Phase 4 Set 1-2 Reception Summer Term | Phase 4 Set 2 Year 1 Autumn 1 | Phase 5 Year 1 Set 1-2 Autumn 2 Year 1 Set 3-4 Spring Term Year 1 Set 5 Summer Term | Year 2 Assess and Finish Phase five phonics Work through phase 6 spellings (taken from Purple Mash and No-Nonsense Spellings) | Year 3 Spelling Programme taken from Purple Mash and No-Nonsense Spelling Specific from Yr. 3 to Yr6 | Year 4 Spelling Programme taken from Purple Mash and No-Nonsense Spelling Specific from Yr. 3 to Yr6 | Year 5 Spelling Programme taken from Purple Mash and No-Nonsense Spelling Specific from Yr. 3 to Yr6 | Year 6 Spelling Programme taken from Purple Mash and No-Nonsense Spelling Specific from Yr. 3 to Yr6 |
| Decoding | 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. | Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. LITTLE WANDLE – PHASE 3 ff, ll, ss, j, x, w, y, z, z, qu, ch, sh, th, ng, nk Common Exception Words put, pull, full, as, and, has, his, her, go, no, to, into, she, push, we, of, he, be, me | Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. LITTLE WANDLE – PHASE 4 short vowels CVCC short vowels CCVCC CCVC CCVC root words ending in: -ing, -ed /t/, -ed /d/ /ed/ -est Common Exception Words said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today LITTLE WANDLE – PHASE 4 long vowel sounds CCVC CCVC CCV CCVC Phase 4 words with -s /s/ at the end Phase 4 words with -s /z/ at the end Phase 4 words with -es /z/ at the end longer words root words ending in: -ing, -ed /t/, -ed /d/ /ed/ -ed /d/ root words ending in: -er, -est longer words Review Common Exception | *Apply phonic knowledge to decode words *speedily read all 40+ letters/groups for 40+ phonemes *read accurately by blending taught GPC *read common exception words *read common suffixes (-s, -es, -ing, -ed, etc.) *read multisyllable words containing taught GPCs *read contractions and understanding use of apostrophe *read aloud phonically-decodable texts | Secure phonic decoding until reading is fluent Read accurately by blending, including alternative sounds for graphemes Read multisyllable words containing these graphemes Read common suffixes Read exception words, noting unusual correspondences Read most words quickly & accurately without overt sounding and blending | 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, noting the unusual correspondences between spelling and sound, and where these occur in the word | 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, noting the unusual correspondences between spelling and sound, and where these occur in the word | 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 | 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 | | |
| Range of Reading | Regular sharing of books and discussion of children's ideas and responses (dialogic reading) helps children to develop their early enjoyment and understanding of books. Simple picture books, including those with no text, can be powerful ways of learning new vocabulary (for example, naming what's in the picture). | More complex stories will help children to learn a wider range of vocabulary. This type of vocabulary is not in everyday use but occurs frequently in books and other contexts. Examples include: 'caterpillar', 'enormous', 'forest', 'roar' and 'invitation'. | Listening to and discussing a wide range of poems, stories and nonfiction 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 | Listening to and discussing a wide range of poems, stories and nonfiction 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 | Listening to, discussing and expressing 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 | Reading books that are structured in different ways and reading for a range of purposes | Reading books that are structured in different ways and reading for a range of purposes Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks | Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes Making comparisons within and across books | Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Making comparisons within and across books | | |
| Familiarity with texts | Understand the five key concepts about print, print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book and page sequencing | Understand the five key concepts about print, print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book and page sequencing | Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics Recognising and joining in with predictable phrases | Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics | Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales Recognising simple recurring literary language in stories and poetry | Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally | Identifying themes and conventions in a wide range of books | Identifying and discussing themes and conventions in and across a wide range of writing | Identifying themes and conventions in a wide range of books Identifying and discussing themes and conventions in and across a wide range of writing | | |
| Poetry & Performance | Help children tune into the different sounds in English by making changes to rhymes and songs, like changing a word so that there is still a rhyme, for example: "Twinkle, twinkle yellow car" | Help children tune into the different sounds in English by making changes to rhymes and songs, like changing a word so that there is still a rhyme, for example: "Twinkle, twinkle yellow car" | Learning to appreciate rhymes and poems, and to recite some by heart | Learning to appreciate rhymes and poems, and to recite some by heart | Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear | Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action Recognising some different forms of poetry | Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action Recognising some different forms of poetry | Learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience | Learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience | | |

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| Word Meanings | Discussing word meanings, linking new meanings to those already known | Discussing word meanings, linking new meanings to those already known | Discussing word meanings, linking new meanings to those already known | Discussing word meanings, linking new meanings to those already known | Discussing and clarifying the meanings of words, linking new meanings to known vocabulary Discussing their favourite words and phrases | Using dictionaries to check the meaning of words that they have read | Using dictionaries to check the meaning of words that they have read | Using dictionaries to check the meaning of words that they have read | Using dictionaries to check the meaning of words that they have read |
| Understanding | Ask and answer questions to ensure they have understood what has been read or what they have read. Listen carefully to what the children say about the book | Ask and answer questions to ensure they have understood what has been read or what they have read. Listen carefully to what the children say about the book | Drawing on what they already know or on background information and vocabulary provided by the teacher | Drawing on what they already know or on background information and vocabulary provided by the teacher | Discussing the sequence of events in books and how items of information are related Checking that the text makes sense to them as they read and correcting inaccurate reading | Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context | Asking questions to improve their understanding of a text Identifying main ideas drawn from more than one paragraph and summarising these | Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas | Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas |
| Inference | Share ideas and create discussions based on how and why within the text. | Share ideas and create discussions based on how and why within the text. | Discussing the significance of the title and events | Discussing the significance of the title and events Making inferences on the basis of what is being said and done | Making inferences on the basis of what is being said and done Answering and asking questions | Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence | Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence | Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence | Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence |
| Prediction | Consider what might happen next after discussion about the text. | Consider what might happen next after discussion about the text. | Predicting what might happen on the basis of what has been read so far | Predicting what might happen on the basis of what has been read so far | <i>Predicting what might happen on the basis of what has been read so far</i> | Predicting what might happen from details stated and implied | Predicting what might happen from details stated and implied | Predicting what might happen from details stated and implied | Predicting what might happen from details stated and implied |
| Authorial Intent | Use question words to discuss how, why, when, who... Discuss what you would write or what you would change if you were the author. | Use question words to discuss how, why, when, who... Discuss what you would write or what you would change if you were the author. | Discussing words and phrases that capture the reader's interest and imagination | Discussing words and phrases that capture the reader's interest and imagination | Discussing words and phrases that capture the reader's interest and imagination | Discussing words and phrases that capture the reader's interest and imagination Identifying how language, structure, and presentation contribute to meaning | Discussing words and phrases that capture the reader's interest and imagination Identifying how language, structure, and presentation contribute to meaning | Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader | Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader |
| Non-Fiction | Being introduced to non-fiction books that are structured in different ways | Being introduced to non-fiction books that are structured in different ways | Being introduced to non-fiction books that are structured in different ways | Being introduced to non-fiction books that are structured in different ways | Being 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 | Distinguish between statements of fact and opinion Retrieve, record and present information from non-fiction | Distinguish between statements of fact and opinion Retrieve, record and present information from non-fiction |
| Discussing Reading | Participate in discussion about what is read to them, taking turns and listening to what others say | Participate in discussion about what is read to them, taking turns and listening to what others say | Participate in discussion about what is read to them, taking turns and listening to what others say • Explain clearly their understanding of what is read to them | Participate in discussion about what is read to them, taking turns and listening to what others say Explain clearly their understanding of what is read to them | Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves | Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves | Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves | Recommending books that they have read to their peers, giving reasons for their choices Participate in discussions about books, building on their own and others' ideas and challenging views courteously Explain and discuss their understanding of what they have read, including through formal presentations and debates, Provide reasoned justifications for their views | Recommending books that they have read to their peers, giving reasons for their choices Participate in discussions about books, building on their own and others' ideas and challenging views courteously Explain and discuss their understanding of what they have read, including through formal presentations and debates, Provide reasoned justifications for their views |