MARRIOTT PRIMARY SCHOOL

READING PROGRESSION MAP

This document identifies the progression in a range of text and genre expectations for each year group. This reflects the current practice of Marriott Primary School and will change and adapt over the years.

The objectives are based on the range of aspects that children need to develop to become competent and engaged readers who read for pleasure. These are based on word reading, wider decoding strategies, grammar, reading comprehension strategies and response to text. Each objective is stranded across the age range which facilitates differentiated, targeted teaching for specific groups and will support the progression in the teaching of reading across the school.

Objectives should be selected according to the assessed needs of the whole class. Children who are struggling to make progress will need additional interventions focused on their areas of need. It is not intended that the teacher teaches every objective to their whole class: there would be insufficient teaching time to achieve this.

Include barriers to learning?

Progression Map for Reading

	Y1	Y2	Y3	Y4	Y5	Y6
ARE book levels	BM 16-17	BM 21-22	BM 24	BM 26-27	BM 29-30	BM 30+
Fiction genres	Classic stories Traditional Tales Fairy Tales Stories from other cultures Rhyming stories Modern picture books	Stories from different cultures Myths, legends and folk-tales Fairy-tales re-formed and original Classic tales Modern picture books Stories that help children to understand issues or challenge stereotypes Play	Stories from different cultures Myths and legends Short classic novels Shakespeare Picture books Historical novels Staple/Classic stories (Flat Stanley)	Historical stories Classic novels Mystery and adventure stories Stories from different cultures and religions Myths and legends Traditional stories Parables Modern picture books	Stories with Issues and Dilemmas Historical fiction Inspirational stories Stories from different cultures and religions Legends Parables Modern picture books Texts: Harry Potter and the Philosopher's Stone Street Child Welcome to Nowhere Jamie Drake Equation The extraordinary colours of Auden Dare	Classic stories Time-slip stories Inspirational stories Dystopian novels Stories from different cultures and religions Legends Modern picture books
Poetry genres	Rhyme, Materials rhyming (linked to science unit), Performance Poetry, Christmas Poetry, Poetry based on the seasons	Nonsense poetry Rhyme Classic poetry	Modern poetry – Michael Rosen Rhyme Performance Poetry	Classic poetry Modern poetry Free verse	Poetry from other religions Narrative poems Poems based on topics Classic poetry Poems from different cultures Texts: 'Talking Turkeys' Benjamin Zephaniah	Poetry with unusual voices and perspectives Poetry from other religions Narrative poems Classic poetry Political poetry / War poems
Non-fiction text types	Captions Letters Postcards Recount Non-chronological reports Explanation text Instructions	Captions Letters Postcards Recount Diary entries Non-chronological report and other information texts Explanation text Instructions Letter for different purposes	Diary entries Letters Persuasion Explanations Information texts Newspaper Reports Leaflets Instructions Recount	Recount /diary Persuasive texts Explanations Newspaper reports Information texts Biographies	Newspaper reports Biography Persuasive writing Speeches Explanations Text: King Richard III Secrets of the Seas 'Curiosity' The story of a Mars rover	Discussions Newspaper reports Information texts on a range of topics Biographies and autobiographies

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	Y1	Y2	Y3	Y4	Y5	Y6
					Horrible Histories-Victorians Iceland Orang-utan	
Novel / picture book / film Literacy units	Whatever Next Dogger Where the Wild Things Are Lost and found The snail and the Whale Tiddler Princess Smarty pants	Zog The day the crayons quit Lila and the secret of rain Bear and the piano Shakespeare- The Tempest	**Writing** - Stone Age Boy - King Lear (Shakespeare) **Shared Reading** - Flat Stanley: The Great Egyptian Grave Robbery by Jeff Brown - The Iron Man by Ted Hughes - Fantastic Mr. Fox by Roald Dahl **Class Readers** - The Fox and the Ghost King - The Firework Maker's daughter - Killer Cat by Anne Fine - The Sheep-Pig by Dick King-Smith	The Witches Charlotte's Web Stig of the Dump	Where the Poppies Now Grow Christmas Carol The Happy Prince Macbeth Biographies based on Inspirational People Texts: Coming to England Suzy Orbit Astronaut	Biographies based on Inspirational People World War II stories: Boy in striped PJs, 1000 Paper Cranes The Silver Sword by I. Serrailier Romeo and Juliet Titanic

Word Reading

Y1	Y2	Y3	Y4	Y5	Y6
I use phonic knowledge to help me to decode words	I use phonic knowledge to decode new text with developing fluency.	I use phonic knowledge to decode new text automatically and fluently			
I respond speedily with the correct sound for graphemes for all 40+ phonemes including alternative graphemes	I sound out new words quickly in my head including words with alternative graphemes				
I read many words within my graphemic knowledge without needing to sound them out	I read most words except new or unfamiliar words without having to sound and blend out loud.				
I read exception / tricky words from phase 2 to phase 5 and spot unusual letter sound correspondences.	I read a range of common exception / tricky words I say which part of the word is tricky	I read a wider range of common exception / tricky words	I read all common exception / tricky words and I can see what makes them tricky.		
I read words containing graphemes I know that have endings -s, -es, -ing,-ed, -er,	I read words with common suffixes ed, ing, est, er, ful	I use my developing understanding about root words, prefixes and suffixes to help me to read aloud with increasing fluency and understanding.	I use what I know about root words, prefixes and suffixes to help me to read aloud with fluency, understanding and expression	I often apply my knowledge of root words, prefixes and suffixes to help me to read fluently and understand the meaning of new words.	I apply my knowledge of root words, prefixes and suffixes to help me to read fluently and understand the meaning of new words.
I read words with more than one syllable that contain graphemes I know	I read words of two or more syllables using a range of graphemes	I break words into syllables to decode unknown words speedily using good graphemic knowledge.	I break words into different sized chunks, including syllables, to decode unknown words	*I break long polysyllabic words into syllables with speed and read across the entire word.*	*I break long polysyllabic words into syllables with speed and read across the entire word.*
I recognise words with missing letters and understand the apostrophe shows there is a missing letter e.g. I'm, I'll, we'll	I read and understand words with missing letters e.g. I'm, I'll, we'll				

Wider decoding skills

Y1	Y2	Y3	Y4	Y5	Y6
I am beginning to read as if I am talking I re-read sentences and books to build up fluency and confidence in word reading	I re-read books with fluency, and some expression and intonation	I read with developing fluency by seeing the words that go together in phrases within sentences	I read with fluency, seeing the words that go together in phrases within sentences, scanning ahead while reading to see what is coming.	I read fluently with intonation, expression, appropriate pace and use of pauses to entertain and maintain interest	I read fluently with intonation and expression, pauses, pace and emphasis to interest and entertain the audience.
I check that what I say matches the expected graphemes across the word. I use pictures to check my decoding is correct and try to correct myself when it doesn't. I repeat words or phrases to check / confirm or problem - solve	I check that the text makes sense to me as I read, thinking does it look right and make sense and I correct my mistakes. I notice when a small mistake I make doesn't fit with the meaning.	I notice mistakes I make in my reading using meaning, language structures and visual information and correct myself as a result	I notice mistakes I make in my reading and correct them because the text doesn't make sense using meaning, language structure and visual information	I notice mistakes in my reading when reading higher level texts and correct them because the text doesn't make sense. I use a wider range of breakdown strategies to do this. .	I notice mistakes in my reading when reading higher level texts and correct them because the text doesn't make sense. I use a range of breakdown strategies to do this.

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I scan labels and pictures to find something / information I need. I locate pages / sections of interest.	I scan the information in the classroom to find what I need. I scan text to find answers to questions or specific words.	I scan text to find key words and phrases and retrieve information.	I scan text to find key words and phrases. I am starting to skim read in order to get a sense for a piece of text.	I scan text to find key words and phrases. I am developing my skim reading skills and can piece information together to give the gist of a paragraph.	I scan text quickly to find key words and phrases and skim read text to get the gist of a passage.
I try to correct myself "on the run"	I re-read sentences from the beginning if I stopped to decode a difficult word	I re-read sentences from the beginning if I stop to decode a difficult word to maintain the sense and my understanding of it	I re-read sentences from the beginning if I stopped to decode a difficult word to maintain fluency, sense and understanding.	I know that I sometimes need to reread text carefully to understand it fully.	I recognise when something I read doe not make full sense and I reread text carefully to understand it fully.
	I am developing my skills to read quietly to myself. I know that to read in my head I need to hear a voice in my head.	I read silently some of the time and am developing better pace in reading. I am beginning to sustain interest in longer texts, returning to them easily after a break	I can read in my head	I read longer texts with increasing pace and stamina in my head.	I read effectively in my head with pace and stamina

Grammar for Reading

Y1	Y2	Y3	Y4	Y5	Y6
I show awareness of a range of punctuation marks.	I use punctuation to help me to read with expression and to keep track of information in longer sentences.	I use the range of punctuation accurately at the end of the sentence and commas within sentences to help to read with expression and understanding	I use the range of punctuation accurately both at the end of the sentence and within the sentence to help expression, fluency and understanding. I can scan ahead to spot punctuation that is coming.	I understand how the meaning of sentences is shaped by punctuation, word order and linking words and phrases (including pronouns) and use the punctuation to help to understand this.	I read longer multi-clause sentences using commas, brackets, semi colons, colons and dashes accurately to help me and others to understand.
	I can track simple pronouns to help me to understand text.	I understand a wider range of common pronoun references.	I can track a wider range of pronouns in reading to help me to understand the text.	I can work out the references to characters and places in a text using a range of pronouns, determiners and alternative noun references	I can work out the references to characters, places and specific events in text using a range of pronouns, determiners and alternative noun references.
I understand positional vocabulary.	I understand a wide range of prepositions	I understand how prepositions can show where, when and how something happens.	I use prepositions in adverbials and expanded noun phrases to help to build pictures in my head		
	I understand the information in expanded noun phrases and use this to help me to understand.	I can identify simple expanded noun phrases (including determiners) within a text and I am starting to use these to add detail to the picture in my head.	I can identify expanded noun phrases (including determiners and prepositions) within a text and I can use this to add detail to the picture in my head.	I can identify more complex noun phrases within a text and I can use this to add detail to the picture in my head.	I can identify complex noun phrases within a text and I use this information to make inferences and deductions about the noun.
				I can identify different conjunctions and I am starting to understand the impact they have on my understanding of the text.	I understand and can explain what different conjunctions mean and how they impact on my understanding of the text.

Reading comprehension strategies

Y1	Y2	Y3	Y4	Y5	Y6
I talk about word meanings and I link new meanings to these I can use pictures to help me to understand what a word means	I talk about and clarify the meanings of words, linking new meanings to what I already know If I don't know the meaning of a word, I read the whole sentence to try to work it out. I can think of alternative words for specific words in the text.	I use my developing knowledge about root words, prefixes and suffixes to help me to understand the meaning of new vocabulary. I explain the meaning of words in context I identify and ask about words I don't understand.	I use what I know about root words, prefixes and suffixes to help me to understand the meaning of new vocabulary. I can replace a word with a different word to help me to understand it. If I don't understand a word, I read the sentences around it to help me. I explain the meaning of words in context I ask about the meanings of words I don't understand I use dictionaries to check the meaning of words I have read.	I explore the meaning of words in context and I discuss the meanings of words I don't understand. I try to use a range of strategies to help me understand a word I don't understand including root words / prefixes / suffixes / background knowledge / understanding the context of the text / visualisation / inference.	I explore the meaning of words in context and I discuss the meanings of words I don't understand I use a range of strategies to help me understand a word I don't understand including rot words / prefixes / suffixes / background knowledge / understanding the context of the text / visualisation / inference.
I recognise when I don't understand a word. I self-correct when I make mistakes.	I recognise when I don't understand a word. I check that each sentence makes sense to me and re-read when it does not make sense.	I identify and ask about words I don't understand. I check the text makes sense to me	I check the text makes sense to me and re-read it when it does not make sense.	I check books make sense to me and can talk about my understanding of significant ideas, events and characters.	I monitor my reading for sense and can talk in detail about my understanding including giving the gist.
I understand what I read and can retell it in sequence	I recall specific information from my reading or look back at the text to find information	I identify main ideas taken from a paragraph and summarise these	I identify main ideas taken from more than one paragraph and summarise these in own words	I summarise the key points of a paragraph and the main ideas drawn from more than one paragraph	I summarise succinctly the key point of a longer piece of text.
	I discuss the sequence of events in books and how information is related	I can retell the gist of what I have read in my own words	I can retell the gist of what I have read in my own words, showing understanding of inferences	I can give the gist of what I have read in my own words including what I have inferred	I summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
I can make simple pictures in my head when I listen to someone read to me	I can make simple pictures in my head as I move beyond reading picture books	I can picture characters, settings and events to help me understand a text.	I can visualise based on noun phrases, verbs and adjectives to build a moving picture.	I can use a range of grammatical information in a text to create a picture in my head accurately	I can visualise a text based on using the full range of word classes and the figurative language
I understand the link between key words in texts and what they represent.	I can visualise settings and characters and recognise when they change. With support, I recognise when the picture in my head may be wrong.	I recognise when the picture in my head may be wrong.	I can picture characters, settings and events to help me understand a text I recognise when the picture in my head may be wrong.	I recognise that my ideas and visualised images change during the course of reading and I am able to change my mind if I have made a mistake.	I recognise that my ideas and visualised images change during the course of reading and I am able to explain an error I have made in my understanding.
I predict what might happen based both on the front cover of a book and on some pictures.	I predict what might happen on the basis of what I have read so far	I predict what might happen from details that are stated and implied	I make sensible predictions about what might happen from details that are stated and implied and change my predictions in the light of new information.	I make sensible predictions about what might happen from details that are stated and implied and can justify my prediction by referring to the story	I predict what might happen from details stated and implied and can justify my predictions with reference to both the text and my background knowledge.
I am beginning to link what I read or hear read to my own experiences	I know I need to use knowledge I already have to help me to understand text.	I use my background knowledge from what I know or have done to help me to understand.	I use past experiences, what I have previously read and what I know about to support my understanding	I use background knowledge to help me to understand all aspects of a text	I can relate a text to my background knowledge and use this to

					empathise with characters' thoughts and feelings.
I answer questions about what I read.	I answer and ask questions about what I read	I ask questions and wonder to improve my understanding of a text	I ask questions and wonder to improve my understanding of a text	I ask questions (and wonder) to improve my understanding referring to what I have already read and what is still to come.	I ask questions (and wonder) about what I have already read, what I am reading and what I have yet to read and actively look for answers to these
I know some simple differences between non-fiction and fiction.	I know how non-fiction text is presented differently to fiction text.	I know how non-fiction text is presented differently to fiction text in a wider range of non-fiction texts.	I identify how language, structure and presentation contribute to meaning and can recognise the different features of non- fiction text types.	I understand how the language, structure and presentation contribute to meaning and that these features vary depending on the audience and purpose of a text.	I understand how the language, structure and presentation contribute to meaning and that these features vary depending on the audience and purpose of a text.
I make simple inferences on the basis of what I see in pictures and in people's actions.	I make simple inferences on the basis of what is being said and done	I make inferences such as inferring characters' feelings and thoughts from their actions or from what they say.	I find evidence from the text to help me to support inferences I make inferences such as inferring characters' feelings, thoughts and motives from their actions	I make inferences such as inferring characters' feelings, thoughts and motives from their actions and I can find evidence to support this.	I make inferences such as inferring characters' feelings, thoughts and motives from their action and dialogue and justify these with evidence.
	I can say the information in a sentence in my own words using my working memory.	I make simple connections within a text between one sentence and the next	I make connections across different sentences I read and say them back in my own words using working memory.	I connect the information that I read within paragraphs, across texts and to other books	I make comparisons within and across books commenting on similarities and differences.

Response to text

Y1	Y2	Y3	Y4	Y5	Y6
I listen to and can talk about a range of poems, stories and non-fiction	I listen to and discuss different poetry, stories and information text including what I like and don't like	I listen to and can discuss a range of fiction, poetry, non-fiction and plays and make recommendations to others.	I listen to and can discuss a wide range of fiction, poetry, non-fiction and plays and make recommendations to others.	I read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction building on my own and others' ideas, beginning to use this to influence my further reading and that of others.	I read and discuss a wide range of fiction, poetry, plays, non-fiction building on my own and others' ideas, using this to influence my further reading and that of others.
I am becoming very familiar with key stories, fairy stories and traditional tales and I can retell them.	I understand what I read in books and can comment on characters and events	I understand what I read in books and can discuss this including expressing opinions about what I have read.	I understand what I read in books and can discuss this, expressing opinions and giving evidence for this.	I sometimes give reasoned justifications for my views based on evidence from the text.	I give reasoned justifications for my views based on precise evidence from the text including quotations.
		I am beginning to find evidence from the text to help me to show my understanding	I can find evidence from the text to help me to show my understanding	I can use evidence to explain or justify my understanding.	I can use a range of evidence to explain or justify my understanding.
I know some differences between fiction and non-fiction. I can identify features of simple non-fiction. (font styles, labels, titles, captions)	I talk about how non-fiction books are structured e.g. contents, index, glossary, titles, sub title	I find and record information from non-fiction texts I use the different organisational features in non-fiction texts to help me navigate my way around a page.	I find and record information from non-fiction texts and use the different organisational features to help me navigate my way around a page efficiently.	I can find, record and present information from non-fiction texts I am beginning to understand the difference between fact and opinion I navigate different types of non-fiction in different ways.	I find, record and present information from non-fiction texts efficiently. I know the difference between fact and opinion and can identify this in a text
I identify simple features of structure in stories and poems.	I identify structural features of some stories and poems.	I recognise different forms of poetry and stories	I recognise different forms of poetry and stories.	I read and understand fictional texts (paper based and digital) that	I read and understand fictional texts (paper based and digital) that

				are structured in different ways and read for a range of purposes and can explain the main purpose of these.	are structured in different ways and read for a range of purposes and can explain the main purpose of these
I can explain clearly what I understand when someone reads to me. I can say what I like and don't like in books	I explain and discuss my understanding of books, poems and other writing that I read for myself. I make connections between different stories I have read. I identify parts of the text that make me respond in different ways and link this to other texts	I identify themes from a given range in stories, poems and books.	I identify themes, structures and some purposes in a wide range of books.	I identify and discuss themes and conventions in a range of writing.	I know that texts have a range of themes and can identify prominent and lesser themes and can make connections between these and others I have read.
I identify simple features of language in key stories and poems	I recognise simple recurring literary language in stories and poems I talk about my favourite words and phrases and identify familiar patterns in language	I identify and discuss words and phrases that make the reader interested.	I am beginning to understand why authors have chosen particular words and phrases over alternative options.	I understand why authors have chosen particular words and phrases over alternative options.	I comment on how and why a writer has used certain language, including figurative language (e.g. simile, metaphor, personification) *and the effect this has on the reader*.
I am learning to appreciate stories, rhymes and poems and I can recite some by heart.	I know and can recite stories and poems with appropriate intonation to make the meaning clear.	I read aloud and perform poems and play scripts showing my understanding through intonation, volume and actions.	I read aloud and perform poems and play scripts showing my understanding through intonation, tone, volume and actions.	I read, recite and performs poems and plays, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.	I read, recite and perform poems and plays showing understanding through intonation, tone and volume so that prompt an emotional response from the audience.
I can recognise and name a few authors and poets that I like	I can recognise and name some authors and poets that I like and explain in simple terms why I like them	I can recognise and name some authors and poets that I like and explain why I like them	I can recognise and name some authors and poets that I like and am beginning to make connections between them	I can recognise and name some authors and poets that I like and am beginning can make connections between them based on common themes and characters	I can recognise and name a wider range of authors and poets that I know and can make connections between them based on wider range of factors