



Crooksbar Reading progression map



		Word reading	Vocabulary		Comprehension			
	Grammar features	Decoding	Vocabulary-expansion	Vocabulary- effects of	General	Retrieval	Inference	Summarising
Year 1	<p>Listen frequently to stories, poems and non-fiction to understand how written language can be structured, and to increase their awareness of grammatical structures.</p>	<p>Respond speedily with the correct sound to grapheme for all 40+ phonemes, including alternative sounds.</p> <p>Recognise and blend taught graphemes more quickly through practice, in order to read unfamiliar words.</p> <p>Read common exception words noting unusual correspondences between spelling and sound e.g. eyes, again, looked etc. (See Know it.)</p> <p>Read words with taught endings s, es, ing, ed, er and est.</p> <p>Read more polysyllabic words e.g. people, because, thirteen.</p> <p>Read words with contractions e.g. I'm, I'll, we'll etc</p> <p>Use their knowledge of root words to read other words containing suffixes e.g. looking, called etc</p> <p>Read some polysyllabic words, including compound words.</p> <p>Blend and segment longer words with adjacent consonants e.g. swim, clap, jump.</p> <p>Read simple captions, sentences and questions.</p> <p>Blend taught sounds to make words.</p>	<p>Suggesting the meaning of unknown words using picture/context clues.</p> <p>Exploring links with known words and words with similar meanings.</p> <p>Seeing new words in isolation and then in context to cement understanding.</p> <p>Physicalising new words by showing it, being it or doing it, in order to develop understanding. generating word lists linked to stories, topics, synonyms etc</p> <p>Exploring ways to remember new word meanings.</p> <p>Learning the meaning of simple root words in order to derive new words. e.g. happy - unhappy.</p>	<p>Hearing, sharing and discussing a range of high quality texts, at a level beyond that at which they can read independently.</p> <p>Having the meaning of unfamiliar words they come across through reading, explained to them.</p> <p>Discussing word meanings, linking new meanings to those already known.</p> <p>Learning how language sounds in order to increase their vocabulary.</p> <p>Discussing the effects of different words on the reader.</p>	<p>Become familiar with key stories, fairy stories and traditional tales.</p> <p>Retell familiar stories and consider particular characteristics.</p> <p>Check the text makes sense as they read and correct inaccurate reading.</p> <p>Draw upon what they already know, background information and new vocabulary provided by the teacher,</p>	<p>Find simple information from a basic text or image to answer questions such as, Where? When? Who?</p> <p>Sequence parts of a story in the correct order.</p> <p>Match events with times to show order of events. Use numbers to order and sequence simple events.</p> <p>Find and copy a word from the text to explain or describe something.</p>	<p>Make inferences on the basis of what is said and done e.g. explaining the possible thoughts, feelings or actions of characters.</p> <p>Predict what might happen on the basis of what has been read so far.</p>	<p>Explain clearly their understanding of what is read to them e.g. the main things that have happened so far in a story.</p> <p>Discuss the significance of the title or events.</p>

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Year 2	<p>Increase vocabulary and grammatical awareness to identify the differences between spoken and written language.</p> <p>Listen frequently to stories, poems and non-fiction to understand how written language can be structured.</p>	<p>Continuing to apply phonic knowledge and skills as the root to decoding words until automatic decoding of words is embedded and reading is fluent.</p> <p>Reading accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>Reading accurately words of two or more syllables that contain taught graphemes. Reading words containing common suffixes.</p> <p>Reading further common exception words noting unusual correspondences between spelling and sound e.g. should, people, busy (see Know It).</p> <p>Reading known words quickly and accurately.</p> <p>Re-reading books to build up their fluency and confidence in word reading. Read words with taught endings 's', 'es', 'ing', 'ed', 'er' and 'est'. ☐ Read more polysyllabic words e.g. people, because. ☐ Use their knowledge of root words to read other words containing suffixes</p>	<p>Beginning to use dictionaries and thesauruses to explore and compare definitions and identify synonyms.</p> <p>Suggesting the meaning of unknown words using picture/context clues.</p> <p>Exploring links with known words and words with similar meanings.</p> <p>Seeing new words in isolation and then in context to cement understanding.</p> <p>Physicalising new words by showing it, being it or doing it, in order to develop understanding.</p> <p>Generating word lists linked to stories, topics, synonyms etc.</p> <p>Learning the meaning of simple root words in order to derive new words, e.g. excite-ment.</p> <p>Exploring ways to remember new word meanings.</p>	<p>Recognising simple recurring literary language in stories and poetry.</p> <p>Discussing and clarifying the meaning of words, linking new meanings to known vocabulary.</p> <p>Listening to explanations of new word meanings.</p> <p>Using morphology such as prefixes to work out unknown words.</p> <p>Discussing the effects of different words on the reader.</p>	<p>Discuss the sequence of events in books and how items of information are related.</p> <p>Draw upon what they already know or on background information or vocabulary provided by the teacher.</p> <p>Check that the text makes sense to them as they read and correct inaccurate reading. Re-word to match.</p> <p>Engage with drama or role-play activities in order to deepen understanding.</p> <p>Answer and ask questions.</p> <p>Draw upon what they already know e.g. background information and new vocabulary provided by the teacher to develop understanding.</p>	<p>Develop skimming skills to find important information quickly to answer questions such as, Where? When? Who? What?</p> <p>Sequence parts of a story or order of events in information texts using numbers, lines etc.</p> <p>Retrieve information presented in a range of different ways e.g. longer sections of text, bulleted list, captions, diagrams and cycles.</p> <p>Find and copy a word from the text to explain or describe something.</p>	<p>Make inferences on the basis of what is being said and done.</p> <p>Predict what might happen on the basis of what has been read so far.</p> <p>Learn about cause and effect e.g. what has prompted a character to behave in a certain way.</p>	<p>Discuss main events across a whole story or part of it.</p> <p>Discuss key parts of factual processes linked to learning in other subjects.</p>

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Year 3	<p>Identifying how language, structure and presentation contribute to meaning</p> <p>Read books structured in different ways;</p> <p>Increase vocabulary and grammatical awareness to identify the differences between spoken and written language</p> <p>Recognise plurals and collective nouns; recognise pronouns and how they are used; identify and discuss how adjectives and verbs bring reading to life</p> <p>Recognise adverbs and how they are used in their reading</p> <p>Identify powerful verbs within reading.</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 to read aloud</p> <p>Apply phonic knowledge and skills as the route to decode words</p> <p>Respond with the correct sound to graphemes for all 40+ phonemes, including, alternative sounds for graphemes</p> <p>Read accurately by blending sounds in unfamiliar words containing taught GPCs</p>	<p>Exploring links with known words through identifying prefixes, suffixes, synonyms, antonyms and root word meanings</p> <p>Looking at words associated with others</p> <p>Generating word lists linked to stories, topics, synonyms etc</p> <p>Being explicitly taught the meaning and correct pronunciation of new words.</p>	<p>Explaining the meaning of words in context</p> <p>Expanding their vocabulary through applying growing knowledge of root words, prefixes and suffixes to understand the meaning of new words that they meet</p> <p>Discussing words and phrases that capture the reader's interest and imagination.</p>	<p>Checking that the text makes sense to them and discussing their Understanding</p> <p>Asking questions to improve their understanding of the text</p> <p>Identifying themes and conventions in a wide range of books.</p>	<p>Use skimming and scanning skills to look through the text and locate key words/dates/facts/information/sections.</p> <p>Order events across longer texts within both narrative and non narrative.</p> <p>Match statements from reading to true or false answers.</p>	<p>Make more detailed predictions about what might happen from details stated and implied.</p> <p>Explain characters' possible feelings, thoughts and motives from their actions.</p> <p>Use evidence from the text to prove or explain their answers.</p> <p>Answer simple questions about what has happened (cause) and why it has happened (effect).</p> <p>Giving reasons, explaining how they know , why they think, or what it shows and predicting future events</p>	<p>Summarising the main events or significant ideas from individual paragraphs both orally and in note-form.</p> <p>Discuss key parts of factual processes linked to learning in other subject</p>
Year 4	<p>Identifying how language, structure and presentation contribute to meaning; Read books structured in different ways.</p> <p>Explain how tense relates to text and structure.</p> <p>Identify, through reading, how grammar can be adapted to match context, audience and purpose and begin to discuss the effect this has on the text as a whole and on the reader.</p> <p>Recognise plurals and collective nouns, as well as pronouns and their purpose.</p>	<p>Be fluent at word reading, in order to further develop their comprehension skills and knowledge of vocabulary</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 to read aloud</p>	<p>Exploring links with known words through identifying prefixes, suffixes, synonyms, antonyms and root word meanings</p> <p>Looking at words associated with others; Generating word lists linked to stories, topics, synonyms, etc</p> <p>Being explicitly taught the meaning and correct pronunciation of new words.</p>	<p>Identify and discuss how an author's use of language affects a Reader</p> <p>Identifying different types of language within a text e.g. subject-specific vocabulary, archaic language, vernacular language etc</p> <p>Explaining the meaning of words in context Expanding their vocabulary through applying growing knowledge of root words, prefixes and suffixes to understand the meaning of new words that they meet</p> <p>Discussing words and phrases that capture the reader's interest and imagination.</p>	<p>Checking that the text makes sense to them and discussing their understanding</p> <p>Asking questions to improve their understanding of the text</p> <p>Identifying themes and conventions in a wide range of books.</p>	<p>Consolidate and secure skimming and scanning skills to look through the text and locate key words/dates/facts/information/sections.</p> <p>Sequence increasing amount of text e.g. across several pages or a chapter.</p> <p>Recognise fact from opinion.</p>	<p>Answer questions related to cause and effect.</p> <p>Make increasing use of evidence in the text</p> <p>Make more detailed prediction about what might happen from details stated and implied.</p> <p>Explain characters possible feelings, thoughts and motives from their actions.</p> <p>Giving reasons, explaining how they know , why they think, or what it shows and predicting future events.</p>	<p>Summarising the main events or significant ideas from individual paragraphs both orally and in note-form.</p> <p>Discuss key parts of factual processes linked to learning in other subjects.</p>

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Year 5	<p>identifying how language, structure and presentation contribute to meaning</p> <p>Reading books that are structured in different ways.</p> <p>Identify, through reading, how grammar can be adapted to match context, audience and purpose and begin to discuss the effect this has on the text as a whole and on the reader.(verb tense and verb choice)</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and understand the meaning of new words that they meet; ☑ be fluent at word reading,</p>	<p>Exploring the finer meanings of words through looking at words associated with others (not synonyms) to show different connotations depending on context</p> <p>Exploring links with known words through identifying prefixes, suffixes, synonyms, antonyms and root word meanings</p> <p>Generating word lists linked to stories, topics, synonyms etc.</p> <p>Being explicitly taught the meaning and correct pronunciation of new words.</p>	<p>Discussing and evaluating how authors use language, including figurative language, considering the impact on the reader; identifying different types of language within a text e.g. subject-specific, archaic, vernacular, emotive, persuasive etc., discussing its use and impact on the text as a whole, as well as the reader</p> <p>Explaining the meaning of words in context; expanding their vocabulary through applying growing knowledge of root words, prefixes and suffixes to understand the meaning of new words that they meet.</p>	<p>Checking that the text makes sense to them and discussing their understanding; asking questions to improve their understanding of the text</p> <p>Identifying themes and conventions in a wide range of writing.</p>	<p>Distinguish between statements of fact and opinion.</p> <p>Consolidate and secure skimming and scanning skills to look through longer pieces of text and locate key words/dates/facts/ information/sections.</p> <p>Sequence increasing amounts of text e.g. across several pages or a chapter.</p>	<p>Justify inferences with evidence including their own views.</p> <p>Answer questions related to cause and effect.</p> <p>Make more detailed prediction about what might happen from details stated and implied.</p> <p>Explain characters possible feelings, thoughts and motives from their actions.</p>	<p>Making comparisons within and across books for example, being shown how to compare characters, settings, themes and other aspects of what they have read</p> <p>Summarising the main events or significant ideas from more than one paragraph both orally and in note-form.</p>
Year 6	<p>identifying how language, structure and presentation contribute to meaning</p> <p>Reading books that are structured in different ways.</p> <p>Identify, through reading, how grammar can be adapted to match context, audience and purpose and begin to discuss the effect this has on the text as a whole and on the reader.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and understand the meaning of new words that they meet; ☑ be fluent at word reading,</p>	<p>Exploring links with known words through identifying prefixes, suffixes, synonyms, antonyms and root word meanings; ☑ exploring the finer meanings of words through looking at words associated with others (not synonyms) to show different connotations depending on context</p> <p>Being explicitly taught the meaning and correct pronunciation of new words.</p>	<p>Identifying, discussing and evaluating the effect of language, including figurative, e.g. impact of a word or phrase on the reader; the suitability of a chosen simile; use of personification;</p> <p>Expanding their vocabulary through applying growing knowledge of root words, prefixes and suffixes to understand the meaning of new words that they meet; Identifying different types of language within a text e.g. subject-specific, archaic, vernacular, emotive, persuasive etc.</p> <p>Discussing its use and impact on the text as a whole as well as the reader</p>	<p>Checking that the text makes sense to them asking questions to improve their understanding of the text</p> <p>Identifying themes and conventions in a wide range of writing.</p>	<p>Secure skimming and scanning skills to look through longer pieces of text and locate key words/dates/facts/information/ sections.</p> <p>Sequence increasing amounts of text e.g. across several pages or a chapter.</p> <p>Distinguish between statements of fact and opinion.</p> <p>Answer questions related to cause and effect.</p>	<p>Make developed inferences e.g. characters' thoughts and motives, or identify an inferred atmosphere; explain and justify with textual evidence to support reasoning; make predictions which are securely rooted in the text.</p> <p>Make more detailed prediction about what might happen from details stated and implied.</p>	<p>Summarising the main events or significant ideas from more than one paragraph both orally and in note-form.</p> <p>Making accurate and appropriate comparisons within and across books for example, being shown how to compare characters, settings, themes and other aspects of what they have read; and discussing their understanding;</p>



Vocabulary to Support Reading Progression



Year Group	Vocabulary to support reading progression
Foundation	Blend, Decode, Digraph, Fairy Story, Fiction, Fluent, Grapheme, Non-Fiction, Phoneme, Poetry, Prediction, Retell, Segment, Sense, Split digraph, Story, Suffix, Traditional Tale, Trigraph, Vocabulary
Year 1	Blend, Decode, Digraph, Fairy Story, Fiction, Fluent, Grapheme, Inference, Intonation, Non-Fiction, Phoneme, Poetry, Prediction, Retell, Segment, Sense, Sequence, Split digraph, Story, Suffix, Traditional Tale, Trigraph, Vocabulary
Year 2	Blend, Decode, Digraph, Fairy, Story, Fiction, Fluent, Grapheme, Inference, Intonation, Non-Fiction, Phoneme, Poetry, Prediction, Retell, Segment, Sense, Sequence, Split digraph, Story, Suffix, Traditional Tale, Trigraph Vocabulary
Year 3	Comprehension, Decode, Fiction, Poetry, Playscript, Non-Fiction, Plot, Character, Setting, Inference, Prediction, Intonation, Volume, Retrieve, Record,
Year 4	Audience, Authorial technique, Character, Compare, Features, Feelings, Free verse, Implied, Inference, Intonation, Justify, Motive, Narrative poetry, Non-fiction, Predict, Presentation, Structure, Style, Summarise, Themes, Thoughts,
Year 5	Authorial technique, Audience, Compare, Context, Cues, Character, Features, Fiction, Figurative, Genre, Impact, Implied, Inference, Intonation, Justify, Metaphor, Motive, Non-fiction, Prediction, Retrieval, Simile, Stated, Summarise, Tone, Vocabulary, Volume
Year 6	Account, Analogy, Authorial technique, Character, Compare, Comprehension, Context, Contrast, Cues, Effect, Imagery, Inference, Deduction, Metaphor, Prediction, Retrieval, Setting, Simile, Style, Theme, Viewpoint