



Goldenhill Primary Academy

Reading Progression Map



Nursery		
Autumn	Spring	Summer
Listen to simple stories and understand what is happening, with the help of pictures. Begin to understand simple questions about who, what and where Joins in song and rhymes, copying sounds, rhythms, tune and tempo Copy actions in songs and rhymes Sing songs and rhymes independently Enjoys sharing a book with an adult Pays attention and responds to the pictures or words. Repeats words and phrases from familiar text. Begins to ask questions and make comments about a book. Begins to develop play around favourite stories.	Listen to longer stories and begin to join in simple refrains Begin to retell parts of a story which is very familiar to them Understand simple questions about who, what and where Know an increasing range of rhymes and songs Begin to extend conversations and use new vocabulary independently. Engaging in phase 1 phonics with growing confidence.	Listening to longer stories and join in repeated refrains. Retell the main parts - be able to talk about familiar books, and be able to tell a long story Understand 'why' questions. Sing a large repertoire of songs and know many rhymes Engage in extended conversations about stories, learning new vocabulary Understand the five key concepts about print: - print has meaning - the names of the 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. Develop their phonological awareness - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound.
Reception		
Autumn	Spring	Summer
Be able to sit and listen to stories or an adult talking for up to 10 minutes Learn and use the new vocabulary they have learned in all areas of the curriculum and in different contexts Listen to stories recalling characters and main events with picture clues. Begin to engage in non-fiction texts Ask and understand who, what, where questions Engage in extended conversation about stories, learning new vocabulary Understand 5 key concepts about print – print has meaning, print can have different purposes, we read	Be able to sit and listen to stories or an adult talking for up to 15 minutes Learn and use the new vocabulary they have learned in all areas of the curriculum and in different contexts Listen to stories recalling characters and main events. Join in rhymes and songs Engage in non-fiction books and begin to know the difference between fiction and non-fiction. Begin to ask and understand why questions	Be able to sit and listen to stories or an adult talking for up to 20 minutes Learn and use the new vocabulary they have learned in all areas of the curriculum and in different contexts Engage in story times - listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Engage in non-fiction books and know the difference between fiction and non-fiction. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

English textx from left to right and from top to bottom, names of different parts of a book.		Begin to demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Begin to anticipate and predict key events in stories.		Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Ask and understand questions. 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.		
Reading Domain	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding	1.1.a.1 Apply phonic knowledge and skills as the route to decode words NAHT KPI 1.1.a.2 Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes NAHT KPI 1.1.a.3 Read accurately by blending sounds in unfamiliar words containing GPCs* that have been taught[*Grapheme-Phoneme Correspondences NAHT KPI 1.1.a.4 Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word 1.1.a.5 Read words containing taught GPCs	NAHT KPI 2.1.a.1 Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent NAHT KPI 2.1.a.2 Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes NAHT KPI 2.1.a.3 Read accurately words of two or more syllables that contain the same graphemes as above 2.1.a.4 Read words containing common suffixes NAHT KPI 2.1.a.5 Read further common	NAHT KPI 3.1.a.1 Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) to the year 3 curriculum as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet NAHT KPI 3.1.a.2 Read further exception words in the year 3 curriculum, noting the unusual correspondences between spelling and sound, and where these occur in the word	NAHT KPI 3.1.a.1 Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) to the year 4 curriculum as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet NAHT KPI 3.1.a.2 Read further exception words in the year 4 curriculum, noting the unusual correspondences between spelling and sound, and where these occur in the word	KPI 5.1.a.1 Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet in the year 5 curriculum. To begin to read y5/6 exception words	KPI 5.1.a.1 Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet in the year 6 curriculum. To begin to read y5/6 exception words

	and -s, -es, -ing, -ed, -er and -est endings NAHT KPI 1.1.a.6 Read other words of more than one syllable that contain taught GPCs. 1.1.a.7 Read words with contractions: e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s). NAHT KPI 1.1.a.8 Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. 1.1.a.9 Re-read these books to build up their fluency and confidence in word reading.	exception words, noting unusual correspondence between spelling and sound and where these occur in the word NAHT KPI 2.1.a.6 Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered NAHT KPI 2.1.a.7 Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation NAHT KPI 2.1.a.8 Re-read these books to build up their fluency and confidence in word reading				
Listening/Discussing Fiction Non-Fiction Poetry	NAHT KPI 1.2.j.1 Participate in discussion about what is read to them, taking turns and listening to what others say. 1.2.j.2 Explain clearly their understanding of what is read to them.	NAHT KPI 2.2.a.1 Develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of	NAHT KPI 3.2.a.1 Develop positive attitudes to reading in the year 3 curriculum and understanding of what they read by: listening to	NAHT KPI 3.2.a.1 Develop positive attitudes to reading in the year 4 curriculum and understanding of what they read by: listening to and discussing a wide	KPI 5.2.a.1 Maintain positive attitudes to reading in the year 5 curriculum and have an understanding of what they read by: continuing to read	KPI 5.2.a.1 Maintain positive attitudes to reading in the year 6 curriculum and have an understanding of what they read by: continuing to read and discuss an increasingly wide

		contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently Reading 2.2.j.1 Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say. 2.2.j.2 Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 3.2.j.1 Participate in discussion about both books, from the year 3 curriculum that are read to them and those they can read for themselves, taking turns and listening to what others say	range of fiction, poetry, plays, non-fiction and reference books or textbooks 3.2.j.1 Participate in discussion about both books, from the year 4 curriculum that are read to them and those they can read for themselves, taking turns and listening to what others say	and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks NAHT KPI 5.2.b.2 Maintain positive attitudes to reading in the year 5 curriculum and have an understanding of what they read by: identifying and discussing themes and conventions in and across a wide range of writing 5.2.j.1 Maintain positive attitudes to reading in the year 5 curriculum and have an understanding of what they read by: recommending books that they have read to their peers, giving reasons for their choices. 5.2.j.2 Participate in discussions about books in the year 5 curriculum that are read to them and those they can read for	range of fiction, poetry, plays, non-fiction and reference books or textbooks NAHT KPI 5.2.b.2 Maintain positive attitudes to reading in the year 6 curriculum and have an understanding of what they read by: identifying and discussing themes and conventions in and across a wide range of writing 5.2.j.1 Maintain positive attitudes to reading in the year 6 curriculum and have an understanding of what they read by: recommending books that they have read to their peers, giving reasons for their choices. 5.2.j.2 Participate in discussions about books in the year 6 curriculum that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
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Reading Fluency Fiction Non-Fiction Poetry	NAHT KPI 1.2.a.1 Develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. 1.2.a.2 Develop pleasure in reading, motivation to read, vocabulary and understanding by: being encouraged to link what they read or hear read to their own experiences. KPI 1.2.b.1 Develop pleasure in reading, motivation to read, vocabulary and understanding by: becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics 1.2.b.2 Develop pleasure in reading, motivation to read, vocabulary and understanding by: recognising and joining in with predictable phrases	NAHT KPI 2.2.b.1 Develop pleasure in reading, motivation to read, vocabulary and understanding by: becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales 2.2.i.1 Develop pleasure in reading, motivation to read, vocabulary and understanding by: being introduced to non-fiction books that are structured in different ways. NAHT KPI 2.2.e.3 Understand both the books that they can already read accurately and fluently and those that they listen to by: checking that the text makes sense to them as they read and correcting inaccurate reading from texts / books in the year 2 curriculum.	3.2.a.2 Develop positive attitudes to reading in the year 3 curriculum and understanding of what they read by: reading books that are structured in different ways and reading for a range of purposes 3.2.b.1 Develop positive attitudes to reading in the year 3 curriculum and understanding of what they read by: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally 3.2.c.1 Develop positive attitudes to reading in the year 3 curriculum	3.2.a.2 Develop positive attitudes to reading in the year 4 curriculum and understanding of what they read by: reading books that are structured in different ways and reading for a range of purposes 3.2.b.1 Develop positive attitudes to reading in the year 4 curriculum and understanding of what they read by: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally	5.2.b.1 Maintain positive attitudes to reading in the year 5 curriculum and have an understanding of what they read by: increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. 5.2.a.2 Maintain positive attitudes to reading in the year 5 curriculum and have an understanding of what they read by: reading books that are structured in different ways and reading for a range of purposes .	5.2.b.1 Maintain positive attitudes to reading in the year 6 curriculum and have an understanding of what they read by: increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. 5.2.a.2 Maintain positive attitudes to reading in the year 6 curriculum and have an understanding of what they read by: reading books that are structured in different ways and reading for a range of purposes .

	NAHT KPI 1.2.e.2 Understand both the books they can already read accurately and fluently and those they listen to by: checking that the text makes sense to them as they read and correcting inaccurate reading from texts / books in the year 1 curriculum.		and understanding of what they read by: preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action			
Reading Fluency Poetry & Performance	1.2.c.1 Develop pleasure in reading, motivation to read, vocabulary and understanding by: learning to appreciate rhymes and poems, and to recite some by heart.	2.2.c.1 Develop pleasure in reading, motivation to read, vocabulary and understanding by: continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	3.2.c.2 Develop positive attitudes to reading in the year 3 curriculum and understanding of what they read by: recognising some different forms of poetry, (e.g. free verse, narrative poetry)	3.2.c.1 Develop positive attitudes to reading in the year 4 curriculum and understanding of what they read by: preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action 3.2.c.2 Develop positive attitudes to reading in the year 4 curriculum and understanding of what they read by: recognising some different forms of poetry, (e.g. free verse, narrative poetry)	Maintain positive attitudes to reading in the year 5 Curriculum and have an understanding of what they read by: learning a wider range of poetry by heart. 5.2.c.2 Maintain positive attitudes to reading in the year 5 curriculum and have an understanding of what they read by: 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.	Maintain positive attitudes to reading in the year 6 Curriculum and have an understanding of what they read by: learning a wider range of poetry by heart. 5.2.c.2 Maintain positive attitudes to reading in the year 6 curriculum and have an understanding of what they read by: 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.

Comprehension Vocabulary	1.2.d.1 Develop pleasure in reading, motivation to read, vocabulary and understanding by: discussing word meanings, linking new meanings to those already known.	2.2.b.2 Develop pleasure in reading, motivation to read, vocabulary and understanding by: recognising simple recurring literary language in stories and poetry. 2.2.h.1 Develop pleasure in reading, motivation to read; vocabulary and understanding by: discussing their favourite words and phrases. 2.2.d.1 Develop pleasure in reading, motivation to read, vocabulary and understanding by: discussing and clarifying the meanings of words, linking new meanings to known vocabulary.	3.2.e.1 Understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	NAHT KPI 3.2.d.1 Develop positive attitudes to reading in the year 4 curriculum and understanding of what they read by: using dictionaries to check the meaning of words that they have read 3.2.e.1 Understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context in books / texts from the year 4 curriculum.	NAHT KPI 5.2.e.1 Understand what they read in the year 5 curriculum by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. 5.2.h.1 Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader in the year 5 curriculum.	NAHT KPI 5.2.e.1 Understand what they read in the year 6 curriculum by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. 5.2.h.1 Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader in the year 6 curriculum.
Comprehension Retrieval	1.2.e.1 Understand both the books they can already read accurately and fluently and those they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher from books / texts from the year 1 curriculum.	NAHT KPI 2.2.e.2 Understand both the books that they can already read accurately and fluently and those that they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher from	NAHT KPI 3.2.i.1 Retrieve and record information from fiction and non-fiction in the year 3 curriculum	NAHT KPI 3.2.i.1 Retrieve and record information from fiction and non-fiction in the year 4 curriculum	5.2.i.2 Retrieve, record and present information from fiction & non-fiction books / texts in the year 5 curriculum.	5.2.i.2 Retrieve, record and present information from fiction & non-fiction books / texts in the year 6 curriculum.

		books / texts from the year 2 curriculum.				
Comprehension Sequencing Summarising		2.2.e.1 Develop pleasure in reading, motivation to read, vocabulary and understanding by: discussing the sequence of events in books and how items of information are related.	3.2.e.3 Understand what they read, in books they can read independently, by: identifying main ideas drawn from more than one paragraph and summarising these books / texts from the year 3 curriculum.	.2.e.3 Understand what they read, in books they can read independently, by: identifying main ideas drawn from more than one paragraph and summarising these books / texts from the year 4 curriculum.	NAHT KPI 5.2.e.3 Understand what they read in the year 5 curriculum by: summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.	NAHT KPI 5.2.e.3 Understand what they read in the year 6 curriculum by: summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
Comprehension Inference	NAHT KPI 1.2.f.1 Understand both the books they can already read accurately and fluently and those they listen to by: discussing the significance of the title and events 1.2.f.2 Understand both the books they can already read accurately and fluently and those they listen to by: making inferences on the basis of what is being said and done from texts / books in the year 1 curriculum.	NAHT KPI 2.2.f.2 Understand both the books that they can already read accurately and fluently and those that they listen to by: answering and asking questions NAHT KPI 2.2.f.1 Understand both the books that they can already read accurately and fluently and those that they listen to by: making inferences on the basis of what is being said and done from texts / books in the year 2 curriculum.	3.2.e.2 Understand what they read, in books they can read independently, by: asking questions to improve their understanding of a text / book in the year 3 curriculum. NAHT KPI 3.2.f.1 Understand what they read, in books they can read independently, by: drawing inferences such as inferring characters' feelings, thoughts and motives from	3.2.e.2 Understand what they read, in books they can read independently, by: asking questions to improve their understanding of a text / book in the year 4 curriculum. NAHT KPI 3.2.f.1 Understand what they read, in books they can read independently, by: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with some evidence	NAHT KPI 5.2.f.1 Understand what they read in the year 5 curriculum by: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence NAHT KPI 5.2.j.4 Provide reasoned justifications for their views about books / texts in the year 5 curriculum.	5.2.e.2 Understand what they read in the year 6 curriculum by: asking questions to improve their understanding . NAHT KPI 5.2.f.1 Understand what they read in the year 6 curriculum by: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence NAHT KPI 5.2.j.4 Provide reasoned justifications for their views about books / texts in the year 6 curriculum.

			their actions, and justifying inferences with some evidence from the year 3 curriculum.	from the year 4 curriculum.		
Comprehension Prediction	NAHT KPI 1.2.g.1 Understand both the books they can already read accurately and fluently and those they listen to by: predicting what might happen on the basis of what has been read so far in books / texts from the year 1 curriculum.	NAHT KPI 2.2.g.1 Understand both the books that they can already read accurately and fluently and those that they listen to by: predicting what might happen on the basis of what has been read so far	NAHT KPI 3.2.g.1 Understand what they read, in books they can read independently, by: predicting what might happen from details stated and implied in the books / texts from the year 3 curriculum.	NAHT KPI 3.2.g.1 Understand what they read, in books they can read independently, by: predicting what might happen from details stated and implied in the books / texts from the year 4 curriculum.	Prediction NAHT KPI 5.2.g.1 Understand what they read in the year 5 curriculum by: predicting what might happen from details stated and implied.	Prediction NAHT KPI 5.2.g.1 Understand what they read in the year 6 curriculum by: predicting what might happen from details stated and implied.
Comprehension Explain			3.2.h.1 Develop positive attitudes to reading and understanding of what they read by: discussing words and phrases that capture the reader's interest and imagination in books / texts from the year 3 curriculum. 3.2.h.2 Understand what they read, in books they can read independently, by: identifying	3.2.h.2 Understand what they read, in books they can read independently, by: identifying how language, structure, and presentation contribute to meaning in books / texts from the year 4 curriculum.	5.2.h.2 Understand what they read in the year 5 curriculum by: identifying how language, structure and presentation contribute to meaning. .2.j.3 Explain and discuss their understanding of what they have read in the year 5 curriculum, including through formal presentations and debates, maintaining a focus on the topic	5.2.h.2 Understand what they read in the year 6 curriculum by: identifying how language, structure and presentation contribute to meaning. 5.2.j.3 Explain and discuss their understanding of what they have read in the year 6 curriculum, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.

			how language, structure, and presentation contribute to meaning in books / texts from the year 3 curriculum.		and using notes where necessary.	
Comprehension Comparing Texts			NAHT KPI 3.2.b.2 Develop positive attitudes to reading and understanding of what they read by: identifying and discussing themes and conventions in a wide range of writing in books / texts from the year 3 curriculum.	NAHT KPI 3.2.b.2 Develop positive attitudes to reading and understanding of what they read by: identifying and discussing themes and conventions in a wide range of writing in books / texts from the year 4 curriculum.	5.2.a.3 Maintain positive attitudes to reading in the year 5 curriculum and have an understanding of what they read by: making comparisons within and across books	5.2.a.3 Maintain positive attitudes to reading in the year 6 curriculum and have an understanding of what they read by: making comparisons within and across books
Comprehension Fact / Opinion					Distinguish between statements of fact and opinion from books / texts in the year 5 curriculum.	Distinguish between statements of fact and opinion from books / texts in the year 6 curriculum.