Ordsall Primary School Progression Map for Phonics/Reading

		Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key National Curriculum Theme	**Applying Phonics**	I can match and copy the sounds that I've heard. I can spot similarities / differences to match and sort objects and pictures. I can use some instruments to make different sorts of sounds. I can name different instruments and change how I play them by following instructions. I can continue, repeat and make up and rhythm by clapping or using an instrument. I can use my mouth to make lots of different sounds and noises. I can us my body to make different sounds. I can name some animals/objects and make their sounds. I can hear and say the first sound in words. I can find objects / people beginning with a given sound. I can list words which have the same sound at the beginning. I can recognise words with the same initial sound, such as money and mother. I can count or clap syllables in a word. I can clap the beats in my name and clap a steady beat to a song. I can listen and put sounds together to make a word. I can listen and separate the sounds in words. I can match some letters to sounds.	I can read individual letters by saying the sounds for them. I can say a sound for each letter in the alphabet and at least 10 digraphs. I can blend to read VC words that contain RWI Set 1 letters. I can blend to read CVC words that contain RWI Set 1 letters. I can read words consistent with my phonic knowledge by sound-blending. I can read a few common exception words matched to the school's phonic programme. I can read some letter groups that each represent one sound and say sounds for them. I can recognise and read Phase 2 red words. I can read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words. I can blend to read CVC words that contain Set 1/Set 2 graphemes. I can blend to read CVC words that contain Set 1/Set 2 graphemes. I can read words that contain RWI Set 1/Set 2 graphemes. I can read common exception words including phase 3 red words. I can read words with more than one syllable. I can read some words together in phrases. I can read words containing adjacent consonants. I can read common exception words including Phase 4 red words.	I know when to use phonic knowledge to decode words. I read common words using phonic knowledge, where possible. I read words of more than one syllable that contain taught GPCs. I read phonically decodable texts. I know which parts of words can be decoded using phonics. I blend sounds in unfamiliar words based on known GPCs. I read words with familiar endings – s, es, ing, ed, er, est. I read words which have the prefix – un added. I read phonically decodable texts with confidence. I divide words into syllables for example, pocket, rabbit, carrot, thunder, sunset. I hear and recognise all 40+ phonemes. I match all 40+ graphemes to their phonemes (Phase 3) I identify all 40+ graphemes in my reading. I know that words can have omitted letters and that an apostrophe represents the omitted letters I find contractions in my reading. I read words with contractions. I read compound words, for example, football, playground, farmyard, bedroom.	I understand the importance of decoding words automatically. I understand that some words cannot be decoded with phonic strategies. I use the graphemes taught to blend sounds. I know that phonemes may be represented by different graphemes. I know that familiar words do not need to be sounded out and blended. I read these familiar words automatically and accurately without sounding or blending. I know that the same grapheme may be read in different ways. I recognise alternatives and consider which will make more sense. I recognise syllables in words. I know that breaking words into syllables helps fluent decoding. I know that other strategies can be used to read unfamiliar words. I use other strategies to support fluent decoding. I read words of two or more syllables accurately. I read aloud books closely matched to my improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. I read these books fluently and confidently.	I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words I can read further exception words, noting the unusual correspondences between spelling and sound I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words	I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words I can read further exception words, noting the unusual correspondences between spelling and sound I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words	I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words I can read further exception words, noting the unusual correspondences between spelling and sound I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words	I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words I use my combined knowledge of phonemes and word derivations to pronounce words correctly, e.g. arachnophobia I attempt the pronunciation of unfamiliar words drawing on my prior knowledge of similar looking words

Ordsall Primary School Progression Map for Phonics/Reading

		Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key National Curriculum Theme	Reading for pleasure	I can talk about stories and make up sounds to go with the pictures. I can look at books independently. I can locate the title. I can talk about a story using the pictures. I can talk about familiar books. I enjoy listening to longer stories. I can join in with repeated refrains. I can remember much of what happens in a story. I can tell a long story. I can identify familiar everyday words from the environment (including my name). I can describe the main events, characters and setting in a story. I can engage in extended conversations about stories, learning new vocabulary.	I can engage in story times. I can listen to and talk about stories to build familiarity and understanding. I can retell the story, once I have developed a deep familiarity with the text, some as exact repetition and some in my own words. I can anticipate (where appropriate) key events in stories. I can offer explanations for why things might happen, making use of recently introduced vocabulary from stories when appropriate.	I can find the title, author and the illustrator of a book. I know some familiar stories. I recognise familiar language. I say what I like or dislike about a book. I say if a story reminds me of another story or something that I have experienced. I listen to others' ideas about a book. I find familiar story language in stories read aloud to me or ones I have read independently. I retell key stories orally using narrative language. I say whether I agree or disagree with others' ideas. I say whether I agree or disagree with ideas.	I know that there are different types of stories. I listen to or read a range of different kinds of stories. I make choices about the books I read. I know that books or texts have a purpose. I explain why I prefer certain books or stories. I can retell stories with key events in the correct sequence. I can retell a story with the key events and the characters. I identify the purpose of a book or text. I know that books and stories are set in different places and times. I can find the setting or time in books or stories. I can discuss the setting or time in books.	I know that there are different kinds of narrative stories. I understand that a sequence of events in a narrative is called a plot and can identify the plot in a narrative. I use a dictionary to check or find the meaning of new words. I identify any words that are unfamiliar. I know that writers choose words and language to create an effect on the reader. I find effective words and language in reading that writers have used to create effects I and can explain why a writer makes choices about words and language used. I discuss a range of narrative stories and their similarities and differences. I make connections between books written by the same author.	I know that there is a range of narrative stories and discuss the range of narrative stories introduced so far to consider differences and similarities. I understand that these have different plot patterns. I use a dictionary to check or find the meaning of new words. I understand that writers open stories in different ways. I understand that a writer can use patterned language for effect and writers choose words and language to show atmosphere, mood or feelings. I find examples of patterned language for effect that writers have used to show atmosphere, mood or feelings. I identify words and language that show the setting of a book – historical, cultural or social. I identify different openings in different books and I can compare different story openings.	I can re-read and read ahead to check for meaning I can explore how dialogue is used to develop character. I can explore how actions are added to dialogue to move events forward. I understand that writers use language for precise effect. I understand that this may include precise nouns, precisely chosen adjectives, well developed noun phrases, similes, metaphors, personification etc I understand that a writer uses different sentence structures and techniques to create effects. I can explore the structures and techniques used. For example, short sentences, rhetorical questions, ellipsis, flashbacks. I can record examples of effective techniques and structures from reading to use in my own writing.	I know that style and vocabulary are linked to the purpose of the text. I can explain how the style and vocabulary are linked to the purpose of the text, using evidence. I can explain the characteristics of a writer's style, using evidence. I can explain how the word and language choices support the writer's purpose, using evidence. I can explain how the techniques and structures used support the writer's purpose, using evidence. I record examples of techniques and structures from reading to use in my own writing. I can comment on the effectiveness of the writer's use of language structures and techniques.

Ordsall Primary School Progression Map for Phonics/Reading

		Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key National Curriculum Theme	Reading for pleasure - Poetry	I can join in with action songs and rhymes. I can remember lots of sounds and words to join in with familiar songs. I can sing my favourite songs independently and sometimes make up my own. I can fill in the rhyming gaps in a story, song or rhyme. I know many rhymes. I sing a large repertoire of songs. I can spot and suggest rhymes I can recognise when 2 words rhyme. I can say a string of words that rhyme with a given word.	I can listen carefully to rhymes and songs, paying attention to how they sound. I can learn rhymes, poems and songs. I can offer explanations for why things might happen, making use of recently introduced vocabulary from rhymes and poems when appropriate.	I recognise rhyming language. I recognise repeated or patterned language. I recognise patterned language in poems and rhymes I know. I know some poems and rhymes by heart.	I know the difference between poetry and narrative. I know that there are different kinds of poetry. I listen to different kinds of poetry. I talk about books or poems read. I know that stories and poems can have patterned or recurring literary language. I talk about the meaning of different poems. I recognise that a poem can tell a story. I learn a poem by heart. I give an opinion on books or poems read. I find patterned or recurring literary language in poems and stories. I find favourite words and phrases. I recite or perform a poem making meaning clear. I talk about favourite words and phrases. I know that word choice affects meaning. I can explain why a writer has chosen a word to affect meaning.	I know that there are different forms of poetry and can recognise and name different types of poems which have been introduced. I know that words and language in poems create effects and can discuss their meaning. I find examples of patterned language in the poems I read. I understand that there can be more than one interpretation of a poem. I understand that the meaning of poems can be enhanced through performance. I watch performances of poems. I identify that intonation, tone, volume and action can be used to enhance meaning. I prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.	I know that there are different forms of poetry and can recognise and name different types of poems which have been introduced. I explain the effect created by the poet's choice of words and language. I know that poems may have patterned language. I explain the effect of patterned language in poems and why a poet might use it. I understand that the meaning of poems can be enhanced through performance. I discuss how the meaning of a poem is enhanced through performance. I identify that intonation, tone, volume and action can be used to enhance meaning. I prepare poems to read aloud and to perform showing understanding through intonation, tone, volume and action.	I can recite poems by heart, e.g. narrative verse, haiku I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action	

Ordsall Primary School Progression Map for Phonics/Reading

		Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key National Curriculum Theme	Reading for pleasure – Non-fiction	I can look at books independently. I can locate the title. I know that information can be relayed in print. I can talk about familiar books. I can identify familiar everyday words from the environment (including my name).	I can engage in non-fiction books. I can listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. I can offer explanations for why things might happen, making use of recently introduced vocabulary from non-fiction when appropriate.	I know that there are different kinds of books. I know the difference between a story book and an information book.	I know that non-fiction books are organised differently from fiction texts. I know how to find information in a non-fiction book. I decide how useful a non-fiction book is to find the information I need.	I know that there are different kinds of non-fiction books. I know that non-fiction books are structured in different ways. I know how to use a non-fiction book to find identified information. I know that the organisation and layout of a book helps me to understand it and may be different according to the purpose of the book. I know how to find and record key words or information in a non-fiction text.	I choose a specific non-fiction book for a specific purpose. I identify any words that are unfamiliar to me. I use dictionaries to check or find the meaning of unfamiliar words. I know where to find the specific information needed in my book. I know how to use a non-fiction book to find identified information. I discuss the meaning of the unfamiliar words identified.	I can read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are I can use more than one source when carrying out research I use skimming and scanning to find the information I need. I make notes on the information I need. I organise my notes and present information.	I evaluate the usefulness of a non-fiction book to research questions raised. I understand that non-fiction texts may present the same information with different viewpoints.

Ordsall Primary School Progression Map for Phonics/Reading

		Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key National Curriculum Theme	**Reading accurately with fluency and understanding**	I can look at books independently. I can turn the pages one at a time. I 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 - page sequencing. I can follow print from top to bottom and let to right. I can answer simple 'why' questions.	I can read (words, sentences, pages) in the correct direction. I can point and look carefully at each word as I read. I can read some words without overt sounding and blending after a few encounters in the text. I can re-read books to build up my confidence in word reading, my fluency and my understanding and enjoyment. I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary. I demonstrate understanding of what I have read. I notice some errors in my reading. I can read without overt sounding and blending after a few encounters in the text. I notice errors when reading and sometimes self-correct. I can re-read words, phrases or sentences to support my understanding. I demonstrate understanding of what I have read.	I use picture clues to support my understanding. I use picture clues to deepen my understanding. I identify the characters in a story. I recognise a character's feelings. I say why a character has a feeling. I use prior knowledge to understand texts. I identify unfamiliar words and ask about meaning. I use the context to make informed guesses about the meaning of unfamiliar words. I make predictions based on the events in a story. I give an opinion about a character. I know that stories can have similar characters. I discuss the meaning of unfamiliar words with others. I know that stories can have similar patterns of events. I make links to other stories. I make links with characters in other stories. I can answer retrieval questions about a book.	I know that the purpose of reading is to make meaning, I know that there is a range of decoding strategies. I check that text I read makes sense. I re-read when I have lost the meaning. I self-correct when I have lost meaning. I use prior knowledge and reading experiences to understand text. I use the context to understand text. I ask questions to clarify understanding. I can find the answers to retrieval questions about stories, poems or non-fiction texts. I recognise that a writer can have a message for the reader. I can make predictions about possible events	I ask questions to deepen understanding of a text. I use the context of unfamiliar words to explain their meaning. I give a personal response to a text. I use evidence from the text to support my response. I use clues from the text to predict what might happen next. I know that the main idea in a narrative may also have a message for the reader and know the message is called a theme. I recognise that books may have similar themes. I listen to others' personal responses to a text. I adapt own response in the light of others' responses. I know that characters' actions can tell the reader about their thoughts, feelings and motives. I infer characters' feelings, thoughts and motives from their actions. I give reasons for predicting what might happen next.	I frequently empathise with a character. I identify the main idea/s of a text. I summarise the main idea of a text in a sentence. I know that many books have themes. I discuss the possible theme/s in books. I identify a theme in a book. I find evidence which shows what the theme is. I actively seek the meaning of any words or language not understood. I ask questions to ensure understanding of a text. I explain how the writer made sure of the reader's response, using evidence from the text. I compare others' personal responses to a text. I understand why a writer wanted the character to respond in a certain way. I infer meaning using evidence from events, description and dialogue. I make predictions based on the text and	I understand the difference between fact and opinion. I find examples of fact and opinion in texts and explain why one is fact and the other opinion. I can formulate an opinion and give reasoned justification for my views I explore how events are viewed from another perspective. I explain the writer's viewpoint with evidence from the text. I identify the writer's viewpoint, for example, how different characters are presented. I can predict what might happen from what is stated or implied	I understand the difference between fact and opinion. I find examples of fact and opinion in texts. I can explain why one example is fact and another is opinion. I use point, evidence and explanation (PPE) or answer it, prove it, explain it (APE) to respond to questions about texts. I understand that a narrative can be told from different points of view – narrator, character. I give a personal point of view about a text. I can explain the reasons for a viewpoint, using evidence from the text. I identify themes in books which have different cultural, social or historical contexts. I compare and contrast themes in a range of books.

				I use information from the story to support my opinion. I understand that a writer can leave gaps for the reader to fill. I answer questions which fill the gaps in a story. (inference)			from knowledge from other books. I skim to find specific information on a page or in a paragraph. I scan a page or paragraph to find key words or information.		
Vocabulary		Title, front cover, back cover, page, picture, blurb, rhyme	Letter, sound, special friends, Fred talk, Fred fingers, blend, red words, syllable	Chatty friends, segment, common exception words, contractions, predict, fiction, non-fiction, author, illustrator, poem, rhyme, character, suffix	Infer, re-read, prefix, exception words, cause, effect, pace, morphology, summarise, paragraph	Analogy, pronunciation, root word, plot, dictionary, structure, effect, similarities, differences, historical, cultural, social, connections, interpretation, intonation, tone, volume, action, motive, organisation, key words,	Plot, atmosphere, mood, empathise, theme, skim, justify	dialogue, response, description, genre, metaphors, similies, personification, rhetorical question, ellipsis, flash back, motive, figurative language, fact, opinion, view point	Technique, research, evidence, messages