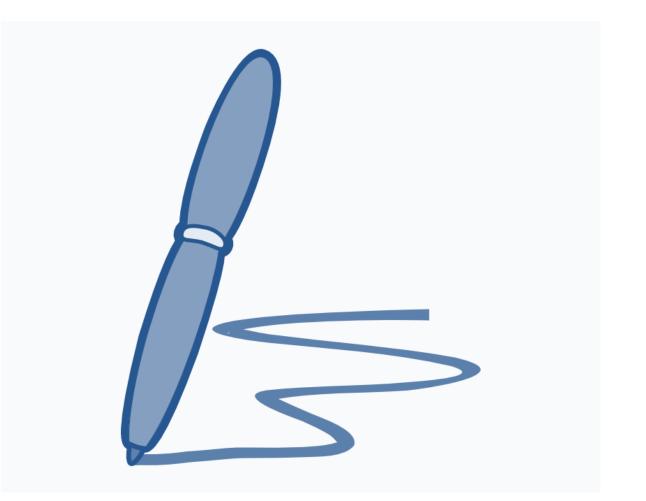


English Reading Progression Map and End Points



St Luke's CE Primary

	End of EYFS	End of KS1	End of Lower KS2	
Word Reading	 say a sound for each letter in the alphabet and at least 10 digraphs; read words consistent with their phonic knowledge by sound-blending; read aloud simple sentences and books that are consistent with their phonic knowledge, read some common exception words. RWI red words her, do, does, all call, tall, small, come, some, many, any, one 	 Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes read accurately words of two or more syllables that contain the same graphemes as above read words containing common suffixes read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation re-read these books to build up their fluency and confidence in word reading. 	 apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 to read aloud and to understand the meaning of 	 app pref mon read new use add wor gain othe furt pref read pres prof
Comprehension	 Iisten attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions make comments about what they have heard and ask questions to clarify their understanding offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; anticipate – where appropriate – key events in stories; use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and poems and poems and uring role-play. 	 develop pleasure in reading, motivation to read, vocabulary and understanding by: listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non- fiction at a level beyond that at which they can read independently discuss the sequence of events in books and how items of information are related become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales be introduced to non-fiction books that are structured in different ways recognise simple recurring literary language in stories and poetry discuss and clarifying the meanings of words, linking new meanings to known vocabulary 	 identify themes and conventions in a wide range of books prepare poems and play scripts to read aloud and to perform, improve 	atti they

End of Upper KS2

- pply their growing knowledge of root words, refixes and suffixes (etymology and norphology) as listed in English Appendix 1 to ead aloud and to understand the meaning of ew words they meet
- se a hyphen to join a prefix to a root word dd suffixes beginning with vowel letters to rords ending in – fer
- ain further knowledge of homophones and ther words that are often confused
- urther develop the use of the hyphen to join a refix to a root word
- ead accurately words with silent letters whose resence cannot be predicted by the
- ronunciation of the word

upils should be taught to: maintain positive ttitudes to reading and understanding of what ney read by:

- ontinuing to read and discuss an increasingly ride range of fiction, poetry, plays, non- fiction nd reference books or text books
- eading books that are structured in different ways and reading for a range of purposes acreasing their familiarity with a wide range of ooks, including myths, legends and traditional cories, modern fiction, fiction from out literary eritage and books from other cultures and raditions
- ecommending books that they have read to neir peers, giving reasons for their choices lentifying and discussing themes and
- onventions in and across a wide range of writing
- naking comparisons within and across books earning a wider range of poetry by heart reparing poems and plays to read aloud and erform, showing understanding through

	rse, oks e to ing s in heir ing and ails ore ing and rom	$\begin{array}{c} & \\ & \\ & \\ & \\ & \\ & \\ & \\ & \\ & \\ & $	und dra cha fro wit fro infe pre sta sun tha ide pre disc lan cor disc opi ret nor par rea the ide
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ntonation, tone and volume so that the neaning is clear to an audience **Jnderstand what they read by:** hecking that the book makes sense to them, liscussing their understanding and exploring he meaning of words in context asking questions to improve their understanding drawing inferences such as inferring haracters' feelings, thoughts and motives, rom their actions, and justifying inferences with evidence predicting what might happen rom details stated and implied justifying nferences with evidence predicting what might happen from details tated and implied ummarising the main ideas drawn from more han one paragraph, identifying key details hat support the main ideas dentifying how language, structure and presentation contribute to meaning discuss and evaluate how authors use anguage, including figurative language, considering the impact on the reader listinguish between statements of fact and pinion etrieve, record and present information from non-fiction participate in discussions about books that are ead to them and those they can read for hemselves, building on their own and others deas and challenging views courteously explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views