



Reading Progression Map



Not yet aware text comes meaning. Can talk through known favourites, join in with rhymes, poems and songs. May know some reading words. 'Reading' relies on memory of a story. May not yet choose to read for pleasure. Building up a repertoire of new texts.	Not yet aware text comes meaning. Can talk through known favourites, join in with rhymes, poems and songs. May know some reading words. 'Reading' relies on memory of a story. May not yet choose to read for pleasure. Building up a repertoire of new texts.	Can tackle known texts and use pictures to make sense of what they have read. Making important transition from memory of text to reading familiar books not known by heart. Beginning to focus on print and decode simple words. Can express opinions. Still over reliant on phonics.	Gaining control of the reading process. Can read simple texts and link to own experience. More extensive vocab inc. graphemes, suffixes and contractions. Develop self correction strategies. Respond personally to what they have read. Re-read favourites.	Gaining control of the reading process. Can read simple texts and link to own experience. More extensive vocab inc. graphemes, suffixes and contractions. Develop self correction strategies. Respond personally to what they have read. Re-read favourites.	Well-launched reader. Can read for longer periods. Can decode larger units of words. Can tackle some new texts independently. Growing enthusiasm for wider range of material. Confident to express opinions, likes and dislikes. Moves between familiar and unfamiliar texts.	Approaches familiar texts with confidence. Developing stamina and can read for longer periods. Ability to read silently. Less reliant on phonics and starts to self-correct. Confident and independent with familiar texts. Now able to read short-chapter books. Uses reading in own learning.	Avid readers. Now makes choices from a wide range of material. Can read both silently and aloud with confidence. Decodes vocab without impeding fluency. Strong reading preferences. Recommends books to others. Asks questions and is able to read between the lines and infer feelings and meanings.	Self-motivated, confident and experienced. Pursue interests through reading. Can tackle some demanding texts. Appreciate shades of meaning. Can research a topic independently. Makes predictions and is becoming more critical in awareness and analysis of language. Comments on organisation structure of texts and identifies themes and conventions.									
Beginning Reader	Beginning Reader	Early Reader	Developing Reader	Developing Reader	Moderately Fluent Reader	Fluent Reader	Experienced Reader	Independent Reader									
22-36 Months	30-50 Months	40-60 Months	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6									
Lilac	Pink	Red	Yellow	Blue	Green	Orange	Turquoise	Purple	Gold	White	Lime	Brown	Grey	Dark Blue	Dark Red		
Phase 1	Phase 1/2	Phase 2	Phase 3	Phase 4/5	Phase 4/5	Phase 5/6	Phases 5/6	Phase 6	KS2								
<ul style="list-style-type: none"> Has some favourite stories, rhymes, songs, poems or jingles. Repeats words or phrases from familiar stories. Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a...' 	<ul style="list-style-type: none"> Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words. Listens to and joins in with stories and poems, one-to-one and also in small groups. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Beginning to be aware of the way stories are structured. Suggests how the story might end. Listens to stories with increasing attention and recall. Describes main story settings, events and principal characters. Shows interest in illustrations and print in books and print in the environment. Recognises familiar words and signs such as own name and advertising logos. Looks at books independently. Handles books carefully. Knows information can be relayed in the form of print. Holds books the correct way up and turns pages. Knows that print carries meaning and, in English, is read from left to right and top to bottom. 	<ul style="list-style-type: none"> Continues a rhyming string. Hears & says the initial sound in words. Can segment the sounds in simple words & blend them together & knows which letters represent some of them and also in small groups. Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words & simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books. Knows that information can be retrieved from books & computers. <p>ELG Children read & understand simple sentences. They use phonic knowledge to decode regular words & read them aloud accurately. They also read some common irregular words.</p> <p>They demonstrate understanding when talking with others about what they have read.</p>	<ul style="list-style-type: none"> Apply phonic knowledge to decode words read all 40+ letters/groups for 40+ phonemes read accurately by blending taught GPC read common exception words read common suffixes (-s, -es, -ing, -ed, etc.) read multisyllable words containing taught GPCs read contractions and understanding use of apostrophe read aloud phonically-decodable texts 	<ul style="list-style-type: none"> Secure phonic decoding until reading is fluent Read accurately by blending, including alternative sounds for graphemes Read multisyllable words containing these graphemes Read common suffixes Read exception words, noting unusual correspondences Read most words quickly & accurately without overt sounding and blending 	<ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet 	<ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet 									
																Decoding	
																	Range of Reading
																	Familiarity with texts
																	Poetry & Performance
																	Word Meanings
																	Understanding
																	Inference
																	Prediction
																	Authorial Intent
																	Non-Fiction
																	Discussing Reading