



**Reading Intent:** At Aston and Cote CE Primary we aim to develop children who are confident, fluent readers who enjoy reading and can talk articulately about texts that they come across. We know that reading is a fundamental life-long skill and is a cornerstone to all other learning. Through reading a wide range of high-quality texts across their time at our school, pupils will have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Reading enables children to 'Grow their Talents' both by acquiring new knowledge and building on what they already know.

### Substantive Concept/ Strand- Phonics and decoding

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>National Curriculum Objective</b>	<p>To Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>To read words consistent with their phonic knowledge by sound-blending.</p> <p>To read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>To read words containing taught GPCs.</p> <p>To read words containing -s, -es, -ing, -ed and -est endings.</p>	<p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables.</p>	<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.</p> <p>To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion,</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.</p>	<p>To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings</p> <p>and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p>

# Aston and Cote Church of England School- Progression Map- **SUBJECT**



		To read words with contractions, e.g. I'm, I'll and we'll.	To read most words containing common suffixes.	-tion, -ssion and -cian, to begin to read aloud.			
<b>Sticky Knowledge/ Retrieval</b>	<p>I can say a sound for each letter in the alphabet.</p> <p>I can recognise at least 10 digraphs.</p> <p>I can blend words that have sounds in that I know.</p> <p>I can read simple sentences that contain sounds that I know</p>	<p>I can recognise all of the taught graphemes.</p> <p>I can read words containing the graphemes taught.</p> <p>I can blend sounds to read new words using GPCs.</p> <p>I can read words containing the s,es, ing, ed, est endings.</p> <p>I can read I'm , I'll and we'll by sight.</p>	<p>I can decode longer words.</p> <p>I can recognise alternative sounds for graphemes I've been taught.</p> <p>I can read words of two or more syllables.</p> <p>I can read words containing common suffixes.</p>	<p>I can decode unfamiliar words quickly.</p> <p>I can recognise and read words with the prefixes in, im, il, ir, dis, mis, un, re, sub, inter, super, anti, auto.</p> <p>I can recognise and read words with the suffixes ation, ly, ous, ture, sure, sion, tion,ssion, cian.</p>	<p>I can read with speed and accuracy.</p> <p>I can quickly and skilfully decode any unfamiliar words.</p> <p>I can read words with prefixes and suffixes fluently.</p>	<p>I can use contextual cues to read with speed and accuracy.</p> <p>I can read words with the prefixes and suffixes sion, tion, cial, tial, ant, ance, ancy, ent, ence, ency, able, ably, ible, ibly,</p>	<p>I can read all of the year 5/6 common exception words</p> <p>I can read words with all taught prefixes and suffixes.</p> <p>I can use contextual cues to read new words.</p>
<b>Vocabulary</b>	Letter, sound, grapheme, phoneme, alphabet	Letter, word, singular, plural,	Compound, suffix,	Word family, prefix, consonant, consonant letter, vowel, vowel letter			Synonym, antonym
<b>Substantive Concept/ Strand- Common exception words</b>							
	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>

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<b>National Curriculum Objective</b>	To read some common irregular words.	To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.	To read all Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	To begin to read Y3/Y4 exception words.	To read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and these occur in the word.	To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	To read all Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.
<b>Sticky Knowledge/ Retrieval</b>	I can read some common exception words	I can read the year 1 common exception words	I can read the year 2 common exception words	I can read at least half of the year 3/4 common exception words	I can read all of the year 3/4 common exception words	I can read at least half of the year 5/6 common exception words	I can read all of the year 5/6 words.
<b>Vocabulary</b>	Word, letter, sound	Letter, word, singular, plural, sentence, capital letter	Apostrophe, suffix	Word family, prefix			Synonym, antonym

**Substantive Concept/ Strand- Fluency**

	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>National Curriculum Objective</b>	To read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.  To reread texts to build up fluency and confidence in word reading.	To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.  To reread these books to build up fluency and confidence in word reading.				

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			To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.				
<b>Sticky Knowledge/ Retrieval</b>	I can read aloud simple sentences and books.	I can use phonics to accurately read words.  I can reread books to build up fluency.	I can sound out unfamiliar words accurately and automatically.  I can reread books to build up fluency.  I can read words accurately without overt sounding out.				
<b>Vocabulary</b>	Letter, word, sentences, digraphs, sounds, capital letter	Letter, word, singular, plural, sentence, capital letter	Apostrophe, suffix	Word family, prefix			Antonym, synonym
<b>Substantive concept/strand- reading comprehension- understanding and correcting inaccuracies</b>							
	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>National curriculum objective</b>	To demonstrate understanding of what has been read to them by retelling stories and narratives	To check that a text makes sense to them as they read and to self-correct.	To show understanding by drawing on what they already know or on background information				

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	using their own words and recently introduced vocabulary.		and vocabulary provided by the teacher.  To check that the text makes sense to them as they read and to correct inaccurate reading.				
<b>Sticky knowledge/retrieval</b>	I can show I understand a text by retelling it in my own words	I can check that a text makes sense as I read it.  I can self-correct.	I can understand what I'm reading by using knowledge and words given to me by the teacher.  I can check that a text makes sense as I read it.  I can self-correct.				
<b>Vocabulary</b>	Retell, sequence, order	Correct, self-correct,	accurate				
<b>Substantive concept/strand- comparing, contrasting and commenting</b>							
	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>National curriculum objective</b>	To demonstrate understanding of what has been read to them by retelling stories and narratives	To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at	To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can	To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and	To discuss and compare texts from a wide variety of genres and writers.	To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing	To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres,

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<p>using their own words and recently introduced vocabulary.</p> <p>To listen 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.</p> <p>To offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>To anticipate (where appropriate) key</p>	<p>which they can read independently.</p> <p>To link what they have read or have read to them to their own experiences.</p> <p>To retell familiar stories in increasing detail.</p> <p>To join in with discussions about a text, taking turns and listening to what others say.</p> <p>To discuss the significance of titles and events.</p>	<p>read independently) and those that they can read for themselves, explaining their understanding and expressing their views.</p> <p>To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p> <p>To discuss the sequence of events in books and how items of information are related.</p> <p>To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other</p>	<p>reference books or textbooks.</p> <p>To use appropriate terminology when discussing texts (plot, character, setting).</p>	<p>To read for a range of purposes.</p> <p>To identify themes and conventions in a wide range of books.</p> <p>To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).</p> <p>To identify how language, structure and presentation contribute to meaning.</p> <p>To identify main ideas drawn from more than one paragraph and summarise these.</p>	<p>diaries and autobiographies) and differences between text types.</p> <p>To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</p> <p>To identify main ideas drawn from more than one paragraph and to summarise these.</p> <p>To recommend texts to peers based on personal choice.</p>	<p>including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p> <p>To recognise more complex themes in what they read (such as loss or heroism).</p> <p>To 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.</p> <p>To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.</p>
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	events in stories.		<p>cultures and traditions.</p> <p>To recognise more complex themes in what they read (such as loss or heroism).</p> <p>To explain and discuss their understanding of what they have read, including through formal presentations and debates,</p>				<p>To draw out key information and to summarise the main ideas in a text.</p> <p>To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.</p> <p>To compare characters, settings and themes within a text and across more than one text.</p>
<b>Sticky knowledge/retrieval</b>	<p>I can retell a story in my own words using some new vocabulary.</p> <p>I can listen to and answer questions about a story.</p> <p>I can offer explanations as to why things</p>	<p>I can discuss texts That are read to me,</p> <p>I can link what I have read to my own life.</p> <p>I can retell familiar stories with details.</p> <p>I can join in discussions, taking it in turns to talk and listen.</p>	<p>I can discuss a text that is read to me explaining my views.</p> <p>I can retell a wider range of stories.</p> <p>I can discuss how events are sequenced.</p> <p>I can discuss how items of information are linked.</p>	<p>I can discuss a wider range of text types.</p> <p>I can use vocabulary when discussing books.</p>	<p>I can compare texts including genres and writers.</p> <p>I can identify themes in a book</p> <p>I can talk about themes in a book</p> <p>I can discuss presentational devices</p> <p>I can talk about structure, language and presentation</p>	<p>I can read a wider range of genres.</p> <p>I can discuss books I read challenging other's ideas courteously.</p> <p>I can identify ideas from more than one paragraph</p> <p>I can recommend texts to my friends</p>	<p>I can read for pleasure.</p> <p>I can discuss, compare and evaluate books that I have read.</p> <p>I can recognise complex themes in a book.</p> <p>I can discuss a text through a presentation or a debate.</p>



	<p>happen using new vocabulary.</p> <p>I can anticipate events in stories.</p>	<p>I can discuss the significance of titles and events.</p>	<p>I can compare different books I read.</p> <p>I can explain my understanding of what I read.</p>		<p>and how this contributes to meaning</p> <p>To identify ideas from several paragraphs and summarise these</p>		<p>I can listen to and act on feedback to improve my explanations around books.</p> <p>I can locate key information to summarise a text.</p> <p>I can recognise fact and opinion and justify my idea.</p> <p>I can compare characters, settings and themes across more than one book.</p>
<b>Vocabulary</b>	<b>Title, page, words, sentences</b>	<b>Events, setting, character, information, poetry</b>	<b>Sequence,</b>	<b>Genre, plot,</b>	<b>Theme, authorial style, text features, presentational devices, structure, language,</b>		<b>Evaluate, fact, opinion, key information</b>
<b>Substantive concept/strand-words in context and authorial choice</b>							
	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>National curriculum objective</b>	To demonstrate understanding of what has been read to them by retelling stories and narratives using their own	To discuss word meaning and link new meanings to those already known.	To discuss and clarify the meanings of words, linking new meanings to known vocabulary.	To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.	Discuss vocabulary used to capture readers' interest and imagination.	To discuss vocabulary used by the author to create effect including figurative language.	To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such





	words and recently introduced vocabulary.  To use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.		To discuss their favourite words and phrases.	To discuss authors' choice of words and phrases for effect.		To evaluate the use of authors' language and explain how it has created an impact on the reader.	as metaphor, simile, analogy, imagery, style and effect.
<b>Sticky knowledge/retrieval</b>	I can retell a story to show my understanding of events  I can use new vocabulary in my retelling	I can discuss the meanings of new words.  I can link new words to words I already know.	I can discuss the meanings of new words.  I can ask for help with words I don't know.  I can discuss my favourite words and phrases.	I can discuss new words in context  I can suggest why an author has chosen certain words and phrases and say what effect it has on the reader	I can talk about words the author has used to capture imagination	I can discuss figurative language used by the author.  I can evaluate the impact that language has upon a reader.	I can discuss figurative language used by the author.  I can evaluate the impact that language has upon a reader.
<b>Vocabulary</b>	retell	Word, vocabulary, meaning	phrases	Context, effect	imagination	Figurative language, evaluate, impact	Metaphor, simile, analogy, imagery, style, effect
<b>Substantive concept/strand- Inference and prediction</b>							
	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>



<b>National curriculum objective</b>	<p>To offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>To anticipate (where appropriate) key events in stories.</p>	<p>To make inferences on the basis of what is being said and done.</p> <p>To predict what might happen on the basis of what has been read so far in a text.</p> <p>To recite simple poems by heart.</p>	<p>To make inferences on the basis of what is being said and done.</p> <p>To predict what might happen on the basis of what has been read so far in a text.</p> <p>To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear</p>	<p>To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p> <p>To justify predictions using evidence from the text.</p> <p>To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</p> <p>To begin to use appropriate intonation and volume when reading aloud.</p>	<p>To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.</p> <p>To justify predictions from details stated and implied.</p> <p>To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).</p> <p>To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.</p>	<p>To draw inferences from characters' feelings, thoughts and motives.</p> <p>To make predictions based on details stated and implied, justifying them in detail with evidence from the text.</p> <p>To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.</p>	<p>To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).</p> <p>To discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p> <p>To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.</p>
<b>Sticky knowledge/retrieval</b>	I can explain why I think things happen.	<p>I can make inferences.</p> <p>I can make predictions about</p>	I can recite several poems off by heart with intonation to make the meaning clear	I can ask and answer questions about characters' thoughts, feelings and motives	I can use evidence from the text to support the inferences I make.	I can use evidence from the text to make detailed inferences and predictions.	I can consider different accounts of the same event and consider

# Aston and Cote Church of England School- Progression Map- **SUBJECT**



	I can anticipate what might happen next in stories using new vocabulary	what might happen next  I can recite a simple poem off by heart		I can justify my prediction using evidence from the text  I can perform poems and plays showing an awareness of the audience  I can use differing intonation and volume when reading aloud	I can make prediction from implied information in the text.  I can recognise and discuss some different forms of poetry.	I can continually show awareness of audience when reading aloud using intonation, tone, volume and action	different view points.  I can use a wide range of devices to engage an audience when performing texts
<b>Vocabulary</b>	<b>Explain,</b>	<b>Infer, predict, prediction</b>	<b>intonation</b>	<b>Justify, evidence, audience, intonation, volume</b>	<b>Support, implied, forms</b>	<b>Tone, action</b>	<b>View points, devices, engage</b>
<b>Substantive concept/strand-non-fiction</b>							
<b>National Curriculum objective</b>	To Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.  To use and understand recently		To recognise that non-fiction books are often structured in different ways.	To retrieve and record information from non-fiction texts.	To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.  To use dictionaries to check the meaning of words that they have read.	To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.	To retrieve, record and present information from non-fiction texts.  To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and

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	introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.						in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).
<b>Sticky knowledge/retrieval</b>	I can explain why I think things happen.  I can anticipate what might happen next in stories using new vocabulary		I can talk about how non-fiction books are structured in different ways	I can retrieve information from non-fiction books	I can use organisational devices to find information.  I can use a dictionary to find the meaning of new words.	I can retrieve information from non-fiction books and discuss my findings	I can retrieve information from non-fiction books  I can use non-fiction books to aid my research in lessons
<b>vocabulary</b>	explain		Non-fiction, glossary, index, headings, sub-headings, alphabetical order, information	Non-fiction, glossary, index, headings, sub-headings, alphabetical order, information, retrieve			