



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	Literacy/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, including some common exception words.	Say sounds for 40+ graphemes, including one grapheme for each of the 40+ phonemes. Read many common exception words from (English appendix 1). Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings. Read words with contractions <eg>'I'm, I'll, we'll</eg>, and understand that the apostrophe represents the omitted letter(s).	Read accurately by blending the sounds in words that contain the graphemes for all 40+ phonemes Read words containing common suffixes. Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Recognise alternative sounds for graphemes.	Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include: dis-, mis-, in-, il-, im-, ir-, -ly; (<ref>English Appendix 1</ref>). Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling <ref>English Appendix 1</ref>). Increase his/her familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally. Identify how language, structure, and presentation contribute to meaning to include paragraphs, headings, sub-headings, inverted commas to punctuate speech.	Read and decode further exception words accurately, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling <ref>English Appendix 1</ref>). Recognise some different forms of poetry e.g. free verse, narrative poetry. Identify how language, structure, and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials.	Increase 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. Recommend books that he/she has read to his/her peers, giving reasons for their choices. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Distinguish between statements of fact and opinion.	Increase his/her familiarity with a wide range of books, including books from our literary heritage and books from other cultures and traditions. Learn a wider range of poetry by heart Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and using quotations for illustration. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.





Skills Communication and Language/Listening, Attention and Understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole school discussions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teachers and peers. Communication and Language/Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things may happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and conjunctions, with modelling and support from the teacher. Literacy/Comprehension Demonstrate understanding of what has been read to them by re-telling stories and narrative in their own words and recently introduced vocabulary. Anticipate key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role play.	Apply phonic knowledge and skills as the route to decode words. Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Read other words of more than one syllable that contain taught GPCs. Read aloud accurately books that are consistent with developing phonic knowledge and that do not require use of other strategies, such as guessing words from pictures or the context of the sentence, to work out words. Re-read phonically decodable books to build up fluency and confidence in word reading. Read aloud many words containing taught GPCs quickly and accurately without overt sounding and blending.	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 words of two or more syllables that contain graphemes taught so far. Read aloud books closely matched to his/her improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. Re-read books, sounding out unfamiliar words accurately, to build up fluency and confidence in word reading. Participate in discussion about books, poems and other works that are read to him/her and those that he/she can read for himself/herself, taking turns and listening to what others say. Explain and discuss his/her understanding of books, poems and other material, both those that he/she listens to and those that he/she reads for himself/herself.	Listen to and discuss a wide range of fiction, poetry, plays and non-fiction. Read books that are structured in different ways. Identify themes in books. Read aloud poems and perform play scripts. Discuss words that capture the reader's interest and imagination. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Identify main ideas drawn from within one paragraph and summarise these. Retrieve and record information from non-fiction. Participate in reasoned discussion about books, poems and other material that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say.	Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include re-, sub-, inter-, super-, anti-, auto-, -ation, -ous; Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Use dictionaries to check the meaning of words that he/she has read. Read a wide range of books, including fairy stories, myths and legends, and retell some of these orally. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text. Predict what might happen from details stated and implied. Identify main ideas drawn from more than one paragraph and summarise these. Retrieve and record information from non-fiction over a wide range of subjects. Identify themes and conventions in a wide range of books.	Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Prepare 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. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predict what might happen from details stated and implied in more complex texts. Retrieve, record and present information from non-fiction.	Read books that are structured in different ways and reading for a range of purposes. Identify and discuss themes and conventions in and across a wide range of writing. Read age-appropriate books, including whole novels, with confidence and fluency.
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Discuss a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently.
Talk about events in what is read or heard read and link them to his/her own experiences.
Retell some of a familiar story/rhyme, when being read to by an adult (one-to-one or in a small group).
Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
Learn to appreciate rhymes and poems, and to recite some by heart.
Discuss word meanings, linking new meanings to those already known.
Draw on what is already known or on background information and vocabulary provided by the teacher.
Check that the text makes sense as he/she reads and corrects inaccurate reading.
Discuss the significance of the title and events.
Make inferences on the basis of what is being said and done.
Predict what might happen on the basis of what has been read so far.
Participate in discussion about what is read to him/her, taking turns and listening to what others say.
Explain clearly his/her understanding of what is read to him/her.
Answer questions in discussion with the teacher and make simple inferences.
Join in with predictable phrases.

Read words in age-appropriate books accurately and fluently without overt sounding and blending, and sufficiently fluently to allow him/her to focus on understanding rather than decoding.
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 he/she 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.
Recognise simple recurring literary language in stories and poetry.
Discuss and clarifying the meanings of words, linking new meanings to known vocabulary.
Discuss his/her favourite words and phrases.
Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.
Draw on what he/she already knows or on background information and vocabulary provided by the teacher to show understanding of what has been read.
Check that the text makes sense to him/her as he/she reads and corrects inaccurate reading.
Answer questions and make inferences on the basis of what is being said and done to show understanding of what has been read.
Answer and asking questions and making links to show understanding of what has been read.
Make plausible predictions about what might happen on the basis of what has been read so far to show understanding of what has been read.
Explain what has happened so far in what he/she has read.
Make inferences on the basis of what is said and done in a book he/she is reading independently.

Discuss his/her understanding of words.
Ask questions to improve his/her understanding of a text.
Understand what he/she reads independently by predicting what might happen from details stated.

Read for a range of purposes.
Discuss words and phrases that capture the reader's interest and imagination.
Check that the text makes sense to him/her, discussing his/her understanding and explaining the meaning of words in context.
Ask questions to improve his/her understanding of text with increasing complexity.
Participate in clear reasoned discussion about books, poems and other material that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say.

Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 5 spelling.
Identify and discuss themes and conventions in writing.
Make comparisons within a book.
Check that the book makes sense to him/her, discuss his/her understanding and exploring the meaning of words in context.
Ask questions to improve his/her understanding of complex texts.
Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously.

Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 6 spelling.
Make comparisons within and across books.
Identify how language, structure and presentation contribute to meaning.
Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
Provide reasoned justifications for his/her views.
Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously and with clear reasoning.





Saint Michael Catholic Primary School

Reading Progression Map 2025 – 2026



Key Vocabulary		Grapheme Phoneme Digraph Trigraph Split Digraph Singular Plural Contractions	Grapheme Phoneme Digraph Trigraph Split Digraph Statement Question Exclamational Command	Questioning Repetition Prediction Inference Patterns Rhyme	Questioning Summarise Prediction Inference Inference Visualising	Questioning Summarising Clarifying Predicting Inference Visualising Noting text structure Thinking aloud	Inference Speculating Reasoning Justifying Explaining Imagining Analysing Negotiating Narrating
Cultural Capital	Read a variety of picture books, poetry, art work, film and stories from different cultures, e.g. Amma’s Sari, All About Diversity, Clean Up.	Read a variety of picture books, poetry, art work, film and stories from different cultures, e.g. A Different Pond, The Invisible, Sulwe, The Suitcase, Last Stop On Market Street.	Read a variety of picture books, poetry, art work, film and stories from different cultures, e.g. The Day War Came, The Cat Man of Aleppo, The Little Refugee.	Read a variety of picture books, poetry, art work, film and stories from all cultures, e.g. The Proudest Blue, Max Takes A Stand, My Other Life.	Read a variety of picture books, poems, art work, film and stories from different cultures, e.g. Varjak Paw, When Stars Are Scattered, Check Mates.	Read a variety of picture books, stories, art work, film & poetry, some with challenging concepts – e.g. Rose Blanche, The House by The Lake, War.	Read a variety of picture books, poetry, artwork, film and stories with challenging concepts, e.g. ‘Savage, Diamonds, Grandfather’s Journey, Rebound, A Story Like the Wind.

