

High View PLC

Reading Progression Map

At High View PLC, we believe that reading is an essential skill and we are committed to ensuring every child is a reader. We want to enable our children to develop a love of reading and a lifelong commitment to reading. We do this by exposing our children to carefully selected, high-quality texts that will encourage our children to ask questions, use their imagination and see themselves within the stories. We ensure texts used allow our children to see cultural diversities, empathise, challenge stereotypes and be represented. Reading is a vital skill that enables our children to access the written word, become excellent communicators and read widely across the curriculum. We have high expectations of our children and ensure children receive a consistent and carefully sequenced approach to the teaching of reading.

Overview of Class Texts and Complementing Texts								
	FS1	FS2	Y1	Y2	Y3	Y4	Y5	Y6
Autumn 1	Nursery Rhymes Elmer Kipper's toy box 3 Little Pigs Hog the Hedgehog Oliver's Vegetables	Harry and the dinosaurs go to school Colour monster goes to school Zog On the way home Brown bear, brown bear what do you see? Gruffalo We're Going on a Bear Hunt	Farmer Duck	Can I build another Me? Vlad & the Florence Nightingale Adventure Your Hearth & Lungs – Science in Action. The Human Body – Shine A Light Marie Curie – Litte People, Big Dreams Florence Nightingale – different texts bout her Life	Stig of the Dump The Stone Age Boy Stone Age Poem (Twinkl) Cave paintings & light (Non-fiction) Daily life in Stone Age (Non-fiction) Islam (Non-fiction) Christingle – Instructions.	The Firework Maker's Daughter Perfectly Norman Ancient Chinese life Chocolate Cake – Michael Rosen Romans travel – making journeys (non-chronological report) Romulus and Remus – myths and legends	Valley of Lost Secrets by Lesley Parr Biography of Hitler Explanation text on forces	Holes by Louis Sachar Graveyard Book Biographies of inspirational people Drugs and Alcohol informative texts
Autumn 2	What ever next Sita and Rama story Rainbow Fish Goldilocks Nativity Story Jolly Christmas postman Jesus's Birthday Party	Dipal's Diwali Only one you A duck so small Monkey puzzle Owl babies Little owl and the star Stick man	Non-fiction Guy Fawkes	The Three Little Pigs, The Three Little Wolves and the Big Bad Pig, The True Story of the Three Little Pigs. A range of materials books.	Silas and the Marvellous Misfits By Tom Percival Stig of the dump Where the poppies now grow (poem) Stonehenge NF Gravity – Science NF Advent NF Winter Mouse The cat in the manger. The Ning Nang Nong (Nonsense Poem)	Queen of Darkness Boudicca text Boy at the back of the class Once in Royal David's City – carol	Letters from the Lighthouse by Emma Carroll The Tunnel by Pie Corbett. Exert from When the Skies Fall 'Twas the Night Before Christmas	Nowhere Emporium by Ross Mackenzie Skellig Wolf Wilder Elsewhere Emporium Otherwhere Emporium Viking non-chronological report
Spring 1	Tidy Titch Harry and the robots Winter bear Dawn chorus The great race Old bear When will it be spring?	Ridiculous Gruffalo Little red train Amazing aeroplanes Chinese new year Celebrations Brilliant boats Captain Duck Duck in a truck	The Three Little Pigs	Dogger Traction Man Materials. Toys and Games then and Now.	The Great Chocoplot. By Chris Callagan The Ancient Maya text NF A chocolate Bar NF Chocolate from Bean to Bar. Rain player David Wisniewski	How to Train your Dragon Komodo dragon information text Thomas Edison	Storm Keeper's Island by Catherine Doyle Jabberwocky One sided argument	Phoenix by S.F Said Electricity information texts Ancient Greeks information texts

				Lets Build a House The History of Toys	The chocolate tree: a mayan folklore Linda Lowrey & Janice Lee Porter Perform Poem Ning Nang Nong			
Spring 2	Mr Wolf's pancake Sonny's wellingtons Jack and the beanstalk When I grow up Where's my mummy? The farmyard chase	The runaway pancake The secret path Let's go home little bear Garden birds That's not a daffodil The extraordinary gardener The gigantic turnip Dora's eggs	Whatever next? Main in the Moon	Vlad and the Great Fire of London Charlie and the Great Fire of London The Great Fire of London – why do we remember? The Great Fire of London – 350 th Anniversary.	Anisha, Accidental Detective by Serena Patel How volcanoes formed NF Lava Song When the giant stirred by Celia Godkin Pebble in my pocket by Meredith Hooper A rock is lively by Dianna Hutts-Aston Escape from Pompeii by Christina Ballit	Varjak Paw Egyptian Cinderella	Storm Keeper's Island by Catherine Doyle Cinquains Harry Potter exert (to compare to Storm Keeper's Island)	Can you see me? Libbie Scott and Rebecca Westcott
Summer 1	Wiggly's garden Jaspers beanstalk Superworm Wide mouth Frog What the ladybird heard	Mog the forgetful cat Rhyming rabbit There's a snake in my school Gecko's echo Rumble in the jungle The slightly annoying elephant	Handa's Surprise	Flat Stanley Mini beasts Habitats Geography – contrasting country.	Harry Potter and the Philosopher's Stone Volcano Poetry Rocks are Lively Stone Girl Bone Girl Palaeontology Mary Anning Escape from Pompeii Disaster Strikes The Plight of Bees NF Sikhism NF	When the Mountains Roared	Street Child by Berlie Doherty Newspaper report on a disaster. Greta Thunberg speech. Words Are Ours by Michael Rosen	Darwin's Dragons by Lindsay Galvin Charles Darwin biography SATs papers
Summer 2	Norman the snail with silly shell In my garden The giant jam sandwich Supertato Tiddler Where the wild things are	Burglar Bill Patrolling police cars Flashing Fire Engines Awesome Ambulances Goldilocks eat your greens	The Tiger who came to Tea	Flat Stanley Mini beasts Habitats Geography – contrasting country.	Harry Potter and the Philosopher's Stone Harry Potter Little Book for Bees Omar the Bees and Me Bee Poetry.	Giant – Katie Scott Children who changed the World – Marcia Williams Maya Angelou poem	Adam 2 by Alastair Chisholm Short sci-fi story. Two sided discussion Narrative poem	High Rise Mystery by Sharna Jackson Mic Drop Hound of the Baskervilles

Skill	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Vocabulary	Sound, alphabet, words, letters	Grapheme, phoneme, blend, syllable, contractions	Fluency, suffix	Root words, prefix, suffix	Root words, prefix, suffix	Root words, prefix, suffix	Root words, prefix, suffix
Word Reading	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. 	<p>Apply phonic knowledge and skills as the route to decode words.</p> <p>Respond speedily with the correct sound to grapheme for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the words.</p> <p>Read words containing taught GPCs and –s, -es, -ing, -ed, -er and –est endings.</p> <p>Read other words of more than one syllable that contain taught GPCs</p> <p>Read words with contractions and understand that the apostrophe represents the omitted letter(s)</p> <p>Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p> <p>See phonics progression for breakdown of year.</p>	<p>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>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>Read accurately words of two or more syllables that contain the same graphemes as above.</p> <p>Read words containing common suffixes.</p> <p>Read further common exception words, noting unusual correspondences between spelling and sounds and where these occur in a word.</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Re-read books to build up their fluency and confidence in word -reading,</p> <p>See phonics progression for breakdown of year.</p>	<p>Apply growing knowledge of root words, prefixes and suffixes as listed in appendix 1, both to read aloud and to understand the new meaning of words.</p> <p>Read further exceptions words, noting the unusual correspondences between spelling and sound and where these occur in a word. (See spelling progression)</p> <p>Children should be able to read at least 90 words per minutes of an age related text.</p> <p>Children should confidently read age related texts: Autumn: Gold / white Spring: white / lime Summer: white / lime</p> <p><i>At this stage, teaching comprehension should be taking precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary. Children will still have opportunities to develop fluency across a range of texts in whole class reading lessons.</i></p> <p>Children who are unable to decode will be on RWI programme.</p>	<p>Apply growing knowledge of root words, prefixes and suffixes as listed in appendix 1, both to read aloud and to understand the new meaning of words.</p> <p>Read further exceptions words, noting the unusual correspondences between spelling and sound and where these occur in a word. (See spelling progression)</p> <p>Children should be able to read at least 90 words per minutes of an age related text.</p> <p>Children should confidently read age related texts: Autumn: lime / brown Spring: brown / grey Summer: brown / grey</p> <p><i>At this stage, teaching comprehension should be taking precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary. Children will still have opportunities to develop fluency across a range of texts in whole class reading lessons.</i></p> <p>Children who are unable to decode will be on RWI programme.</p>	<p>Apply growing knowledge of root words, prefixes and suffixes as listed in appendix 1, both to read aloud and to understand the meaning of new words that they meet. (see spelling progression)</p> <p>Children should be able to read at least 90 words per minutes of an age related text.</p> <p>Children should confidently read age related texts: Autumn: grey / sapphire Spring: sapphire / black Summer: sapphire / black</p> <p><i>At this stage, there should be no need for further direct teaching of word reading skills for almost all pupils. Children will still have opportunities to develop fluency across a range of texts in whole class reading lessons.</i></p> <p>Children who need direct teaching of word reading skills will be on the Fresh Start programme.</p>	<p>Apply growing knowledge of root words, prefixes and suffixes as listed in appendix 1, both to read aloud and to understand the meaning of new words that they meet. (see spelling progression)</p> <p>Children should be able to read at least 90 words per minutes of an age related text.</p> <p>Children should confidently read age related texts: Autumn: black Spring: black / free reader Summer: black / free reader</p> <p><i>At this stage, there should be no need for further direct teaching of word reading skills for almost all pupils. Children will still have opportunities to develop fluency across a range of texts in whole class reading lessons.</i></p> <p>Children who need direct teaching of word reading skills will be on the Fresh Start programme.</p>

Comprehension							
Vocabulary	Understand, story, retell	Poem, non-fiction, traditional tale, fairy story, predict, rhyme, word meanings, title, events, explain, characters	Sequence, order, layout, appreciate, favourite, words, phrase, predict,	Plays, reference book, purpose, myths, legends, orally, themes, intonation, tone, volume, action, interest, imagination, dictionary, understanding, inference, infer, evidence, main ideas, presentation, retrieve, record	Plays, reference book, purpose, myths, legends, orally, themes, intonation, tone, volume, action, interest, imagination, context, motive, justify, summarise, language structure	Modern fiction, literary heritage, cultures, traditions, recommend, review, conventions, comparison, audience, stated, implied, presentation, fact, opinion, present, evaluate, figurative, justification	Modern fiction, literary heritage, cultures, traditions, recommend, review, conventions, comparison, audience, debate, distinguish, impact, reasoned justification.
Reading for pleasure	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</p> <p>- Anticipate – where appropriate – key events in stories;</p>	<p>Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond what they can read independently.</p> <p>Be encouraged to link what they read or hear read to their own experiences.</p> <p>Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p> <p>Recognising and joining in with predictable phrases.</p> <p>Learning to appreciate rhymes and poems, and to recite some by heart (see poetry progression document).</p>	<p>Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond which they can read independently.</p> <p>Discuss the sequence of events in books and how items of information are related.</p> <p>Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.</p> <p>Begin to look at non-fiction books that are structured in different ways.</p> <p>Recognise simple recurring literary language in stories and poetry.</p> <p>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>In Y3 age-related texts:</p> <p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Read books that are structured in different ways and reading for a range of purposes.</p> <p>Increase the familiarity with a wide range of books including fairy stories, myths and legends, and retell some of these orally.</p> <p>Identify themes and conventions in a wide range of books.</p> <p>Prepare poems and play scripts to read aloud and to perform, begin to show understanding through intonation, tone, volume and action.</p> <p>Discuss words and phrases that capture the reader’s interest and imagination.</p> <p>Recognise some different forms on poetry (see poetry progression document).</p>	<p>In Y4 age-related texts:</p> <p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Read books that are structured in different ways and reading for a range of purposes.</p> <p>Increase the familiarity with a wide range of books including fairy stories, myths and legends, and retell some of these orally.</p> <p>Identify themes and conventions in a wide range of books.</p> <p>Prepare poems and play scripts to read aloud and to perform, begin to show understanding through intonation, tone, volume and action.</p> <p>Discuss words and phrases that capture the reader’s interest and imagination.</p> <p>Recognise some different forms on poetry (see poetry progression document).</p>	<p>In Y5 age-related texts:</p> <p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Read books that are structured in different ways and read for a range of purposes.</p> <p>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.</p> <p>Recommend books that they have read to their peers, giving reasons for their choices.</p> <p>Identify and discuss themes and conventions in and across a wide range of writing.</p> <p>Make comparison within and across books.</p> <p>Learn a wider range of poetry by heart (see poetry progression document).</p> <p>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. (see</p>	<p>In Y6 age-related texts:</p> <p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Read books that are structured in different ways and read for a range of purposes.</p> <p>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.</p> <p>Recommend books that they have read to their peers, giving reasons for their choices.</p> <p>Identify and discuss themes and conventions in and across a wide range of writing.</p> <p>Make comparison within and across books.</p> <p>Learn a wider range of poetry by heart (see poetry progression document).</p> <p>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. (see</p>

						poetry progression document).	poetry progression document).
Vocabulary and understanding	- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	Discuss word meanings, linking new meaning to those already known.	Discuss and clarify the meaning of words, linking new meanings to known vocabulary. Discuss favourite words and phrases.	Use dictionaries to check the meaning of words that they have read. Explain the meaning of words in context.	With increasing speed, use dictionaries to check the meaning of words that they have read. Explain the meaning of words in context.	Explore the meaning of words in context.	Explore the meaning of words in context.
Understanding	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;	<p>In both books they read and listen to: Draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Check that the text makes sense to them as they read and correct inaccurate reading.</p> <p>Discuss the significance of the title and events.</p> <p>Make inferences on the basis of what is being said and done.</p> <p>Predict what might happen on the basis of what has been read so far.</p> <p>Explain clearly their understanding of what is read to them.</p>	<p>In both books they read and listen to: Draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Check that the text makes sense to them as they read and correct inaccurate reading.</p> <p>Make inferences on the basis of what is being said and done.</p> <p>Answer and ask questions about the text.</p> <p>Predict what might happen on the basis of what has been read so far.</p>	<p>In books they can read independently: Check that the text makes sense to them and discuss their understanding.</p> <p>Ask questions to improve understanding of text.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Predict what might happen from details detailed and implied.</p> <p>Identify the main ideas from more than one paragraph and summarise these.</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Retrieve and record information from non-fiction.</p>	<p>In books they can read independently: Check that the text makes sense to them and discuss their understanding.</p> <p>Ask questions to improve understanding of text.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Predict what might happen from details detailed and implied.</p> <p>Identify the main ideas from more than one paragraph and summarise these.</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Retrieve and record information from non-fiction.</p>	<p>Understand what they have read: Check that the book makes sense to them and discuss their understanding.</p> <p>Ask question to improve understanding.</p> <p>Draw inference such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Predict what might happen from details stated and implied.</p> <p>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main idea.</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Distinguish between statements of fact and opinion.</p> <p>Retrieve, record and present information from non-fiction.</p>	<p>Understand what they have read: Check that the book makes sense to them and discuss their understanding.</p> <p>Ask question to improve understanding.</p> <p>Draw inference such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Predict what might happen from details stated and implied.</p> <p>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main idea.</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Distinguish between statements of fact and opinion.</p> <p>Retrieve, record and present information from non-fiction.</p>
Discussion		Participate in discussion about what is read to them, taking turns and listening to what others say.	Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.	Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	<p>Discuss and evaluate how authors use language including figurative language, considering the impact on the reader.</p> <p>Participate in discussions about books that are read to</p>	<p>Discuss and evaluate how authors use language including figurative language, considering the impact on the reader.</p> <p>Participate in discussions about books that are read to</p>

			Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.			<p>them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously.</p> <p>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>Provide reasoned justifications for their views.</p>	<p>them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously.</p> <p>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>Provide reasoned justifications for their views.</p>
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Supporting documents:

- Long-term overviews
- Poetry progression map
- RWI progression through programme
- Year group progression of skills