



Ashbrook Junior School

Key Skills & Knowledge Progression Map: Reading

Ashbrook Junior school Reading Vision

At Ashbrook Junior School, our reading curriculum is ambitious and aims to develop and meet the needs of all our children. We believe that inspiring our children as successful readers will enable our pupils to succeed and flourish in their future lives. Our pedagogy balances the development of reading fluency, reading for meaning and understanding (comprehension) and reading for pleasure. Additionally, we aspire to develop and continually grow our children's vocabulary through explicit teaching but also through reading.

We support our children to become lifelong readers by

1. Teaching fluency through repeated oral reading lessons
2. Teaching comprehension through whole class shared reading lessons in which comprehension reading skills are taught (retrieval, inference, summarising, explaining, clarifying, comparing, vocabulary).
3. Engaging our children with the National Curriculum for reading, with an exciting, ambitious and progressive curriculum which is coherently planned and sequenced, building on prior knowledge, embedding new skills and knowledge and preparing for subsequent learning.
4. Providing timely and appropriate additional support and intervention as needed to ensure all children achieve their full potential as readers.
5. Creating a reading for pleasure culture across school.
6. Developing all of the above across all subjects in our curriculum.

Our curriculum is a reading inspired curriculum. High-quality, language rich texts are at the heart of each term's enquiry, accompanied by a reading spine of similar texts to support all areas of the curriculum. Through our reading curriculum, we aspire to empower all of our learners to become independent, knowledgeable lifelong readers.

	EYFS	Year1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding (Word reading)	<p>EYFS 1</p> <p>WALT be able to hold a book the correct way and indicate where an adult will start reading and which direction to read in</p> <p>WALT be able to distinguish between pictures and writing</p> <p>WALT be able to identify initial sounds in a word</p> <p>WALT be able to blend CVC words</p>	<p>WALT: be able to apply phonic knowledge and skills to decode words (To phase 5)</p> <p>WALT: be able to use the correct sound to graphemes when reading. (for all 44 phonemes including, where applicable, alternative sounds for graphemes)</p> <p>WALT: be able to read words containing taught GPCs (To phase 5)</p> <p>WALT: be able to read aloud phonically-decodable texts (To phase 5)</p> <p>WALT: be able to re-read books to build fluency and confidence in word reading</p>	<p>WALT be able to apply phonic knowledge and skills to decode words (until automatic decoding has become embedded and reading is fluent)</p> <p>WALT be able to read polysyllabic words containing any of the 44 graphemes</p> <p>WALT be able to read aloud books matched to phonic knowledge, sounding out unfamiliar words</p> <p>WALT be able to read accurately by blending, including alternative sounds for graphemes</p> <p>WALT be able to re-read books to build up fluency and confidence in word reading</p>	<p>WALT be able to apply growing knowledge of root words, prefixes and suffixes to read aloud</p> <p>WALT be able to read further exception words, (noting the unusual correspondences between spelling and sound, and where these occur in the word) (Some words from the y3/4 list)</p> <p>WALT be able to self-correct misread words when reading age-appropriate texts</p>	<p>WALT be able to apply knowledge of root words, prefixes and suffixes to read aloud accurately</p> <p>WALT be able to read year3/4 exception words, (noting the unusual correspondences between spelling and sound, and where these occur in the word)</p> <p>WALT be able to self-correct misread words when reading age-appropriate texts</p>	<p>WALT be able to apply our knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words</p> <p>(morphology and etymology),</p>	<p>WALT be able to apply our knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that they meet</p> <p>(morphology and etymology),</p>
	<p>GPC Grapheme Phoneme Correspondence- being able to match a phoneme to a grapheme and vice versa.</p> <p>Phoneme - The smallest unit of sound. There are approximately</p>	<p>EYFS 2</p> <p>WALT be able to read individual letters</p> <p>WALT be able to identify taught GPCs</p> <p>WALT be able to identify taught diagraphs.</p>	<p>WALT: be able to read year 1 common exception words (noting unusual correspondences between spelling and sound and where these occur in the word)</p>	<p>WALT be able to read words containing common suffixes (-ed, -ing,-er, -est, -y, -er, -ment, -ful, -ness, -less, -ly)</p> <p>WALT be able to read Year 2 common exception</p>			

	<p>WALT be able to read some letter groups that each represent one sound and say sounds for them.</p> <p>WALT be able to blend sounds into words (made up of known letter-sound correspondences.)</p> <p>WALT be able to blend the taught sounds to read CVC, CVCC and CCVC words.</p> <p>WALT be able to read some high frequency words.</p> <p>WALT be able to read short sentences made up of words with taught sounds and common exception words.</p> <p><i>Children learn to: hear and say the initial sound in words; segment sounds in simple words and blend them together; know which letters represent some of the sounds; link sounds to letters, naming and sounding the letters of the alphabet; begin to read words and simple sentences</i></p>	<p>WALT: be able to read words containing common suffixes (-s, -es, -ing, -ed, -er and -est)</p> <p>WALT: be able to read words with contractions and understand that the apostrophe represents the omitted letter(s)</p> <p>WALT: be able to read accurately by blending sounds in unfamiliar words containing GPCs that have been taught (To phase 5)</p> <p><i>Children learn to: apply phonic knowledge and skills for all 40+ phonemes; read accurately by blending sounds in unfamiliar words using the GPCs they know; read the common exception words for Y1; read words of more than one syllable that contain the taught GPCs; read contractions and words containing a range of endings e.g. -es, -er, -ing. They also: read aloud accurately</i></p>	<p>words (noting unusual correspondences between spelling and sound and where these occur in the word)</p> <p>WALT be able to read common words quickly & accurately without overt sounding and blending</p> <p>WALT be able to develop some fluency and expression, pausing at full stops</p> <p><i>children continue to apply phonic knowledge as the route to decode words until automatic decoding has become embedded and reading is accurate and fluent; they focus especially on recognising alternative sounds for graphemes, including words of two or more syllables which contain those graphemes; they read many common exception words in the Y2 POS; read most words without overt sounding and blending, when those words have been frequently encountered. They read aloud books closely matched to</i></p>				
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	<p><i>read their name read labels in the environment recognise and read some common exception word</i></p>	<p><i>books that are consistent with their developing phonic knowledge, and that do not require other strategies to work out words. They re-read books to gain confidence with word reading; page count increases to encourage reading stamina.</i></p>	<p><i>their improving phonic knowledge; texts include more sophisticated and challenging vocabulary.</i></p>				
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<p>Vocabulary (Word meaning)</p>	<p>EYFS 1 WALT be able to use key vocabulary from a story when retelling the story</p> <p>EYFS 2 WALT be able to talk about elements of a topic using newly introduced age appropriate vocabulary</p>	<p>WALT: be able to use and discuss new word meanings (Year 1 appropriate)</p>	<p>WALT be able to discuss and clarify the meanings of words, linking new meanings to known vocabulary</p> <p>WALTR be able to discuss favourite words and phrases</p>	<p>WALT be able to identify words we do not understand the meaning of</p> <p>WALT be able to apply growing knowledge of root words, prefixes and suffixes to understand the meaning of some new words (morphology and etymology?)</p> <p>WALT be able to begin to navigate around alphabetically ordered texts such</p>	<p>WALT be able to apply knowledge of root words, prefixes and suffixes to understand the meaning of new words (morphology and etymology)</p> <p>WALT be able to independently use dictionaries to check the meaning of words we have read</p>	<p>WALT be able to use dictionaries to check the meaning of words that they have read</p> <p>WALT be able to Use contextual and genre knowledge to determine alternate meanings of known words</p>	<p>WALT be able to use dictionaries to check the meaning of words that they have read</p> <p>WALT be able to identify and comment on genre-specific language features used in age appropriate texts, e.g. shades of meaning between similar words</p>
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				<p>as indexes, glossaries and dictionaries</p> <p>WALT be able to use some taught strategies to establish meaning of new words read in a text</p> <p>WALT be able to suggest the meaning of new words in context</p>	<p>WALT be able to use known strategies appropriately to establish meaning of new vocabulary in books that can be read independently</p> <p>WALT be able to explain the meaning of new words in context</p>		
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Retrieving	<p>EYFS 1 WALT be able to recognize familiar books and recall something from the text</p> <p>EYFS 2 WALT be able to retell a familiar story orally, some as exact repetition and some in their own words</p> <p>WALT be able to identify the main character and retrieve main events from a story</p> <p>WALT be able to retell events from their phonetically decodable books</p> <p><i>Children recall key facts from a story which has been read to</i></p>	<p>WALT: be able to retell familiar stories orally. (fairy stories and traditional tales - considering their particular characteristics)</p> <p>WALT be able to identify beginning, middle and end of a story</p> <p><i>explain key facts about what is read to them from a variety of texts, including poems, non-fiction and stories e.g. key characters, places and events; retrieve answers to simple literal who, what, where, when, which, who and how questions.</i></p>	<p>WALT be able to answer and ask questions about a text</p> <p>WALT be able to discuss the sequence of events in a text</p> <p>WALT be able to retrieve information from a text while reading, without depending on illustrations</p> <p><i>Children begin to scan for key words in the text order to locate answers; begin to analyse the wording of a question in</i></p>	<p>WALT be able to retrieve and record information from fiction./non-fiction texts</p> <p>WALT be able to ask and answer questions to improve understanding of a text</p> <p><i>Children are becoming more familiar with retrieving facts and information where question words and text language vary (i.e. where the literal answer is somewhat 'hidden' in the vocabulary used); they scan for alternative synonyms or phrases</i></p>	<p>WALT be able to retrieve and record information from fiction/non-fiction texts</p> <p>WALT be able to ask and answer questions to improve understanding of a text</p> <p><i>Children develop their reading retrieval skills, working across a wider range of text types with growing familiarity; they work with texts of increasing length, to retrieve information across the whole text as well as at a local level; Children can skim a whole text first to select which paragraph or section of text an answer may be</i></p>	<p>WALT be able to retrieve, record and present information from non-fiction</p> <p><i>retrieve key details and begin to find quotations from a whole text;</i></p>	<p>WALT be able to retrieve, record and present information from non-fiction</p> <p>WALT be able to read and discuss an increasingly wide range of non-fiction and reference books or textbooks,</p>
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	<i>them.</i>		<p><i>order to choose what to look for</i></p> <p><i>sometimes can find answers where the question word does not match the text word;</i></p> <p><i>They learn to: navigate different paragraphs of information texts, locating the most suitable paragraph e.g. by reading subheadings or using other visual information, in order to retrieve solutions;</i></p>		<p><i>located in; they then scan the paragraph or section to retrieve the information they need, using the text to support their answer where necessary.</i></p>		
Summarising				<p>WALT be able to <i>identify main ideas drawn from a paragraph and summarise these</i></p>	<p>WALT be able to <i>find the main idea from one paragraph, and summarise it</i></p>	<p>WALT be able to summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p>	<p>WALT be able to summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p>

<p>Predicting</p>	<p>WALT be able to talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words.</p> <p><i>WALT be able to guess what could happen next.</i></p>	<p>WALT: be able to predict what might happen in a story based on our existing knowledge</p> <p>WALT be able to <i>predict what might happen next in a sequenced story, based on what has been read so far</i></p>	<p>WALT be able to predict what might happen on the basis of what has been read so far</p>	<p>WALT be able to predict what might happen from details stated</p> <p>WALT be able to make plausible predictions based on knowledge of the text so far</p>	<p>WALT be able to predict what might happen from details stated and implied</p> <p>WALT be able to make plausible predictions based on knowledge of the text so far</p>	<p>WALT be able to predict what might happen, using evidence from details stated and implied</p> <p>WALT be able to make predictions and express opinions, explaining and justifying these with reference to the text</p> <p><i>WALT be able to make predictions from implied details, both before and after events;</i></p>	<p>WALT be able to predict what might happen, using evidence from details stated and implied</p> <p>WALT be able to make predictions and express opinions, explaining and justifying these with reference to the text</p> <p><i>WALT be able to make reasoned predictions from implied details;</i></p>
<p>Inference</p>	<p>WALT be able to begin to interpret stories, rhymes and poetry; making suggestions for actions and events (images and text).</p> <p><i>Children begin to - understand the feelings of characters in texts they list</i></p> <p><i>feel the mood of a setting, such as a scary forest or a funny even</i></p>	<p>WALT: be able to make simple inferences on the basis of a character's actions and speech.</p> <p><i>make simple inferences when a book is read to them e.g. how each of the bears feel when they discover Goldilocks, or why Jack is called 'lazy';</i></p>	<p>WALT be able to make inferences on the basis of what is being said and done</p> <p><i>make some inferences, answering 'how' and 'why' questions which may reach beyond the text; guess feelings of characters and the reasons for these feelings, particularly when based on the child's personal experiences e.g. why Owl might be afraid of the dark;</i></p> <p><i>what has prompted a character's behaviour</i></p>	<p>WALT be able to draw inferences such as inferring characters' feelings, thoughts and motives from their actions</p> <p><i>WALT be able to identify themes across the text</i></p> <p><i>WALT be able to draw inferences such as characters' feelings, thoughts and motives for their actions</i></p> <p><i>WALT be able to begin to justify their inferences by locating textual evidence</i></p>	<p>WALT be able to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, justifying inferences with evidence from the text</p> <p>WALT be able to infer a character's emotions from what they say</p> <p><i>WALT be able to identify themes across the text</i></p> <p><i>WALT be able to draw inferences such as inferring characters' feelings, thoughts and motives for their actions, justifying their inferences</i></p>	<p>WALT be able to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence</p> <p>WALT be able to infer underlying themes and ideas</p> <p><i>WALT be able to draw inferences independently, often justifying with textual evidence;</i></p> <p><i>WALT be able to make trickier inferences including</i></p>	<p>WALT be able to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence</p> <p>WALT be able to refer to the text to support predictions and</p> <p><i>WALT be able to draw hidden inferences, justifying with textual evidence, including quotations which illustrate;</i></p>

					<i>with textual evidence, as a familiar exercise;</i>	<i>identifying changes in a atmospheres, explaining and justifying them with textual evidence to support reasoning.</i>	<i>WALT be able to make trickier inferences including hidden meanings or plays on words, explaining and justifying them with textual evidence to support reasoning.</i> <i>WALT be able to identify an inferred atmosphere and explain my reasoning (e.g. gloomy, joyful, suspense)</i>
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					<p>WALT be able to justify inferences with evidence from the text</p> <p><i>WALT be able to make trickier inferences justifying them with textual evidence to support reasoning.</i></p>	<p>language and the inferences drawn</p> <p>WALT be able to refer accurately to elements from across the text to support predictions and opinions</p>	<p>opinions (expanding responses to provide Evidence + Explanation)</p> <p>Begin to see how inferences draw on the connotations of words, their use in context and that they can be cumulative, as clues are picked up through a text, e.g. action and dialogue (as well as descriptive language) enable inferences to be developed</p>
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Explain				WALT be able to explain and discuss my understanding of the text (e.g. describe a sequence of events; explain who was there)		WALT be able to compare characters or settings in a text	WALT be able to make comparisons within and across books (e.g. recognising themes such as loss or heroism) WALT be able to compare characters in a text, considering different accounts of the same event and discuss viewpoints
Reading aloud, performing, poetry	WALT be able to listen and sing nursery rhymes and songs, recalling whole songs and rhymes (singing some independently and some performing in groups)	WALT: be able to listen to and discuss rhymes and poems (age appropriate discussion) WALT: be able to recite some poetry or rhymes by heart Shape/Calligrams Riddle Acrostic	WALT be able to build a repertoire of poems, rhymes and songs learnt by heart WALT be able to recite some poems, with appropriate intonation to make the meaning clear WALT be able to recognize simple recurring literary language in poetry Clerihew Limerick	WALT be able to read aloud and perform poems and playscripts, showing understanding through intonation, tone, volume and action WALT be able to recognise some different forms of poetry Kennings Nonsense	WALT be able to read aloud and perform poems and playscripts, showing understanding through intonation, tone, volume and action WALT be able to recognise different forms of poetry Cinquan Haiku Diamonte	WALT be able to learn a wider range of poetry by heart WALT be able to read aloud and to perform poems and playscripts, showing understanding through intonation, tone and volume so that the meaning is clear to an audience Couplet Free verse	WALT be able to learn a wider range of poetry by heart WALT be able to read aloud and to perform poems and playscripts, showing understanding through intonation, tone and volume so that the meaning is clear to an audience Narrative

<p>Understanding</p>	<p>WALT be able to listen to and talk about stories to build familiarity and understanding.</p> <p>WALT be able to respond to stories (rhymes and songs) recalling key events.</p> <p>WALT be able to re-read books to build up confidence in word reading, fluency and understanding and enjoyment.</p> <p>WALT be able to ask questions to find out more and to check understanding</p>	<p>WALT: be able to draw on own experiences to aid understanding of a text</p>	<p>WALT be able to discuss the sequence of events in books and how items of information are related</p>	<p>WALT be able to discuss our understanding of a text</p> <p>WALT be able to self-correct misread words when reading age- appropriate texts</p>	<p>WALT be able to check that the text makes sense to us and discuss our understanding</p> <p>WALT be able to self-correct misread words when reading age- appropriate texts</p>	<p>WALT be able to check that the book makes sense to them and discuss their understanding</p> <p>WALT be able to explore the meaning of words in context</p>	<p>WALT be able to check that the book makes sense to them and discuss their understanding</p> <p>WALT be able to explore the meaning of words in context</p>
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		<p>WALT be able to check that a sentence makes sense as we read</p>	<p>WALT be able to draw on what we already know to aid understanding of a text</p> <p>WALT be able to use background information and vocabulary provided by the teacher to help our understanding of a text</p> <p>WALT be able to make links between a current book and those already read</p> <p>WALT be able to check that the text makes sense as we read and self-correct inaccurate reading</p>	<p>WALT be able to ask questions to improve our understanding of a text</p> <p>WALT be able to summarise key points from a text</p>	<p>WALT be able to ask questions to improve our understanding of a text</p> <p>WALT be able to identify main ideas drawn from more than one paragraph and summarise these</p> <p>WALT be able to identify morals and messages in a story</p>	<p>WALT be able to ask questions to improve their understanding</p> <p>WALT be able to summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</p>	<p>WALT be able to ask questions to improve their understanding</p> <p>WALT be able to summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</p>
Authorial intent			<p>WALT be able to discuss words that capture our interest</p> <p>WALT be able to identify if a text is fiction or non fiction</p> <p>WALT be able to identify formal language in non fiction texts</p>	<p>WALT be able to discuss words and phrases that capture the reader's interest and imagination</p> <p>WALT be able to identify how language, structure, and presentation contribute to meaning</p>	<p>WALT be able to discuss words and phrases that capture the reader's interest and imagination</p> <p>WALT be able to identify how language, structure, and presentation contribute to meaning</p>	<p>WALT be able to identify how language, structure and presentation contribute to meaning</p> <p>WALT be able to discuss and evaluate how authors use language, including figurative language and consider the impact on the</p>	<p>WALT be able to identify how language, structure and presentation contribute to meaning</p> <p>WALT be able to discuss and evaluate how authors use language, including figurative</p>

						<p>reader</p> <p>WALT be able to distinguish between statements of fact and opinion</p>	<p>language and consider the impact on the reader</p> <p>WALT be able to distinguish between statements of fact and opinion</p> <p>I can identify the effect of language, structural and presentational features in text (e.g. idioms, rhetoric language, imagery, sub-plots, sentence structure which mimics content)</p>
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							<p>impact on the reader</p>
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<p>Discussing reading</p>	<p>WALT be able to talk about and respond to stories (rhymes and songs) with actions, relevant comments, questions.</p> <p>WALT be able to talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words.</p>	<p>WALT be able to participate in discussion about what is read to us by taking turns and listening to what others say</p> <p>WAKLT be able to explain our understanding of what is read to us</p> <p>WALT be able to discuss the significance of the title in relation to events in the story</p>	<p>WALT be able to participate in discussion about books, poems & other works that are read to them & those that they can read for themselves by taking turns and listening to what others say</p> <p>WALTR be able to 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> <p>WALT be able to express our views about a range of poems, stories and non-fiction texts</p>	<p>WALT be able to participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say</p> <p><i>I can begin to talk about my preferred text types and authors</i></p>	<p>WALT be able to participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say</p> <p>WALT be able to discuss text genre (fiction, poetry, playscript, non-fiction)</p>	<p>WALT be able to recommend books that they have read to their peers and giving reasons for their choices</p> <p>WALT be able 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>WALT be able to explain and discuss their understanding of what they have read, including through formal presentations and debates</p> <p>WALT be able to provide reasoned justifications for their views</p> <p>WALT be able to discuss themes and conventions across a wide range of writing</p> <p>WALT be able to discuss comparisons across books</p>	<p>WALT be able to discuss a wide range of genres (fiction, poetry, non-fiction, myths, legends, traditional stories, modern fiction, literary heritage fiction, stories from other cultures and traditions)</p> <p>WALT be able to recommend books that they have read to their peers and giving reasons for their choices</p> <p>WALT be able 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>WALT be able to explain and discuss their understanding of what they have read, including through formal presentations and debates</p> <p>WALT be able to provide reasoned justifications for</p>
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							<p>their views</p> <p>WALT be able to discuss themes and conventions across a wide range of writing</p> <p>WALT be able to discuss comparisons across books</p>
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