

# Reading Progression Map

	RECEPTION ELGs	YEAR ONE	YEAR TWO	YEAR THREE AND FOUR	YEAR FIVE AND SIX
<b>Word Reading</b>	<p>Literacy:</p> <ul style="list-style-type: none"> <li>Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>Read words consistent with their phonic knowledge by sound-blending.</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>	<ul style="list-style-type: none"> <li>apply phonic knowledge and skills as the route to decode words</li> <li>respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</li> <li>read other words of more than one syllable that contain taught GPCs</li> <li>read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</li> <li>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</li> <li>re-read these books to build up their fluency and confidence in word reading.</li> </ul>	<ul style="list-style-type: none"> <li>continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>read accurately words of two or more syllables that contain the same graphemes as above</li> <li>read words containing common suffixes</li> <li>read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>re-read these books to build up their fluency and confidence in word reading</li> </ul>	<ul style="list-style-type: none"> <li>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</li> <li>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul>	<ul style="list-style-type: none"> <li>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</li> </ul>
<b>Comprehension</b>	<p>Literacy:</p> <ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>Anticipate (where appropriate) key events in stories.</li> <li>Use and understand recently introduced vocabulary during discussions about stories,</li> </ul>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>being encouraged to link what they read or hear read to their own experiences</li> <li>becoming very familiar with key stories, fairy stories and traditional tales, retelling</li> </ul>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li> <li>discussing the sequence of events in books and how items of information are related</li> </ul>	<p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>reading books that are structured in different ways and reading for a range of purposes</li> <li>using dictionaries to check the meaning of words that they have read</li> </ul>	<p>Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>reading books that are structured in different ways and reading for a range of purposes</li> <li>increasing their familiarity with a wide range of books,</li> </ul>

	<p>non-fiction, rhymes and poems and during role play.</p> <p>Communication and Language:</p> <ul style="list-style-type: none"> <li>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.</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> </ul>	<p>them and considering their particular characteristics</p> <ul style="list-style-type: none"> <li>recognising and joining in with predictable phrases</li> <li>learning to appreciate rhymes and poems, and to recite some by heart</li> <li>discussing word meanings, linking new meanings to those already known</li> </ul> <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> <li>drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>discussing the significance of the title and events</li> <li>making inferences on the basis of what is being said and done</li> <li>predicting what might happen on the basis of what has been read so far</li> </ul> <p>Participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>Explain clearly their understanding of what is read to them.</p>	<ul style="list-style-type: none"> <li>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>being introduced to non-fiction books that are structured in different ways</li> <li>recognising simple recurring literary language in stories and poetry</li> <li>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>discussing their favourite words and phrases</li> <li>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> <li>drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>making inferences on the basis of what is being said and done</li> <li>answering and asking questions</li> <li>predicting what might happen on the basis of what has been read so far</li> </ul> <p>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</p> <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>	<ul style="list-style-type: none"> <li>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>identifying themes and conventions in a wide range of books</li> <li>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>discussing words and phrases that capture the reader's interest and imagination</li> <li>recognising some different forms of poetry [for example, free verse, narrative poetry]</li> </ul> <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> <li>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>asking questions to improve their understanding of a text</li> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>predicting what might happen from details stated and implied</li> <li>identifying main ideas drawn from more than one paragraph and summarising these</li> <li>identifying how language, structure, and presentation contribute to meaning</li> </ul> <p>Retrieve and record information from non-fiction</p> <p>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>	<p>including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <ul style="list-style-type: none"> <li>recommending books that they have read to their peers, giving reasons for their choices</li> <li>identifying and discussing themes and conventions in and across a wide range of writing</li> <li>making comparisons within and across books</li> <li>learning a wider range of poetry by heart</li> <li>preparing 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</li> </ul> <p>Understand what they read by:</p> <ul style="list-style-type: none"> <li>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>asking questions to improve their understanding</li> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>predicting what might happen from details stated and implied</li> <li>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>identifying how language, structure and presentation contribute to meaning</li> </ul> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Distinguish between statements of fact and opinion</p>
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					<p>Retrieve, record and present information from non-fiction</p> <p>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>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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# VIPERS PROGRESSION MAP



<b>Vocabulary</b> Draw upon knowledge of vocabulary in order to understand the text Find and explain the meaning of words in context						
RECEPTION	YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR	YEAR FIVE	YEAR SIX
<ul style="list-style-type: none"> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul>	<ul style="list-style-type: none"> <li>discussing word meanings, linking new meanings to those already known</li> <li>join in with predictable phrases</li> <li>use vocabulary given by the teacher</li> </ul>	<ul style="list-style-type: none"> <li>discussing and clarifying the meanings of words; link new meanings to known vocabulary discussing their favourite words and phrases</li> <li>recognise some recurring language in stories and poem</li> </ul>	<ul style="list-style-type: none"> <li>use dictionaries to check the meaning of words that they have read</li> <li>discuss words that capture the readers interest or imagination identify how language choices help build meaning</li> <li>find the meaning of new words using substitution within a sentence</li> </ul>	<ul style="list-style-type: none"> <li>using dictionaries to check the meaning of words that they have read</li> <li>use a thesaurus to find synonyms</li> <li>discuss why words have been chosen and the effect these have</li> <li>discuss new and unusual vocabulary and clarify the meaning of these</li> <li>find the meaning of new words using the context of the sentence.</li> </ul>	<ul style="list-style-type: none"> <li>explore the meaning of words in context, confidently using a dictionary</li> <li>discuss how the author's choice of language impacts the reader</li> <li>evaluate the authors use of language</li> <li>investigate alternative word choices that could be made</li> <li>begin to look at the use of figurative language</li> <li>use a thesaurus to find synonyms for a larger variety of words</li> <li>re-write passages using alternative word choices</li> <li>read around the word' and</li> <li>explore its meaning in the broader context of a section or paragraph.</li> </ul>	<ul style="list-style-type: none"> <li>evaluate how the authors' use of language impacts upon the reader</li> <li>find examples of figurative language and how this impacts the reader and contributes to meaning or mood.</li> <li>discuss how presentation and structure contribute to meaning.</li> <li>explore the meaning of words in context by 'reading around the word' and independently</li> <li>explore its meaning in the broader context of a section or paragraph.</li> </ul>



# VIPERS PROGRESSION MAP



<b>Infer</b> Make inferences from the text. Make and justify inferences using evidence from the text.						
RECEPTION	YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR	YEAR FIVE	YEAR SIX
<ul style="list-style-type: none"> <li>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.</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>make basic inferences about characters' feelings by using what they say as evidence.</li> <li>infer basic points with direct reference to the pictures and words in the text.</li> <li>discuss the significance of the title and events</li> </ul>	<ul style="list-style-type: none"> <li>make inferences about characters' feelings using what they say and do.</li> <li>infer basic points and begin, with support to pick up on subtler references.</li> <li>answering and asking questions</li> <li>use pictures or words to make inferences</li> </ul>	<ul style="list-style-type: none"> <li>infer characters' feelings, thoughts and motives from their stated actions.</li> <li>justify inferences by referencing a specific point in the text.</li> <li>ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</li> <li>make inferences about actions or events</li> </ul>	<ul style="list-style-type: none"> <li>ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because questions)</li> <li>infer characters' feelings, thoughts and motives from their stated actions.</li> <li>consolidate the skill of justifying them using a specific reference point in the text</li> </ul>	<ul style="list-style-type: none"> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>make inferences about actions, feelings, events or states</li> <li>use figurative language to infer meaning</li> <li>give one or two pieces of evidence to support the point they are making.</li> <li>begin to draw evidence from more than one place across a text.</li> </ul>	<ul style="list-style-type: none"> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>discuss how characters change and develop through texts by drawing inferences based on indirect clues.</li> <li>make inferences about events, feelings, states backing these up with evidence.</li> <li>infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made.</li> <li>draw evidence from different places across the text</li> </ul>



## VIPERS PROGRESSION MAP



<b>Predict</b> Predict what you think will happen based on the information that you have been given Predict what might happen from the details given and implied.						
RECEPTION	YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR	YEAR FIVE	YEAR SIX
<ul style="list-style-type: none"> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>Anticipate (where appropriate) key events in stories.</li> </ul>	<ul style="list-style-type: none"> <li>predicting what might happen on the basis of what has been read so far.</li> <li>make simple predictions based on the story and on their own life experience.</li> <li>begin to explain these ideas verbally or through pictures.</li> </ul>	<ul style="list-style-type: none"> <li>predicting what might happen on the basis of what has been read so far</li> <li>make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them</li> </ul>	<ul style="list-style-type: none"> <li>justify predictions using evidence from the text.</li> <li>use relevant prior knowledge to make predictions and justify them.</li> <li>use details from the text to form further predictions</li> </ul>	<ul style="list-style-type: none"> <li>justify predictions using evidence from the text.</li> <li>use relevant prior knowledge as well as details from the text to form predictions and to justify them.</li> <li>monitor these predictions and compare them with the text as they read on</li> </ul>	<ul style="list-style-type: none"> <li>predicting what might happen from details stated and implied</li> <li>support predictions with relevant evidence from the text.</li> <li>confirm and modify predictions as they read on.</li> </ul>	<ul style="list-style-type: none"> <li>predicting what might happen from details stated and implied</li> <li>support predictions by using relevant evidence from the text.</li> <li>confirm and modify predictions in light of new information</li> </ul>



# VIPERS PROGRESSION MAP



## EXPLAIN

Explain your preferences, thoughts and opinions about the text.

Explain how content is related and contributes to the meaning as a whole. Explain how meaning is enhanced through choice of language. Explain the themes and patterns that develop across the text. Explain how information contributes to the overall experience.

RECEPTION	YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR	YEAR FIVE	YEAR SIX
<ul style="list-style-type: none"> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>give an opinion including likes and dislikes</li> <li>link what they read or hear to their own experiences</li> <li>explain clearly understanding of what has been read to them</li> </ul>	<ul style="list-style-type: none"> <li>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li> <li>express own views about a book or poem</li> <li>discuss some similarities between books</li> <li>listen to the opinion of others</li> </ul>	<ul style="list-style-type: none"> <li>discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books</li> <li>identifying how language, structure, and presentation contribute to meaning</li> <li>recognise authorial choices and the purpose of these</li> </ul>	<ul style="list-style-type: none"> <li>discussing words and phrases that capture the reader's interest and imagination</li> <li>identifying how language, structure, and presentation contribute to meaning</li> <li>recognise authorial choices and the purpose of these</li> </ul>	<ul style="list-style-type: none"> <li>provide increasingly reasoned justification for my views</li> <li>recommend books for peers in detail</li> <li>give reasons for authorial choices</li> <li>begin to challenge points of view</li> <li>begin to distinguish between fact and opinion</li> <li>identifying how language, structure and presentation contribute to meaning</li> <li>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>explain and discuss their understanding of what they have read, including through formal presentations and debates.</li> </ul>	<ul style="list-style-type: none"> <li>provide increasingly reasoned justification for views</li> <li>recommend books for peers in detail</li> <li>give reasons for authorial choices</li> <li>begin to challenge points of view</li> <li>begin to distinguish between fact and opinion</li> <li>identify how language, structure and presentation contribute to meaning</li> <li>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>explain and discuss understanding of what they have read, including through formal presentations and debates.</li> <li>distinguish between fact and opinion explaining how they know this</li> </ul>



# VIPERS PROGRESSION MAP



## RETRIEVE

Identify and explain the key features of fiction and non-fiction texts such as: characters, events, titles and information.  
Retrieve and record information and identify key details from fiction and non-fiction.

RECEPTION	YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR	YEAR FIVE	YEAR SIX
<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>answer a question about what has just happened in a story.</li> <li>develop their knowledge of retrieval through images.</li> <li>recognise characters, events, titles and information.</li> <li>recognise differences between fiction and non-fiction texts.</li> <li>retrieve information by finding a few key words.</li> </ul>	<ul style="list-style-type: none"> <li>independently read and answer simple questions about what they have just read.</li> <li>asking and answering retrieval questions</li> <li>draw on previously taught knowledge</li> </ul>	<ul style="list-style-type: none"> <li>learn the skill of 'skim and scan' to retrieve details.</li> <li>begin to use quotations from the text.</li> <li>retrieve and record information from a fiction text.</li> <li>retrieve information from a non-fiction text</li> </ul>	<ul style="list-style-type: none"> <li>confidently skim and scan texts to record details,</li> <li>using relevant quotes to support their answers to questions.</li> <li>retrieve and record information from a fiction or non-fiction text.</li> </ul>	<ul style="list-style-type: none"> <li>confidently skim and scan, and also use the skill of reading before and after to retrieve information.</li> <li>use evidence from across larger sections of text</li> <li>read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts.</li> <li>retrieve, record and present information from non-fiction texts.</li> <li>ask own questions and follow a line of enquiry.</li> </ul>	<ul style="list-style-type: none"> <li>confidently skim and scan, and also use the skill of reading before and after to retrieve information.</li> <li>use evidence from across whole chapters or texts</li> <li>read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts.</li> <li>retrieve, record and present information from a wide variety of non-fiction texts.</li> <li>Ask own questions and follow a line of enquiry.</li> </ul>





# VIPERS PROGRESSION MAP



SEQUENCE Sequence the key events in the story.			SUMMARISE Summarise the main ideas from more than one paragraph			
RECEPTION	YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR	YEAR FIVE	YEAR SIX
<ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>retell familiar stories orally e.g. fairy stories and traditional tales</li> <li>sequence the events of a story they are familiar with</li> <li>begin to discuss how events are linked</li> </ul>	<ul style="list-style-type: none"> <li>discuss the sequence of events in books and how items of information are related.</li> <li>retell using a wider variety of story language.</li> <li>order events from the text.</li> <li>begin to discuss how events are linked focusing on the main content of the story</li> </ul>	<ul style="list-style-type: none"> <li>identifying main ideas drawn from a key paragraph or page and summarising these</li> <li>begin to distinguish between the important and less important information in a text.</li> <li>give a brief verbal summary of a story.</li> <li>identify themes from a wide range of books</li> </ul>	<ul style="list-style-type: none"> <li>use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information.</li> <li>identifying main ideas drawn from more than one paragraph.</li> <li>identify themes from a wide range of books</li> <li>summarise whole paragraphs, chapters or texts</li> </ul>	<ul style="list-style-type: none"> <li>summarising the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas.</li> <li>make connections between information across the text and include this in an answer.</li> <li>discuss the themes or conventions from a chapter or text</li> <li>identify themes across a wide range of writing</li> </ul>	<ul style="list-style-type: none"> <li>summarise information from across a text and link information by analysing and evaluating ideas between sections of the text.</li> <li>summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</li> <li>make comparisons across different books.</li> <li>summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs.</li> </ul>