**BHP English progression map: Reading**

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| **Aspect** | **Foundation** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Word Reading** |  |  |  |  |  |  |  |
| **Word reading – grapheme-phoneme correspondence** | 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. | Respond speedily with the correct sound to graphemes for all 40 or more phonemes, including alternative sounds for graphemes where applicable**.** |  |  |  |  |  |
| **Word reading – phonic knowledge** | Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. | Apply phonic knowledge and skills to decode words | Continue to apply phonic knowledge and skills to decode words (until decoding is automatic and reading is fluent). |  |  |  |  |
| **Word reading – blending** |  | Read accurately by blending sounds in unfamiliar words containing taught GPCs. | Read accurately by blending the sounds in words that contain taught graphemes, recognising alternative sounds for graphemes. |  |  |  |  |
| **Word reading – fluency** |  | Reread books to improve their fluency and word reading. | Read most common words quickly and accurately, continuing to reread books to build their fluency and confidence. |  |  |  |  |
| **Word reading – reading aloud** |  | Read books aloud that are consistent with their phonic knowledge and do not require them to use other word-reading strategies. | Read books aloud that are consistent with their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. |  |  |  |  |
| **Word reading – words containing GPCs** |  | Read words of one or more syllables that contain taught GPCs. | Accurately read words of two or more syllables that contain known graphemes. |  |  |  |  |
| **Word reading – contractions** |  | Read words with contractions. |  |  |  |  |  |
| **Word reading – prefixes, suffixes, morphology and etymology** |  | Read words containing taught GPCs and word endings. | Read words containing common suffixes. | Apply their growing knowledge of age-appropriate root words, prefixes and suffixes to facilitate reading aloud. | Apply their growing knowledge of age-appropriate root words, prefixes and suffixes to read aloud and understand the meaning of new words. | Apply and explain their knowledge of age-appropriate root words, prefixes and suffixes (etymology and morphology) to read aloud and understand the meaning of new words. | Analyse the etymology and morphology of words to read aloud and understand the meaning of new words. |
| **Word reading – common exception words** |  | Read common exception and high-frequency words, noticing some unusual correspondences between spelling and sound, and where these occur in the word. | Read further common exception words, pointing out unusual correspondences between spelling and sound and where these occur in the word. | Notice words with unusual correspondences between spelling and sound when reading newly encountered vocabulary. | Identify and read further words with unusual correspondences between spelling and sound, drawing on their knowledge of familiar vocabulary. |  |  |
| **Comprehension** |  |  |  |  |  |  |  |
| **Comprehension – word meaning** | Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. | Discuss the meanings of new words in their reading, drawing on known meanings. | Discuss and check the meanings of words, linking them to known and given vocabulary. | Explain the meaning of words based on the context, using a dictionary where appropriate. | Confidently explain the meaning of individual words, using a dictionary to check unfamiliar words and selecting the most appropriate meaning for the context. | Explore the meaning of words, including figurative language. | Analyse the meaning of words, including figurative language, and consider the impact of language on the reader. |
| **Comprehension – predicting** | Anticipate (where appropriate) key events in stories. | Predict what might happen from what has been read so far. | Make plausible predictions about what might happen from what has been read so far. | Make increasingly plausible predictions based on details stated in the text and their wider knowledge. | Predict what might happen from details stated in the text, giving some examples. | Give evidence from more challenging texts to support their predictions, relying mainly on stated details. | Predict what might happen from details stated and implied. |
| **Comprehension – inference** | Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. | Make simple inferences from what is being said and done in a text. | Make inferences from what is being said and done. | Draw inferences supported with some evidence from the text. | Draw inferences supported with evidence from the text. | Make inferences supported with specific evidence and distinguish between statements of fact and opinion. | Make inferences, including distinctions between fact and opinion, and justify them with detailed, targeted evidence and extended written responses. |
| **Comprehension – retrieval** |  | Identify and understand what is happening within a short piece of text. | Identify the main facts or events in simple texts. | Identify key details in a text in response to a retrieval question or research task. | Retrieve and record information from age-appropriate fiction and non-fiction texts, deciding on an appropriate level of detail for their purpose. | Retrieve, record and present a range of information from fiction and non-fiction texts. | Retrieve, record and present a range of relevant information from fiction and non-fiction texts, focusing on the evidence from the text. |
| **Comprehension – understanding** | Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. | Check that a simple text makes sense to them as they read and correct inaccurate reading with prompts, drawing on what they already know. | Check that age-appropriate texts make sense to them as they read and confidently correct inaccurate reading, drawing on taught background information and vocabulary. | Check that longer texts make sense to them and talk about what they have read independently, and important or new vocabulary. | Check that texts make sense to them, confidently explaining their understanding and word meanings. | Check that longer, more complicated texts make sense to them, clearly explaining their understanding and word meanings. | Check that longer, more complicated texts make sense to them, presenting their understanding in different ways. |
| **Comprehension – sequencing and summarising** |  | Link what they read or hear to their own experiences and understanding of a topic or events. | Identify the sequence of events in a simple text, saying what happens next and why it happens. | Identify the main point of each paragraph in a short text. | Identify and summarise the main ideas drawn from more than one paragraph in longer texts. | Summarise the main ideas drawn from more than one paragraph, beginning to identify details that support the main idea. | Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main idea or ideas. |
| **Comprehension – writer's craft** | Anticipate (where appropriate) key events in stories | Discuss the importance of the title, information and events in a short text. | Discuss their favourite words and phrases in a text, giving simple reasons for their choices. | Make simple comments about the language, structure and presentation of a text, including words and phrases that capture the reader’s interest. | Identify how language, structure and presentation contribute to meaning in a text, including imaginative or precise words and phrases. | Discuss the writer’s use of language, structure and presentation in a range of texts, and how these contribute to meaning and effect. | Evaluate how language, structure and presentation contribute to meaning and effect across a wide range of challenging texts, considering why writers have made particular choices. |
| **Comprehension – questioning and explaining** |  | Give a simple explanation about the information, characters and events in books or texts that have been read to them. | Answer and ask simple questions about age-appropriate texts that they listen to and those that they read for themselves, explaining what they have learned. | Ask simple questions to improve their understanding of a text. | Ask a range of questions to improve their understanding of an age-appropriate text, often trying to find more information to solve a problem for themselves. | Ask a range of questions to improve their understanding of what they have read, appropriate to the task, and give clear explanations and reasons for their views. | Ask targeted, well-worded questions to improve their understanding of a text, giving focused explanations, presentations and detailed reasons for their views. |
| **Comprehension – retelling and performing** |  | Learn and recite some rhymes and poems by heart, retelling fairy stories, traditional tales and other stories. | Retell a range of stories, tales and fairy stories, and recite poems by heart with appropriate intonation to make the meaning clear. | Retell and perform a wide range of texts, including poetry and play scripts, showing understanding using a range of strategies. | Become familiar with a widening range of texts (fairy stories, myths and legends, fantasy, poems, plays, historical narratives), retelling or performing these orally with appropriate tone, volume and action. | Prepare and perform a wide range of texts (fairy stories, myths and legends, fantasy, poems, plays, historical narratives), retelling these orally with appropriate tone, volume and action so the meaning is clear. | Prepare poems and plays to read aloud and perform, showing understanding through intonation, tone and volume so the meaning is clear to an audience. |
| **Comprehension – genre and conventions** |  | Recognise and say aloud predictable phrases from familiar genres of writing. | Recognise simple recurring literary language and conventions in taught fiction genres, non-fiction genres and poems. | Identify some themes and conventions in a range of books, texts and poetry. | Identify the main themes and conventions in a range of text types. | Discuss and compare the themes and conventions used in an increasing range of age-appropriate text types. | Analyse and compare the themes and conventions within and across a wide range of writing. |
| **Comprehension – pleasure and motivation to read** |  | Listen to, enjoy and talk about poems, stories and non-fiction texts. | Listen to, discuss and give views about a range of poems, stories and non-fiction texts with increasing motivation. | Listen to, read independently and discuss a range of fiction, poetry, plays, non-fiction and reference books, making enthusiastic and positive contributions in turn that show their understanding. | Listen to, read independently and discuss a range of fiction, poetry, plays, non-fiction, reference books and textbooks, making increasingly effective contributions in turn that show their understanding. | Read, discuss and enjoy a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks with enthusiasm and understanding, in a range of contexts. | Read, discuss and understand an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks with enthusiasm, building on their own and others' ideas and challenging views constructively. |
| **Comprehension – recommending** |  |  |  |  |  | Recommend books that they have read to their peers, giving reasons for their choices. | Recommend books that they have read for a range of purposes to their peers, giving persuasive and detailed reasons for their choices. |
| **Comprehension – reading widely** |  |  |  |  |  | Become familiar with a wide range of books, including those from other cultures and traditions. | Compare a wide range of books and identify fiction from our literary heritage. |
| **Comprehension – structure and purpose** |  |  | Notice that non-fiction books are structured in different ways. | Read books for a range of purposes that are structured in different ways and describe their structure. | Read books that are structured in different ways and read for a range of purposes, identifying the purpose of the book and how it is structured. | Read books that are structured in different ways and read for an increasing range of purposes. | Read longer and more challenging books that are structured in different ways and read for an increasing range of purposes. |