

Reading End Point Progression Map

Background Knowledge

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Connect ideas from their own experiences	Draw on what they know and their own experiences and make links between these and books they read	Link the events or topics from a text to their own experiences or what they know	Link the events or topic from a text to their own experience or information they have gathered. Begin to make similar links to books they have read and ask questions to gain understanding.	Link what they have read in a text to what they know., their own experiences and that of others and their experience of reading similar texts.	Use background knowledge or information about the topic or text type to establish expectations about a text including books from our heritage and other cultures. Compare what is read to what was expected.	Comment on what they have read and compare this to what they expected to read e.g. in relation to events, ideas etc. Use what they have read to make sense of new texts.

Vocabulary

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use vocabulary and forms of speech influenced from books they have read and know	Discuss new word meanings and link these to words they already know	Clarify the meanings of new words to understand a text or passage	Discuss words and phrases that capture the reader's imagination and check that texts make sense by exploring the meaning of new words	Apply knowledge of root words, suffixes/prefixes to understand the meaning of new words they meet.	Apply their knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

Language Structures

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Shows awareness of rhyme and alliteration and recognise rhythm in spoken words	Check that a text makes sense as they read and correct inaccurate readings	Explain key aspects of a text such as characters, events, titles, information etc	Recognise and explain different forms of poetry and identify themes in what they read	Identify how language structure and presentation contribute to meaning	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	Identify/explain how information/narrative content is related and contributes to meaning as a whole

Verbal Reasoning

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Show understanding when talking about what they have read	Explain clearly their understanding of what has been read making inferences and predictions	Explain understanding of what they read and make inferences on what has been said and done	Draw inferences about characters thoughts and feelings from their actions and predict what might happen	Draw inferences about characters thoughts, feelings and motives from their actions and predict what might happen using details stated or implied	Make inferences from the text and explain and justify inferences with evidence from the text	Explain and discuss their understanding of what has been read by making inferences and predictions using evidence to support and justify their ideas

Literacy Knowledge

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Shows interest in images in books, print in books and print in the environment	Understand and use punctuation to help when reading	Suggest why non-fiction books are structured in different ways	Identify features of a range of different types of writing	Identify features of a range of different types of writing and know how to use text features such as contents and indexes	Recognise themes in what they read e.g. loss, heroism	Identify and explain features of non-fiction texts including structure, layout and organisation and find information quickly

Fluency

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Identify sounds in simple words, blend them together and read words and simple sentences	Read aloud accurately books that are consistent with their developing phonic knowledge and re-read these books to build up their fluency and confidence in word reading	Read most words accurately without starting over, sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in a word	Read accurately and at a speed that is sufficient for them to focus on understanding what they read rather than decoding individual words.	Read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy at a reasonable speaking pace	Read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity