

Brinsworth Howarth Primary School

Curriculum Progression Map

**Reading**

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| Progression Map for: Decoding |

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| Early Years | | Key Stage One | | Key Stage Two | | | |
| Foundation One | Foundation Two | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|  |  |  | Benchmark EOY book band expectation: **LEVEL 22/23** | Benchmark EOY book band expectation: **LEVEL 27** | Benchmark EOY book band expectation: **LEVEL 29** | Benchmark EOY book band expectation: **LEVEL** **30+** |  |
|  |  | Lexile range guide: up to 325L | Lexile range guide: up to 725L | Lexile range guide: up to 800L | Lexile range guide: up to 875L | Lexile range guide: up to 950L | Lexile range guide: up to 1050L |
| To understand that print has meaning, can have different purposes, we read English text from left to right & from top to bottom, the names of the different parts of books & page sequencing.  To count or clap syllables in a word.  To recognise words with the same initial sound.  To recognise familiar words and signs such as their own name, advertising logos and screen icons. | To read individual letters by saying the sounds for them.  To blend sounds into words, so that they can read short words made up of known letter-sound correspondences.  To read some letter groups that each represent one sound & say sounds for them.  To read simple phrases and sentences made up of words with known letter-sound correspondences and a few exception words. | To apply phonic knowledge to decode words.  To speedily read all 40+ letters /groups for 40+ phonemes.  To read accurately by blending taught GPC.  To read common exception words.  To read words with common suffixes (-s, -es, -ing, -ed, etc).  To read polysyllabic words containing taught GPCs.  To read contractions and understand the use of the apostrophe.  To read aloud phonically-decodable texts. | To apply phonic decoding until automatic and reading is fluent.    To read more words with common suffixes (-er, -est, -y, -ment, -ful, -ness, -less, -ly).  To re-read books to build up fluency and confidence in word reading.  To note punctuation to read with appropriate expression.  To read accurately by blending, including alternative sounds for graphemes.  To read Year 2 common exception words, noting unusual correspondences.  To read books matched to phonic knowledge by sounding out unfamiliar words.  To read polysyllabic words containing taught graphemes.  To read most words quickly and accurately without overt sounding and blending. | To apply a growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words.  To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. | To apply a growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words.  To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. | To continue to apply a growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words. | To continue to apply a growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words. |

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| Progression Map for: Range of reading |

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| Early Years | | Key Stage One | | Key Stage Two | | | |
| Foundation One | Foundation Two | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|  |  |  | Benchmark EOY book band expectation: **LEVEL 22/23** | Benchmark EOY book band expectation: **LEVEL 27** | Benchmark EOY book band expectation: **LEVEL 29** | Benchmark EOY book band expectation: **LEVEL** **30+** |  |
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| To show an interest in illustrations and words in print and digital books and words in the environment.  To look at and enjoy both print and digital books independently. | To enjoy an increasing range of print & digital books, both fiction and non-fiction.  To know that information can be retrieved from books, computers and mobile digital devices. | To listen to, and discuss, a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.    To begin to link what they read or hear to their own experiences. | To listen to, discuss and express 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.  To be introduced to non-fiction books that are structured in different ways. | To listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.  To read books that are structured in different ways.  To read for a range of purposes.  To retrieve and record information from non-fiction texts. | To listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.  To read books that are structured in different ways.  To continue to read for a range of purposes.  To retrieve and record information from non-fiction texts. | To continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.  To read books that are structured in different ways.  To independently read for a range of purposes.  To begin to make comparisons within and across books.  To distinguish between statements of fact and opinion.  To retrieve, record and present information from non-fiction texts. | To continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.  To read books that are structured in different ways.  To independently read for a range of purposes.  To confidently make comparisons within and across books.  To confidently distinguish between statements of fact and opinion.  To retrieve, record and present information from non-fiction texts. |

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| Progression Map for: Familiarity with texts |

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| Early Years | | Key Stage One | | Key Stage Two | | | |
| Foundation One | Foundation Two | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|  |  |  | Benchmark EOY book band expectation: **LEVEL 22/23** | Benchmark EOY book band expectation: **LEVEL 27** | Benchmark EOY book band expectation: **LEVEL 29** | Benchmark EOY book band expectation: **LEVEL** **30+** |  |
|  |  | Lexile range guide: up to 325L | Lexile range guide: up to 725L | Lexile range guide: up to 800L | Lexile range guide: up to 875L | Lexile range guide: up to 950L | Lexile range guide: up to 1050L |
| To join in with repeated refrains and anticipates key events and phrases in rhymes and stories.  To begin to be aware of the way stories are structured, and to tell their own stories.  To be able to talk about familiar stories and tell a long story. | To describe main story settings, events and principal characters in increasing detail.  To suggest and discuss their favourite texts. | To become very familiar with key stories (Super 6), fairy stories and traditional tales, retelling them and considering their particular characteristics.  To recognise and join in with predictable phrases in stories and poetry. | To become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.  To recognise simple recurring literary language in stories and poetry. | To become increasingly familiar with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.  To begin to identify themes and conventions in a wide range of books. | To become increasingly familiar with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.  To identify themes and conventions in a wide range of books. | To become increasingly familiar 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.  To identify and discuss themes and conventions in and across a wide range of writing. | To become increasingly familiar 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.  To confidently identify and discuss themes and conventions in and across a wide range of writing. |

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| Progression Map for: Poetry and performance |

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| Early Years | | Key Stage One | | Key Stage Two | | | |
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|  |  |  | Benchmark EOY book band expectation: **LEVEL 22/23** | Benchmark EOY book band expectation: **LEVEL 27** | Benchmark EOY book band expectation: **LEVEL 29** | Benchmark EOY book band expectation: **LEVEL** **30+** |  |
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| To spot and suggest rhymes.  To sing to themselves and make up simple songs.  To create sounds, movements and drawings to accompany stories.  To sing a large repertoire of songs. | To re-enact and reinvent stories / poems they have heard in their play.  To begin to understand humour, e.g. nonsense rhymes.  To use combinations of art forms, e.g. moving and singing, making and dramatic play. | Learning to appreciate rhymes and poems, and to recite some by heart. | To continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear. | To prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.  To begin to recognise some different forms of poetry. | To prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.  To confidently recognise some different forms of poetry. | To learn a wider range of poetry by heart, 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. | To learn a wider range of poetry by heart, 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. |

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| Progression Map for: Word meaning |

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| Early Years | | Key Stage One | | Key Stage Two | | | |
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| To engage in extended conversations about stories, learning new vocabulary.  To build up vocabulary that reflects the breadth of their experiences. | To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.  To use new or taught vocabulary across a range of contexts throughout the day. | To discuss word meanings, linking new meanings to those already known. | To discuss and clarify the meanings of words and link new meanings to known vocabulary.  To discuss favourite words and phrases. | To begin to use dictionaries to check the meaning of words that they have read. | To confidently use dictionaries to check the meaning of words that they have read. | To independently select and use dictionaries to check the meaning of words that they have read. | To independently and actively select and use dictionaries to check the meaning of words that they have read. |

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| Progression Map for: Understanding and inference |

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| Early Years | | Key Stage One | | Key Stage Two | | | |
| Foundation One | Foundation Two | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| To begin to understand why and how questions.  To use talk to explain what is happening. | To engage with books and other reading materials at an increasingly deeper level, using their knowledge of language structure, subject knowledge & illustrations to interpret the text.  To use talk to organise, sequence and clarify thinking, ideas, feelings and events.  To give an explanation of why events happened in a story. | To draw on what they already know or on background information and vocabulary provided by the teacher.  To check that the text makes sense to them as they read and correcting  inaccurate reading.  To discuss the significance of the title and events.  To make inferences on the basis of what is being said and done. | To discuss the sequence of events in books and how items of information are related.  To draw on what is already known or on background information and vocabulary provided by the teacher.  To make links between a current book and those already read.  To check that the text makes sense as it is read and correct inaccurate reading.  To make inferences on the basis of what is being said and done.  To answer and ask questions. | To check that the text makes sense, discuss their understanding and explain the meaning of words in context.  To begin to ask questions to improve understanding of a text.  To begin to identify the main ideas drawn from more than one paragraph and summarise these.  To begin to identify morals and messages in a story.  To draw inferences such as inferring characters’ feelings, thoughts and motives from their actions.  To begin to justify inferences with evidence. | To check that the text makes sense, discuss their understanding and explain the meaning of words in context.  To ask questions to improve understanding of a text.  To confidently identify the main ideas drawn from more than one paragraph and summarise these.  To confidently identify morals and messages in a story.  To draw inferences such as inferring characters’ feelings, thoughts and motives from their actions.  To justify inferences with evidence. | To check that the text makes sense, discuss their understanding and explain the meaning of words in context.  To confidently ask questions to improve understanding of a text.  To summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.  To draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justify inferences with evidence. | To check that the text makes sense, discuss their understanding and explain the meaning of words in context.  To confidently and regularly ask questions to improve understanding of a text.  To confidently summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.  To draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justify inferences with evidence. |

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| Progression Map for: Prediction |

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|  |  |  | Benchmark EOY book band expectation: **LEVEL 22/23** | Benchmark EOY book band expectation: **LEVEL 27** | Benchmark EOY book band expectation: **LEVEL 29** | Benchmark EOY book band expectation: **LEVEL** **30+** |  |
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| To join in with repeated refrains and anticipate key events and phrases in rhymes and stories.  To talk about events and principal characters in stories and suggests how the story might end. | To understand a range of complex sentence structures including negatives, plurals and tense markers. | To predict what might happen on the basis of what has been read so far. | To confidently predict what might happen on the basis of what has been read so far. | To begin to predict what might happen from details stated and implied. | To predict what might happen from details stated and implied. | To predict what might happen from details stated and implied, independently referring to evidence in the text when providing written answers. | To confidently predict what might happen from details stated and implied, independently referring to evidence in the text when providing written answers. |

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| Progression Map for: Authorial Intent |

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|  |  |  | Benchmark EOY book band expectation: **LEVEL 22/23** | Benchmark EOY book band expectation: **LEVEL 27** | Benchmark EOY book band expectation: **LEVEL 29** | Benchmark EOY book band expectation: **LEVEL** **30+** |  |
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|  |  |  |  | To discuss words and phrases that capture the reader’s interest and imagination.  To identify how language, structure, and presentation contribute to meaning. | To discuss words and phrases that capture the reader’s interest and imagination.  To identify how language, structure, and presentation contribute to meaning. | To identify how language, structure and presentation contribute to meaning.  To discuss and evaluate how authors use language, including figurative language and consider the impact on the reader. | To identify how language, structure and presentation contribute to meaning.  To discuss and evaluate how authors use language, including figurative language and consider the impact on the reader. |

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| Progression Map for: Reading for pleasure |

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| Early Years | | Key Stage One | | Key Stage Two | | | |
| Foundation One | Foundation Two | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|  |  |  | Benchmark EOY book band expectation: **LEVEL 22/23** | Benchmark EOY book band expectation: **LEVEL 27** | Benchmark EOY book band expectation: **LEVEL 29** | Benchmark EOY book band expectation: **LEVEL** **30+** |  |
|  |  | Lexile range guide: up to 325L | Lexile range guide: up to 725L | Lexile range guide: up to 800L | Lexile range guide: up to 875L | Lexile range guide: up to 950L | Lexile range guide: up to 1050L |
| To listen to others in one-to-one or small groups, when conversation interests them.  To listen to familiar stories with increasing attention and recall.  To be able to express a point of view and to debate when they disagree. | To be able to recall and discuss stories or information that has been read to them, or they have read themselves.  To listen and respond to ideas expressed by others in conversation or discussion  To understand questions such as who; why; when; where and how.  To link statements and stick to a main theme or intention. | To participate in discussion about what is read aloud, taking turns and listening to what others say.  To clearly explain their understanding of what is read aloud. | To participate in discussion about books, poems and other works that are read both aloud and independently by taking turns and listening to what others say.  To explain and discuss understanding of books, poems and other material, both those that are listened to and those that are read independently. | To participate in discussion about books, poems and other works that are read both aloud and independently by taking turns and listening to what others say. | To participate in discussion about books, poems and other works that are read both aloud and independently by taking turns and listening to what others say. | To recommend books to peers and give reasons for their choices.  To participate in discussions about books, building on their own and others’ ideas and challenging views courteously.  To explain and discuss their understanding of what they have read, including through formal presentations and debates.  To provide reasoned justifications for their views. | To recommend books to peers and give reasons for their choices.  To participate in discussions about books, building on their own and others’ ideas and challenging views courteously.  To explain and discuss their understanding of what they have read, including through formal presentations and debates.  To confidently provide reasoned justifications for their views. |