Reading @ Sandford: Whole-School Curriculum Progression Map

Reading – Word Reading	EY & KS1		KS2		
	Ashton (Reception & Early Learning Goals)	**Braeburn**	**Redstreak**	**Hasting**	**Dabinett**
Phonics and Decoding	Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. 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. To apply phonic knowledge and skills as the route to decode words. To blend sounds in unfamiliar words using the GPCs that they have been taught. To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes. To read words containing taught GPCs. To read words containing -s, -es, -ing, -ed and -est endings.	To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. To accurately read most words of two or more syllables. To read most words containing common suffixes.* To read words with contractions, e.g. I'm, I'll and we'll.	To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, to begin to read aloud.* To apply their growing knowledge of root words and suffixes/word endings, including -ly, to begin to read aloud.*	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. To apply their growing knowledge of root words, prefixes and suffixes/word endings, including un-, re-, sub-, inter-, super-, anti- and auto-; -sion, -tion, -ssion, -cian, -ous, -ation, -cial, -tial, -ant/-ance/-ancy, -ent/- ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.*	To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.
			See spelling progression below	***See spelling progression below***	***See spelling progression below***

Common Exception Words	Read a few common exception words matched to the school's phonic programme. To read some common irregular words. To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.	To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.	To begin to read Y3/Y4 exception words.*	To read all Y3/Y4 exception words* and begin to read Y5 exception words, discussing the unusual correspondences between spelling and these occur in the word.	To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.
Fluency	Blend sounds into words, so that they can read short words made up of letter-sound correspondences. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. To reread texts to build up fluency and confidence in word reading.	To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. To reread these books to build up fluency and confidence in word reading. To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.		

Reading – Comprehension	EY & KS1		KS2		
	Ashton (Reception & Early Learning Goals)	**Braeburn**	**Redstreak**	**Hasting**	**Dabinett**
QUESETION TYPES	literal retrieval: multiple choice/ straight forward responses discuss the significance of the title and events	retrieval: matching up info/ order events/ info in a table prediction – what might happen on the basis of what has been read inference based on what is being said and done compare and contrast similarities and differences between books (same author or those read)	inference, including characters' feelings, thoughts and motives from their actions and choice of vocab use of words/ similes/ metaphors – identification, then why used & the meaning behind identifying main ideas drawn from more than one paragraph and summarising	inference & deduction of characters' feelings, thoughts and motives with explanations providing evidence, from the text (3 mark question) identifying how structure and presentation contribute to meaning	author's language – effect on the reader and specific choice & meaning mood created in poetry compare and contrast within and across texts
Understanding and Correcting Inaccuracies	Listen to and talk about stories to build familiarity and understanding. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. To check that a text makes sense to them as they read and to self- correct.	To show understanding by drawing 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 to correct inaccurate reading.			
Comparing, Contrasting and Commenting	Compare and contrast characters from stories, including figures from the past. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. 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. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Anticipate (where appropriate) key events in stories.	To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing views. To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales. To make links between the text they are reading and other texts they have read (in texts they can read independently). To discuss the sequence of events in books and how items of information are related.	To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. To use appropriate terminology when discussing texts (plot, character, setting). To discuss and compare texts from a wide variety of genres and writers. To read for a range of purposes. To identify main ideas drawn from more than one paragraph and summarise these.	To identify themes and conventions in a wide range of books. To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings). To identify how language, structure and presentation contribute to meaning. To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and	To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. 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. To recognise more complex themes in what they read (such as loss or heroism).

	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. To link what they have read or have read to them to their own experiences. To retell familiar stories in increasing detail and discussing the sequence of events. To join in with discussions about a text, taking turns and listening to what others say. To recognise simple recurring literary language in stories and poetry. To ask and answer questions about a text.			autobiographies) and differences between text types. To identify main ideas drawn from more than one paragraph and to summarise these. To compare characters, settings and themes within a text and across more than one text. To recommend texts to peers based on personal choice.	To 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. To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions. To draw out key information and to summarise the main ideas in a text. To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.
Words in Context and Authorial Choice	Learn new vocabulary. Use new vocabulary throughout the day & in different contexts. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. To discuss word meaning & link new meanings to those already known.	To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To discuss their favourite words and phrases.	To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. To discuss authors' choice of words and phrases for effect. Discuss vocabulary used to capture readers' interest and imagination.	To discuss vocabulary used by the author to create effect including figurative language. To evaluate the use of authors' language and explain how it has created an impact on the reader.	To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.

Inference and Prediction	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Anticipate (where appropriate) key events in stories. To begin to make simple inferences. To predict what might happen on the basis of what has been read so far.	To make inferences on the basis of what is being said and done. To predict what might happen on the basis of what has been read so far in a text.	To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives, supporting their views with evidence from the text. To justify predictions using evidence from the text from details stated and implied.	To draw inferences from characters' feelings, thoughts and motives. To make predictions based on details stated and implied, justifying them in detail with evidence from the text.	To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). To discuss how characters change and develop through texts by drawing inferences based on indirect clues.
Poetry and Performance	Engage in story times. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Learn rhymes, poems and songs. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Make use of props and materials when role playing characters in narratives and stories. Invent, adapt and recount narratives and stories with their peers and their teacher. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music. To recite simple poems by heart.	To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.	To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. To begin to use appropriate intonation and volume when reading aloud. To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).	To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud using intonation, tone, volume and action.	To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.
Non-Fiction	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. To recognise that non-fiction books are often structured in different ways.	To understand why non-fiction books are often structured in different ways.	To retrieve and record information from non-fiction texts, using organisational devices where appropriate. To use dictionaries to check the meaning of words that they have read.	To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts. To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a visit or reading a theatre review).	To retrieve, record and present information from non-fiction texts.

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.

Braeburn – Year 2s after phonics programme is complete (approx. Spring Term)

	Week	Year/ Term/ Week (RULE) from Twinkl plans PLUS STATUTORY WORD PRACTISE
TERM 3	1	High Frequency Words (taken from 100 and 200 lists)
	2	High Frequency Words (taken from 100 and 200 lists)
	3	High Frequency Words (taken from 100 and 200 lists)
	4	High Frequency Words (taken from 100 and 200 lists)
	5	High Frequency Words (taken from 100 and 200 lists)
	6	Common Exception Words (Phases 2-5)
TERM 4	1	2/1B/5 (Adding –ies to nouns and verbs ending in –y)
	2	2/2A/1 (Adding –ed, -er and –est to a word ending in –y with a consonant before it)
	3	2/2A/2 (Adding –ing to a word ending in –y with a consonant before it)
	4	2/2A/3 (Adding –ing, -ed, -er, -est and –y to words ending in –e with a consonant before it)
	5	2/2A/4 (Adding –ing, -ed, -er, -est and –y to words of one syllable ending in a single consonant after a single vowel)
	6	Common Exception Words (Phases 2-5)
TERM 5	1	2/3A/1 (The suffixes -ment, -ness and –ful)
	2	2/3A/2 (The suffixes -less and –ly)
	3	2/3A/3 (Words ending in –tion)
	4	2/3A/4 (Contractions)
	5	2/3A/5 (Possessive apostrophe)
	6	2/3B/6 (Question Words & SPaG terms)
TERM 6	1	2/3B/1 (Homophones and near homophones)
	2	2/3B/2 (Homophones and near homophones)
	3	2/3B/3 (Homophones and near homophones & Conjunctions)
	4	2/3B/4 (Months of the year / time)
	5	2/3B/5 (Months of the year / time)
	6	Common Exception Words (Phases 2-5)

Redstreak (plus silent letter revision if time)

	Week	Year/ Term/ Week (RULE) from Twinkl plans PLUS STATUTORY WORD PRACTISE
TERM 1	1	3/1A/1 (words with the long /ei/ sound spelt with ei)
	2	3/1A/2 (words with the long /ei/ sound spelt with ey)
	3	3/1A/3 (words with the long /ei/ sound spelt with ai)
	4	3/1A/4 (words with the long /ei/ sound spelt with ear)
	5	3/2A/1 (words with short 'i' sound spelt with 'y')
	6	3/2A/6 (words with a 'k' sound spelt with 'ch')
TERM 2	1	3/2B/4 (words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt que)
	2	3/2B/5 (words with a /sh/ sound spelt with 'ch')
	3	3/3A/2 (words with a short /u/ sound spelt with 'o')
	4	3/3A/3 (words with a short /u/ sound spelt with 'ou')
	5	3/3B/2 (words ending with an /zher/ sound spelt with 'sure')
	6	3/3B/3 (words ending with a /cher/ sound spelt with 'ture')
TERM 3	1	3/3B/4 (words ending with a /cher/ sound spelt as 'ture')
	2	4/1A/1 (words with /aw/ spelt with augh and au)
	3	4/1B/5 (words with 'ough' to make a long /o/, /oo/ or /or/ sound)
	4	4/2B/2 (words with a 'soft c' spelt with 'ce')
	5	4/2B/3 (words with a 'soft c' spelt with 'ci')
	6	3/2B/3 (adding the prefix bi- (meaning 'two'or 'twice') and adding the prefix re- (meaning 'again' or 'back'))
TERM 4	1	3/2A/4 (creating negative meanings using prefix mis-)
	2	3/2A/5 (creating negative meanings using prefix dis-)
	3	4/1A/2 (adding the prefix in- (meaning 'not' or 'into'))
	4	4/1A/3 (adding the prefix im- (before a root word starting with 'm' or 'p'))
	5	4/1A/4 (adding the prefix il- (before a root word starting with 'l') and the prefix ir- (before a root word starting with 'r'))
	6	3/3B/1 (words ending in the suffix –al)
TERM 5	1	3/1B/1 (creating adverbs using the suffix –ly (no change to root word))
	2	3/1B/2 (creating adverbs using the suffix –ly (root words ends in 'y' with more than one syllable))
	3	3/1B/3 (creating adverbs using the suffix –ly (root word ends in 'le'))
	4	3/1B/4 (creating adverbs using the suffix –ly (root word ends in 'ic' or 'al'))
	5	3/1B/5(creating adverbs using the suffix –ly (exceptions to the rule))
	6	3/2A/2 (adding suffixes beginning with a vowel (er/ed/ing) to words with more than one syllable (unstressed last syllable – DO NOT double the final consonant))
TERM 6	1	3/2A/3 (adding suffixes beginning with a vowel (er/ed/en/ing) to words with more than one syllable (stressed last syllable – double the final consonant))
	2	3/2B/1 (homophones and near homophones)
	3	3/2B/2 (homophones and near homophones)
	4	3/3A/4 (word families based on common words, showing how words are related in form and meaning)
	5	3/3A/5 (word families based on common words, showing how words are related in form and meaning)
	6	3/3A/6 (word families based on common words, showing how words are related in form and meaning)

Hasting (plural possessive apostrophes with plural words – ensure in a grammar lesson)

	Week	Year/ Term/ Week (RULE) from Twinkl plans PLUS STATUTORY WORD PRACTISE
TERM 1	1	4/2B/1 (words with the /s/ sound spelt with 'sc')
	2	4/2A/5 (adding the prefix sub- (meaning 'under') and adding the prefix super- (meaning 'above'))
	3	4/3A/1 (adding the prefix inter- (meaning 'between' or 'among'))
	4	4/3A/2 (adding the prefix anti- (meaning 'against'))
	5	4/3A/3 (adding the prefix auto- (meaning 'self' or 'own'))
	6	4/3A/4 (adding the prefix ex- (meaning 'out'))
TERM 2	1	4/3A/5 (adding the prefix non- (meaning 'not'))
	2	4/1A/6 (words with /shun/ endings spelt with 'sion' (if root word ends in 'se', 'de' or 'd'))
	3	4/1B/1 (words with a /shuhn/ sound, spelt with 'sion' (if root word ends in 'se', 'de' or 'd'))
	4	4/1B/2 (words with a /shuhn/ sound, spelt with 'ssion' (if root word ends in 'ss' or 'mit'))
	5	4/1B/3 (words with a /shuhn/ sound, spelt with 'tion' (if root word ends in 'te' or 't' / or has no definite root))
	6	4/1B/4 (words with a /shuhn/ sound, spelt with 'cian' (if root word ends in 'c' or 'cs'))
TERM 3	1	4/2A/3 (nouns ending in the suffix –ation)
	2	4/2A/4 (nouns ending in the suffix –ation)
	3	4/3B/1 (adding the suffix –ous (no change to root word))
	4	4/3B/2 (adding the suffix –ous (no definitive root word))
	5	4/3B/3 (adding the suffix –ous (words ending in 'y' become 'i' and words ending in 'our' become 'or'))
	6	4/3B/4 (adding the suffix –ous (words ending in 'e' drop the 'e' but not 'ge'))
TERM 4	1	4/3A/6 (words ending in –ar/-er)
	2	5/1A/1 (words with endings that sound like /shuhs/ spelt with –cious)
	3	5/1A/2 (words with endings that sound like /shuhs/ spelt with –tious or -ious)
	4	5/1B/1 (words with 'silent' letters)
	5	5/1B/2 (words with 'silent' letters)
	6	5/1B/4 (words ending in 'ment')
TERM 5	1	5/2A/1 (creating nouns using –ity suffix)
	2	5/2A/2 (creating nouns using –ness suffix)
	3	5/2A/4 & 5 & 6 (homophones and near homophones)
	4	5/2A/4 & 5 & 6 (homophones and near homophones)
	5	5/2B/1 (words with an /or/ sound spelt 'or')
	6	5/2B/2 (words with an /or/ sound spelt 'au')
TERM 6	1	5/3A/1 & 2 (words containing the letter string 'ough')
	2	5/2B/3 (convert nouns or adjectives into verbs using the suffix –ate)
	3	5/2B/4 (convert nouns or adjectives into verbs using the suffix –ise)
	4	5/2B/5 (convert nouns or adjectives into verbs using the suffix –ify)
	5	5/2B/6 (convert nouns or adjectives into verbs using the suffix –en)
	6	4/2B/4 & 5 (word families based on common words, showing how words are related in form and meaning)

Dabinett

	Week	Year/ Term/ Week (RULE) from Twinkl plans PLUS STATUTORY WORD PRACTISE
TERM 1	1	5/3B/1 (unstressed vowels in polysyllabic words)
	2	5/3B/2 (adding verb prefixes de- and re-)
	3	5/3B/3 (adding verb prefix over-)
	4	5/3B/4 (convert nouns or verbs into adjectives using suffix −ful)
	5	5/3B/5 (convert nouns or verbs into adjectives using suffix −ive)
	6	5/3B/6 (convert nouns or verbs into adjectives using suffix −al)
TERM 2	1	6/1A/3 (adjectives ending in −ant into nouns ending in −ance/−ancy)
	2	6/1A/4 (adjectives ending in −ent into nouns ending in −ence/−ency)
	3	6/1A/5 (hyphens: to join a prefix ending in a vowel to a root word beginning with a vowel)
	4	6/1A/6 (hyphens: to join compound adjectives to avoid ambiguity)
	5	6/1B/1 & 2 (words ending in −able)
	6	6/1B/3 (words ending in −ably)
TERM 3	1	6/3A/5 (words ending in −ible)
	2	6/3A/6 (words ending in −ibly)
	3	6/3A/2 (words that can be nouns and verbs)
	4	6/3A/3 (words that can be nouns and verbs)
	5	6/2A/2 (words with a long /e/ sound spelt 'ie' or 'ei' after c (and exceptions)
	6	6/2A/3 (words with a long /e/ sound spelt 'ie' or 'ei' after c (and exceptions)
TERM 4	1	6/2A/1 (adding suffixes beginning with vowel letters to words ending in −fer)
	2	6/2B/1 (words with endings which sound like /shuhl/ after a vowel letter)
	3	6/2B/2 (words with endings which sound like /shuhl/ after a consonant letter)
	4	6/3A/4 (words with a long /o/ sound spelt 'ou' or 'ow'
	5	6/2B/3 (words with a 'soft c' spelt /ce/)
	6	6/1B/6 (creating diminutives using prefixes micro- or mini-)
		**TERM 5 & 6** **Focus on statutory words, word families, synonyms & antonyms, adverbials, modal verbs**