

# Reading Progression Map



## Curriculum overview

At Downsell Primary School, we believe that every pupil has the ability to learn to read. We believe that they should have access to high-quality literature from their very first day of school.

To ensure this, we are committed to teaching, developing, and promoting reading across our school community through three key approaches:

- **Reading for Practice** – Developing decoding, fluency, and accuracy through structured, systematic teaching.
- **Reading for Purpose** – Equipping pupils with the skills to understand and interpret, various texts across all subjects.
- **Reading for Pleasure** – Fostering a lifelong love of books through access to a diverse range of inspiring, enjoyable literature.

By embedding these approaches into everything we do, we strive to ensure that our pupils leave us as fluent, confident readers who are fully prepared for the next stage of their education—with a deep and lasting love of reading.

At Downsell, we promote the love of reading and reading for pleasure through a variety of ways, including:

- Reading themed classroom door displays
- An inviting library space
- Visiting Leyton Library on a half termly basis
- Reading leaders in school
- Dedicated Story Time on all class timetables
- Drama based shaking up Shakespeare

## Reading at Downsell Primary School

### Intent

At Downsell, we are dedicated to developing confident, fluent, and enthusiastic readers. Our approach to reading is intentional, inclusive, and ambitious. We aim to:

- Prioritise reading as a fundamental part of our curriculum and school culture.
- Equip all pupils with secure phonic knowledge and skills so they can decode and access texts at an age-appropriate level.
- Develop reading fluency at all stages, enabling pupils to read with accuracy and automaticity.
- Foster a lifelong love and appreciation of books, encouraging reading both in school and beyond.
- Ensure all pupils have access to high-quality, age-appropriate, and challenging texts that reflect a range of voices, cultures, and experiences.
- Expose pupils to rich and varied vocabulary to help address the word gap and support language development.
- Provide a consistent and structured approach to teaching reading comprehension, ensuring understanding deepens over time.
- Encourage pupils to engage with and respond to their reading in diverse and meaningful ways.
- Offer a clear progression framework that guides the teaching of reading across all Key Stages and ensures full curriculum coverage.

Through these aims, we strive to ensure that every child becomes a confident, competent, and curious reader, fully prepared for the demands of the wider curriculum and life beyond primary school.

### Implementation

#### **Phonics and Early Reading**

Phonics is taught using the Read Write Inc. (RWI) programme, which is delivered consistently across the Early Years Foundation Stage, Key Stage One, and Key Stage Two where appropriate.

Our aim is to ensure that all children develop:

- Strong phonological awareness

- The ability to segment and blend sounds for reading and writing
- Confidence in reading common exception words (tricky words) by sight

This systematic approach provides a solid foundation for early reading and supports pupils in becoming fluent, confident readers.

### **Reading books and reading at home**

As children begin to formally learn phonics, they are given a reading book closely matched to their current phonics knowledge. This allows them to practise and showcase their growing reading skills with confidence at home, sharing their progress with parents and carers.

Alongside this, pupils also choose a book for enjoyment, which may be read to them by an adult. This helps foster a love of stories and encourages shared reading experiences.

As pupils progress and master key phonics skills, they move on to books from the Read Write Inc. (RWI) scheme or other decodable texts that build confidence and fluency across a broader range of content. Pupils will continue to have the opportunity to select self-chosen books to nurture their personal interests and enjoyment of reading.

To promote and celebrate home reading:

- Pupils are encouraged to bring in their reading records regularly.
- Rewards such as Dojo points, bookmarks, books, and special experiences in school are offered to motivate and recognise their efforts.

We value the vital role that parents and carers play in supporting their child's reading journey. From the very beginning, we strive to build strong, supportive relationships through:

- Regular reading events each Friday morning
- Opportunities for parents to learn how they can best support reading at home

If a pupil is not reading regularly at home, the class teacher will make contact with the family to offer guidance and support. Our aim is to ensure that every child receives consistent encouragement and opportunities to practise reading in both school and at home.

### Reading scheme

Downsell follows a three tier reading scheme. Pupil progression through each stage is decided by teacher assessment.

<b>Tier 1 – RWI Phonics</b>	<b>Tier 2 – PM Levelled Books</b>	<b>Tier 3 – Chapter books</b>
<ul style="list-style-type: none"><li>• Ditty</li><li>• Green</li><li>• Purple</li><li>• Pink</li><li>• Orange</li></ul>	Orange Level 6 Turquoise Level 7 Purple Level 8 Gold Level 9 White Level 10 Lime Level 11 Brown Level 12 Grey Level 13 Dark Blue Level 14 Dark Red Level 15 Black Level 16 Black Plus level 17	Chapter Books

### Our reading strategy

At Downsell, we implement a Reading Strategy designed to develop reading comprehension and interpretative skills across all year groups. This strategy is embedded into our daily timetable, ensuring consistent and purposeful reading instruction.

Key Features of Our Reading Strategy:

- **Daily Reading Sessions:** Each day, students engage in dedicated reading lessons, fostering regular practice and skill development.
- **Core Text Focus:** Typically, four sessions per week centre on a primary text, allowing for in-depth exploration and understanding.
- **Diverse Text Exposure:** students are introduced to a variety of linked texts, non-fiction to broaden their literary experience and genre familiarity.
- **Vocabulary Enrichment:** Each session incorporates targeted vocabulary instruction, enhancing students' language acquisition and comprehension abilities.

- Comprehensive Comprehension Strategies: We employ structured approaches to reading comprehension, ensuring students develop critical thinking and analytical skills.

This strategy aligns with best practices in literacy instruction, as outlined in the Department for Education's "Reading Framework," which emphasizes the importance of systematic phonics, fluency, and comprehension in primary education

### **Daily Reading Sessions**

- Key Stage One and Two: Approximately 50 minutes daily.
- Reception- 15 minutes daily, building up throughout the year towards an hour in the Summer
- Nursery- 15 minute sessions

Each session is structured to engage students in high-quality texts and discussions, promoting both fluency and comprehension, or to develop sound, segmenting and blending recognition and fluency.

### **Core and Linked Texts**

- Generally, each core text will last for the majority of a half term and non-fiction texts are taught within the last two weeks of the half term. These texts are rich in vocabulary and complexity, providing a foundation for in-depth study.

### **Inclusive Participation**

All pupils are included in these lessons and are exposed to high-quality texts and discussions. Teachers will identify children who are not yet on track to meet age-related expectations (ARE) for their year group and will plan lessons that match their abilities, to develop their decoding and fluency as necessary. These pupils will also receive additional support to help them catch up quickly.

### Structure of a Reading Session

Each reading session will have a clear learning intention in the form of a key skill, linked to the curriculum requirements. This approach ensures that pupils understand the reading skills or strategies that they are practising.

### Fluency and Oracy

- Fluency: Reading fluency plays an integral part in our Reading Strategy lessons. Pupils will hear a fluent adult model of reading and be given the opportunity to read during lessons using a range of fluency techniques.
- Oracy: Oracy is a key driver in reading sessions and is used to support children in forming well-developed answers and opinions around reading through rich discussion about the text.

Reading lessons may vary in their structure depending on the sections of texts studied. Some sessions may be more generalised with extended periods of reading and discussion. Some sessions will focus on developing fluency, or the outcome may be a performance. However, the vast majority of sessions will follow this format with clear links to the National Curriculum.

- Prior Learning (may include activating background knowledge from other subjects).
- New learning: Words (new/tricky vocabulary – may include providing new knowledge).
- I do - Modelling of focus skill/strategy by the teacher.
- We do - Guided Practice with a partner or as a group.
- You do - Independent/group response/ tasks and opportunities to apply the skills taught to independent work

### **Impact**

At Downsell, we are committed to ensuring that all children, regardless of their starting points, make progress in reading. Our curriculum and interventions are designed to support both individualized progress and attainment of age-related expectations. By the time pupils leave our school, they will:

- Be proficient in decoding and encoding.
- Demonstrate skills in inference, prediction, retrieval and recall.
- Engage in discussions and make connections to texts they have studied, read or listened to.

- Have a deepened knowledge of topic areas through exposure to a diverse range of non-fiction texts and cross-curricular content.

Our reading strategy is structured to promote a love of reading and develop confident readers:

- Daily Reading Sessions: Each day, pupils engage in dedicated reading lessons that focus on fluency, comprehension, and vocabulary development.
- Diverse Texts: Students are exposed to a wide range of genres, including poetry, plays, non-fiction, and fiction, to broaden their literary experience.
- Parental Involvement: Parents and carers are encouraged to support reading at home and contribute regularly to reading records, fostering a collaborative approach to literacy development.

The effectiveness of our reading curriculum is evident in several areas:

- Progress Monitoring: Regular assessments track individual and group progress, ensuring that all pupils are on track to meet or exceed age-related expectations.
- Reading for Pleasure: Pupils demonstrate a genuine love for reading, engaging with texts beyond the curriculum and discussing books with enthusiasm.
- Cross-Curricular Knowledge: Through exposure to a variety of texts, students develop a deeper understanding of topics across subjects, enhancing their overall academic performance.

### **Assessments**

At various points throughout a lesson, the teacher will complete various AFL checks. These can be in the form of talk partners, mini white boards, You do activities, focus groups and class discussions.

At the end of each term, children are given a summative assessment to check if they are achieving age related curriculum requirements. These assessments are used to support teachers in ensuring that the curriculum is tailored to meet the needs of pupils working below age expectation. The support for these children, in the classroom, is high quality first teaching first, clear differentiation and / or focus groups. Year groups also have the flexibility / option to teach the children with AfL groups. Outside of the classroom, children who need further support will have access to boosters or tailored interventions.

## Decoding

Reception	<ul style="list-style-type: none"> <li>● identify the taught GPCs (the sounds that the letters make) including some digraphs</li> <li>● blend the taught sounds to read CVC, CVCC and CCVC words</li> <li>● read some taught common exception/ high frequency and familiar words</li> <li>● read sentences made up of words with taught sounds and common exception words</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>● apply phonic knowledge to decode words read aloud phonically-decodable texts</li> <li>● re-read books to build fluency and confidence read</li> <li>● simple sentences and understand the meaning including what a pronoun is (extra)</li> <li>● speedily read all 40+ letters /groups for 40+ phonemes including alternative sounds for graphemes</li> <li>● read Year 1 common exception words noting unusual correspondences between spelling and sound (identifying where they appear)</li> <li>● read polysyllabic words containing taught GPCs read common suffixes (-s, -es, -ing, -ed, -er and -est)</li> <li>● read contractions and understand that the apostrophe represents the omitted letter(s)</li> <li>● read accurately by blending taught GPCs develop some fluency and expression, pausing at full stops (extra)</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>● apply phonic decoding until automatic and reading is fluent read common suffixes (-ed, -ing, -er, -est, -y, -er, -ment, -ful, -ness, -less, -ly)</li> <li>● re-read books to build up fluency and confidence in word reading</li> <li>● note punctuation to read with appropriate expression</li> <li>● read accurately by blending, including alternative sounds for graphemes <ul style="list-style-type: none"> <li>○ read Year 2 common exception words, noting unusual correspondences</li> <li>○ read aloud books matched to phonic knowledge by sounding out unfamiliar words automatically</li> <li>○ read polysyllabic words containing above graphemes</li> <li>○ read most words quickly &amp; accurately without overt sounding and blending</li> </ul> </li> </ul>
Year 3	<ul style="list-style-type: none"> <li>● apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology),</li> <li>● 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>



Year 4	<ul style="list-style-type: none"> <li>● apply their growing knowledge of root words, prefixes and suffixes(morphology and etymology), 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>
Year 5	<ul style="list-style-type: none"> <li>● apply their growing 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</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>● apply their growing 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</li> </ul>

Range of Reading	
Reception	<ul style="list-style-type: none"> <li>● read sentences made up of words with taught sounds and common exception words (LIT)</li> <li>● listen to, talk about and respond to stories (rhymes and songs) with actions, relevant comments, questions; recalling key events and innovating (C&amp;L)</li> <li>● to use non-fiction books to develop new knowledge and vocabulary (C&amp;L)</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>● listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>● 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</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>● listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>● read books that are structured in different ways and reading for a range of purposes</li> </ul>

Year 4	<ul style="list-style-type: none"> <li>• listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• read books that are structured in different ways and reading for a range of purposes</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>• continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• read books that are structured in different ways and read for a range of purposes</li> <li>• make comparisons within and across books</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>• continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• read books that are structured in different ways and read for a range of purposes</li> <li>• make comparisons within and across books</li> </ul>

#### Familiarity with text

Reception	<ul style="list-style-type: none"> <li>• talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words (LIT)</li> <li>• to begin to interpret stories, rhymes and poetry; making suggestions for actions and events (images and text) (LIT)</li> <li>• to talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions (LIT)</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>• recognise and join in with predictable phrases</li> <li>• become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales</li> <li>• recognise simple recurring literary language in stories and poetry</li> </ul>

Year 3	<ul style="list-style-type: none"> <li>● increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally</li> <li>● identify themes and conventions in a wide range of books</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>● increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally</li> <li>● identify themes and conventions in a wide range of books</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>● increase their familiarity 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</li> <li>● identify and discuss themes and conventions in and across a wide range of writing</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>● increase their familiarity 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</li> <li>● identify and discuss themes and conventions in and across a wide range of writing</li> </ul>

### Poetry and performance

Reception	<ul style="list-style-type: none"> <li>● to listen and sing nursery rhymes and songs, recalling whole songs and rhymes singing some independently and performing in groups / independently for others (C&amp;L)</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>● learn to appreciate rhymes and poems, and to recite some by heart</li> <li>● listen to and discuss a wide range of poems</li> </ul>

Year 2	<ul style="list-style-type: none"> <li>• continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear</li> <li>• listen to discussing and expressing views about a wide range of classic and contemporary poetry</li> <li>• participate in discussions about poems, that are read to them and those that they can read to themselves</li> </ul>
Years 3 and 4	<ul style="list-style-type: none"> <li>• listen to and discuss a wide range of poems</li> <li>• recognise some different forms of poetry</li> <li>• prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> </ul>
Years 5 and 6	<ul style="list-style-type: none"> <li>• learn 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>

Word meaning	
Reception	<ul style="list-style-type: none"> <li>• talk about elements of a topic using newly introduced vocabulary (C&amp;L)</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>• discuss word meanings and link new meanings to words already known</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• discuss and clarify the meanings of words and link new meanings to known vocabulary</li> <li>• discuss their favourite words and phrases</li> </ul>
Years 3 - 6	<ul style="list-style-type: none"> <li>• use dictionaries to check the meaning of words that they have read</li> </ul>

## Understanding

Reception	<ul style="list-style-type: none"> <li>● understand how to listen carefully (C&amp;L)</li> <li>● respond to stories (rhymes and songs) with actions, relevant comments, questions; recalling key events (LIT)</li> <li>● talk about elements of a topic using newly introduced vocabulary and extending sentences using a range of conjunctions to offer extra explanation and detail (LIT)</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>● draw on what they already know or on background information and vocabulary provided by the teacher</li> <li>● be encouraged to link what they read or hear read to their own experiences</li> <li>● check that the text makes sense to them as they read and correct inaccurate reading</li> <li>● answer simple retrieval questions about a text and find evidence to support answers (Extra)</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>● discuss the sequence of events in books and how items of information are related</li> <li>● draw on what they already know or on background information and vocabulary provided by the teacher</li> <li>● make links between a current book and those already read check that the text makes sense to them as they read and correct inaccurate reading</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>● check that the text makes sense to them, discuss their understanding and explain the meaning of words in context</li> <li>● ask questions to improve their understanding of a text</li> <li>● identify main ideas drawn from more than one paragraph and summarise these</li> <li>● identify morals and messages in a story</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>● check that the text makes sense to them, discuss their understanding and explain the meaning of words in context</li> <li>● ask questions to improve their understanding of a text</li> <li>● identify main ideas drawn from more than one paragraph and summarise these</li> <li>● identify morals and messages in a story</li> </ul>

Year 5	<ul style="list-style-type: none"> <li>● check that the book makes sense to them, discuss their understanding and explore the meaning of words in context</li> <li>● ask questions to improve their understanding</li> <li>● summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>● check that the book makes sense to them, discuss their understanding and explore the meaning of words in context</li> <li>● ask questions to improve their understanding</li> <li>● summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</li> </ul>

Inference	
Reception	<ul style="list-style-type: none"> <li>● to begin to interpret stories, rhymes and poetry; making suggestions for actions and events (images and text) (LIT)</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>● discuss the significance of the title and events</li> <li>● make inferences on the basis of what is being said and done</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>● make inferences on the basis of what is being said and done</li> <li>● answer and ask questions</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>● draw inferences such as inferring characters' feelings, thoughts and motives from their actions</li> <li>● justify inferences with evidence</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>● draw inferences such as inferring characters' feelings, thoughts and motives from their actions</li> <li>● justify inferences with evidence</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>● draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>● draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence</li> </ul>

### Prediction

Reception	<ul style="list-style-type: none"> <li>to talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words.</li> </ul>
Years 1 and 2	<ul style="list-style-type: none"> <li>predict what might happen on the basis of what has been read so far</li> </ul>
Years 3 - 6	<ul style="list-style-type: none"> <li>predict what might happen from details stated and implied</li> </ul>

### Authorial Intent

Year 3	<ul style="list-style-type: none"> <li>discuss words and phrases that capture the reader's interest and imagination</li> <li>identify how language, structure, and presentation contribute to meaning</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>discuss words and phrases that capture the reader's interest and imagination</li> <li>identify how language, structure, and presentation contribute to meaning</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>identify how language, structure and presentation contribute to meaning</li> <li>discuss and evaluate how authors use language, including figurative language and consider the impact on the reader</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>identify how language, structure and presentation contribute to meaning</li> <li>discuss and evaluate how authors use language, including figurative language and consider the impact on the reader</li> </ul>

### Non Fiction

Reception	<ul style="list-style-type: none"> <li>● talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions.</li> <li>● know and explain some differences between fiction and non-fiction books.</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>● listen to and discuss a wide range of non-fiction at a level beyond that at which they can read independently</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>● be introduced to non-fiction books that are structured in different ways</li> </ul>
Years 3 and 4	<ul style="list-style-type: none"> <li>● retrieve and record information from non-fiction texts</li> </ul>
Years 5 and 6	<ul style="list-style-type: none"> <li>● distinguish between statements of fact and opinion retrieve, record and present information from non-fiction texts</li> </ul>

### Discussing Reading

Reception	<ul style="list-style-type: none"> <li>● talk about and respond to stories (rhymes and songs) with actions, relevant comments, questions</li> <li>● talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words</li> <li>● begin to interpret stories, rhymes and poetry; making suggestions for actions and events.</li> <li>● talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions</li> </ul>
-----------	--



Year 1	<ul style="list-style-type: none"> <li>● participate in discussion about what is read to them by taking turns and listening to what others say</li> <li>● explain clearly their understanding of what is read to them</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>● participate in discussion about books, poems &amp; other works that are read to them &amp; those that they can read for themselves by taking turns and listening to what others say</li> <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> </ul>
Years 3 and 4	<ul style="list-style-type: none"> <li>● participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say</li> </ul>
Years 5 and 6	<ul style="list-style-type: none"> <li>● recommend books that they have read to their peers and giving reasons for their choices</li> <li>● participate in discussions about books, building on their own and others' ideas and challenging views courteously</li> <li>● explain and discuss their understanding of what they have read, including through formal presentations and debates</li> <li>● provide reasoned justifications for their views</li> </ul>