

# Captain Webb's Reading Curriculum Whole School Progression Map

|   | EYFS<br>2 year olds<br>3- and 4-year-olds<br>Reception<br>Early Learning Goals   | Year 1  | Year 2   | Year 3  | Year 4   | Year 5  | Year 6   |
|---|--|---|--|---|--|---|--|
| <b>Phonics &amp; Decoding</b><br><br><b>RWI Progress Grid</b> | <ul style="list-style-type: none"> <li>-develop their phonological awareness, so they can:</li> <li>- spot and suggest rhymes</li> <li>- count and clap syllables</li> <li>- recognise words with the same initial sound, e.g. money / mother</li> <li>- Read individual letters by saying the sounds for them.</li> <li>- Blend sounds into words, so they can read short words made up of letter-sound correspondences.</li> <li>- Read some letter groups that each represent one sound and say sounds for them.</li> <li>- Read simple phrases and sentences made up of words with known letter-sounds correspondences and, where necessary, a few exception words.</li> <li>-Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>- Read words consistent with their phonic knowledge by sound-blending.</li> <li>- Read aloud simple sentence and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> | <p>Apply phonic knowledge and skills as the route to decode words.</p> <p>Read accurately by blending sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>Respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes. Set 2 and Set 3 sounds.</p> <p>Read words containing -s, -es, -ing, -ed and -est endings.</p> <p>Read other words of more than one syllable that contain taught GPCs.</p> <p>Read words with contractions, e.g. I'm, I'll and we'll and understand the apostrophe represents the omitted letters.</p> | <p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. Set 2 and Set 3 sounds.</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. Set 2 and Set 3 sounds.</p> <p>Accurately read most words of two or more syllables. (Multi syllabic words)</p> <p>Read most words containing common suffixes.</p>                    | <p>Use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>Apply their growing knowledge of root words and prefixes, including in-,im-,il-,ir-,dis-, mis-, un-, re-,sub-, inter-,super-, anti-and auto- (etymology and morphology) to read and understand new words.</p> <p>Apply their growing knowledge of root words and suffixes/word endings,including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, (etymology and morphology) to read and understand new words.</p> | <p>Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>Apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.</p> | <p>Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. E.g. to work out the correct pronunciation of homophones using the context of the sentence.</p> <p>Apply their growing knowledge of root words, prefixes and suffixes/ word endings, (etymology and morphology) including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/ -ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.</p> | <p>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.</p>                              |
| <b>Common Exception Words (Red and Orange Words)</b>          | <ul style="list-style-type: none"> <li>-read a few common exception words matched to the school's phonic programme (RWI).</li> <li>-read some common irregular words.</li> </ul>   | <p>Read most Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</p>   | <p>Read most Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p>  | <p>Read most Y3 common exception words.</p>   | <p>Read most Y3/Y4 exception words, discussing the unusual correspondences between spelling and these occur in the word.</p>   | <p>Read most Y5 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>   | <p>Read most Y5/Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>   |
| <b>Reading Fluency</b>  | <ul style="list-style-type: none"> <li>- blend sounds into words, so they can read short words made up of letter-sound correspondences.</li> <li>- read simple phrases and sentences made up of words with known letter-sounds correspondences and, where necessary, a few exception words.</li> <li>-re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>-read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>  | <p>Accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</p> <p>Reread texts to build up fluency and confidence in word reading.</p> <p>Check that a text makes sense to them as they read and to self-correct.</p>   | <p>Read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</p> <p>Read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Reread these books to build up fluency and confidence in word reading.</p> <p>Develop expression particularly where characters are speaking in a story.</p> <p>Check that the text makes sense to</p> | <p>Read out loud confidently using punctuation accurately e.g. pausing appropriately, reading in phrases.</p> <p><i>Fluency is developed by choral reading in whole class reading circles and echo/repeated reading in small groups where needed.</i></p>   | <p>Read out loud confidently and accurately responding to punctuation such as commas, inverted commas, and apostrophes.</p> <p>Use expression confidently when reading aloud.</p>                                  | <p>Maintain fluency and accuracy when reading complex sentences, with subordinate clauses. To respond to more sophisticated punctuation (brackets)</p> <p>Fluent readers read aloud effortlessly and with expression. Their reading sounds natural, as if they are speaking.</p>  | <p>Maintain fluency and accuracy when reading more complex grammatical structures and more sophisticated punctuation (semi-colons, colons)</p> <p>Fluent readers read aloud effortlessly and with expression. Their reading sounds natural, as if they are speaking.</p> |

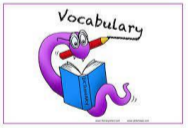
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|-----------------------------|---|---|--|---|---|---|--|
|                             |   |   | them as they read and to correct inaccurate reading  |   |   |   |  |
| <b>Familiarity of Texts</b> | <p>-Enjoys sharing books with an adult.</p> <p>-enjoys songs and rhymes, tuning in and paying attention.</p> <p>-joins in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p> <p>-say some of the words in songs and rhymes.</p> <p>-sing songs and say rhymes independently,</p> <p>-Listen to simple stories and understand what is happening, with the help of the pictures.</p> <p>- Understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>• print has meaning</li> <li>• print can have different purposes</li> <li>• we read English text from left to right and from top to bottom</li> <li>• the names of the different parts of a book</li> <li>• page sequencing</li> </ul> <p>- to engage in non-fiction books.</p> <p>-know many rhymes, be able to talk about familiar books and be able to tell you a long story.</p> | <p><b>Become familiar with key stories, fairy stories and traditional tales.</b><br/>(Retelling parts of a story using props e.g. puppets/ small world/ series of pictures.)</p> <p><b>Join in with predictable words/phrases.</b></p> <p><b>Begin to recite some rhymes/ poems by heart.</b></p> <p><b>Begin to look at the features of non-fiction books.</b></p>   | <p><b>Become increasingly familiar with and retelling a wider range of stories, fairy tales and traditional tales.</b><br/>(using actions and visual cues from the story.)</p> <p><b>Build up a repertoire of poems learnt by heart and recite some with appropriate intonation.</b></p> <p><b>Introduced to non-fiction texts that are structured in different ways.</b></p>  | <p><b>Increase familiarity with a wide range of different narrative genres, including fairy stories, myths and legends and retell some of these orally.</b></p> <p><b>Recognise some different forms of poetry.</b></p> <p><b>Prepare and perform poems and play scripts to read aloud and that shows awareness of the audience when reading aloud.</b></p> <p><b>Begin to use appropriate intonation and volume when reading aloud.</b></p> <p><b>Begin to read for a range of purposes e.g. research locate specific information.</b></p> | <p>Become increasingly familiar with and be able to re-tell the main events from a wide range of different narrative genres, including fairy stories, and myths and legends.</p> <p><b>Recognise and discuss a wider range of poetic forms (e.g. haiku, calligram, kenning).</b></p> <p><b>Prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.</b></p> <p><b>Read for a range of purposes e.g. research, pleasure, locate specific information</b></p> | <p><b>Increase familiarity with a wider range of books including myths, legends and traditional stories, modern fiction, fiction from our literacy heritage and books from other cultures and traditions.</b></p> <p>Learn a range of poetry by heart</p> <p>Prepare 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</p> <p>Read for a range of purposes e.g. research, pleasure, locate specific information.</p>  | <p><b>Increase familiarity with a wider range of books including myths, legends and traditional stories, modern fiction, fiction from our literacy heritage and books from other cultures and traditions.</b></p> <p>Select and learn a wider range of poetry by heart</p> <p>Confidently perform texts (including poems) using a wide range of devices to engage the audience and for effect,</p> <p>Read for a range of purposes e.g. research, pleasure, locate specific information, gain an overview, compare and contrast.</p>   |
| <b>Book Talk</b>            | <p>-Repeat words and phrases from familiar stories.</p> <p>-pay attention and respond to the pictures or the words.</p> <p>- , be able to talk about familiar books and be able to tell you a long story.</p> <p>- listen to and talk about stories to build familiarity and understanding.</p> <p>- as above non fiction.</p> <p>-offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>- use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>- demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>   | <p><b>Listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.</b></p> <p><b>Link what they have read or have read to them to their own experiences.</b></p> <p><b>Join in discussions about a text, taking turns and listening to what others say.</b></p> <p><b>Drawing on what they already know or on background information and vocabulary provided by the teacher</b></p> <p>Say what they like and dislike about a text</p> <p>Express opinions about main events and characters in a story</p> <p>With support, to justify their views about texts they have had read to them e.g. using the word 'because'</p> | <p><b>Listen to and express views about contemporary and classic poetry, stories and nonfiction at a level beyond that at which they can read independently.</b></p> <p><b>Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.</b></p> <p>Make statements about characters/events and justify their opinions e.g. using the word 'because'</p> <p><b>Show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</b></p> | <p><b>Recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</b></p> <p>Use appropriate terminology when discussing texts (plot, character, setting).</p> <p>Discuss specific events, characters or sections of a text</p> <p>Justify their views about what they have read, sometimes referring to the text to support their judgement. e.g. 'I think she is selfish/kind/angry because it says she...'</p>  | <p><b>Discuss and compare texts from a wide variety of genres and writers.</b></p> <p><b>Take turns, listen to what others say and ask follow up questions to contributions made by others.</b></p> <p>Identify key words and phrases as evidence when making a point.</p> <p>Express personal preferences regarding the work of significant authors /poets.</p>  | <p><b>Read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.</b></p> <p><b>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas.</b></p> <p><b>Ask questions to clarify others' opinions.</b></p> <p><b>Explain and discuss their understanding of what they have read.</b></p> <p><b>Provide reasoned justifications for their views</b></p> <p>Identify and discuss themes and points of view within and across texts.</p> | <p><b>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.</b></p> <p><b>Participate in discussion about books that are read to them and those which they read themselves, building on their own and others ideas and challenging views courteously.</b></p> <p><b>Explain and discuss their understanding of what they have read, including through debates, maintaining a focus on the topic and using notes where necessary.</b></p> <p><b>Provide reasoned justifications for their views</b> and a wider range of evidence to support their views.</p> <p>Comment on the overall impact of a text on the reader.</p> |
| <b>Authorial Intent</b>     | <p>- use a wider range of vocabulary.</p>   | <p><b>Recognise and join in with predictable phrases.</b></p>   | <p><b>Recognise simple recurring literary language in stories</b></p>  | <p><b>Discuss words and phrases that capture the</b></p>  | <p><b>Discuss words and phrases that capture the</b></p>  | <p><b>Discuss how language</b></p>  | <p><b>Explain how words and phrases create a particular mood,</b></p>  |






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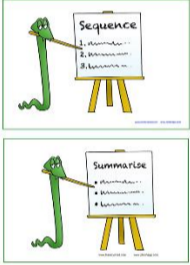


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|--|--|--|--|---|---|---|--|
|  | <p>- engage in extended conversations about stories, learning new vocabulary.</p> <p>-learn new vocabulary throughout the day.</p> <p>- to use new vocabulary in different contexts.</p> <p>- listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>- offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems</p> <p>- demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>- use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role play.</p> | <p>Begin to understand how written language can be structured in order, for example, to build surprise in narrative or to present facts in non-fiction.</p> <p>Identify typical phrases e.g. story openings and endings e.g. Once upon a time...</p> | <p>and poetry e.g. "All fairy tales start with Once Upon a Time..." or "I'll huff and I'll puff"</p> <p>Discuss their favourite words and phrases from the text.</p> <p>Identify elements of an author's style e.g. familiar characters, settings or common themes.</p> <p>Discuss how vocabulary choice affects meaning – 'Crept lets you know that he is trying to be quiet'</p> | <p>reader's interest and imagination.</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Identify a range of standard words/phrases used at various stages of a narrative e.g. introduction, build up etc</p> <p>Analyse and compare plot structure</p> | <p>reader's interest and imagination giving reasons for their choices.</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Identify the way descriptive language, figurative language and details are used to build an impression of a setting/character.</p> <p>Identify how authors use language to set scenes, build tension or create suspense. E.g. the use of precise vocabulary "They slipped into the room unnoticed"</p> <p>Summarise the way that the setting affects characters' appearance, actions and relationships e.g. 'The children in The Lion, The Witch and The Wardrobe are family and speak and act differently to the classmates in The Angel of Nitshill Road'</p> | <p>contributes to the overall meaning.</p> <p>Discuss how authors use language, including figurative language, considering the impact on the reader. E.g. "I like the way the author uses animal-based images like Ginger having a furball of anxiety in her guts when she is in trouble at school."</p> <p>Identify structural organisers and make comparisons within and across books</p> <p>Explain why the author has chosen to structure/present the text in particular way or use a particular structural organiser</p> | <p>feeling or attitude.</p> <p>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.</p> <p>Identify and evaluate the effectiveness of an author's choice and use of language, explaining the impact on the reader. .E.g. <i>The author says Stanley's water canteen banged against his chest as he ran, reminding him every time that it hit that it was empty, empty, empty. The author repeats the word empty to echo the thumping of the canteen reminding Stanley how thirsty and desperate he is.</i></p> <p>Identify structural organisers and make comparisons within and across books.</p> <p>Discuss the effectiveness of different structures/ presentations of fiction and nonfiction. e.g. use of pie charts, Venn diagrams, maps with keys in non-fiction texts.</p> |
| <p><b>Vocabulary</b></p>  |  | <p>Discuss word meaning and link new meanings to those already known.</p>  | <p>Discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>Use morphology (such as prefixes) &amp; context to work out unknown words.</p> <p>Begin to use dictionaries, glossaries and indexes to locate meanings and information</p>  | <p>Work out the meaning of words in given contexts</p> <p>Use dictionaries, glossaries and indexes to check the meaning of words that they have read.</p> <p>Apply their growing knowledge of root words, prefixes and suffixes to understand the meaning of new words they meet.</p>       | <p>Apply their growing knowledge of root words, prefixes and suffixes to understand the meaning of new words they meet</p> <p>Explain the meaning of word in given contexts</p> <p>Independently use dictionaries to check the meaning of words that they have read.</p> <p>Discuss language to extend their interest in the meaning and origin of words</p>  | <p>Discuss their understanding and explore the meaning of words in context</p> <p><i>Children 'read around the word' and explore its meaning in the broader context of a section or paragraph. Consider 'shades of meaning' and the effect on the reader.</i></p> <p>Apply their growing knowledge of grammar, morphology and etymology to understand the meaning of new words that they meet in context</p>  | <p>Use a range of strategies to identify and learn vocabulary necessary to understand the text/topic, the vocabulary that appears repeatedly and the vocabulary that is frequently encouraged within the subject discipline.</p> <p>Apply their growing knowledge of grammar, morphology and etymology to understand the meaning of new words that they meet in context</p> <p>Ask questions to help clarify their understanding of vocabulary</p>   |
| <p><b>Prediction</b></p>   | <p>- to anticipate (where appropriate) key events in stories.</p>  | <p>Make simple predictions based on the story and on</p>   | <p>Predict what might happen based on what has</p>   | <p>Justify predictions using evidence from the text.</p>  | <p>Justify predictions from details stated and implied.</p>   | <p>Predict what might happen from details stated and implied.</p>   | <p>Predict what might happen from details stated and implied.</p>  |

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|   |  |   |   |   |   |  |   |
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|                            |  | <p><b>their own life experience.</b></p> <p>Predict whether a book will be story or non-fiction based upon the cover and title.</p> <p>Make simple predictions about the characters.</p> <p>Predict events and endings.</p> <p><i>Children may explain these ideas verbally or through pictures. Adults might scribe their ideas.</i></p> | <p><b>been read so far</b></p> <p>Make predictions prior to reading based upon the title, cover and skim reading of illustrations.</p> <p>Make predictions using experience of reading books based on other familiar texts and own experiences.</p> <p>Predict some key events of a story based on story characters, plot and language read so far.</p> | <p>Predict events/character behaviour on the basis of setting/character descriptions.</p> <p>Make predictions drawing upon knowledge from other texts.</p> <p>Make predictions based upon background knowledge of a topic.</p>  | <p>Predict on the basis of mood or atmosphere how a character will behave in a particular setting/what events might take place.</p> <p>Make predictions with evidence from the text and with knowledge of wider reading.</p> <p><i>Children are taught to monitor these predictions and compare them with the text as they read on.</i></p> | <p>Make predictions about characters based upon reading so far – identifying a range of evidence within and beyond the text to support opinion</p> <p>Categorise predictions as likely/unlikely based upon what has been read so far.</p> <p>Use the clues the writer has planted to predict what might happen next.</p>   | <p>Make predictions about characters, plots and themes of stories based upon knowledge of fiction genres and other books by the same author.</p> <p>Make predictions using evidence stated and implied.</p> <p>Use detailed knowledge of similar text types to make reasoned predictions and to identify the clues the writer has planted for the reader.</p>   |
| <p><b>Retrieval</b></p>  | <p>-listen to simple stories and understand what is happening, with the help of the pictures.</p> <p>- enjoy listening to longer stories and can remember much of what happens.</p> <p>-describe some events in detail.</p>  | <p>Answer simple questions about characters, setting and key events in a story.</p>   | <p><b>Explain their understanding of independent reading by answering simple questions about what they have just read and those that have been read to them.</b></p> <p>Find answers to questions about characters, setting/s and key events in a story or key information in a non-fiction text.</p>   | <p>Begin to learn the skill of 'skim and scan' to retrieve details.</p> <p>Find and select the word/s in a section of a text to answer questions.</p> <p>Retrieve and record information from non-fiction texts using contents and glossary to locate it.</p>                     | <p>Confidently skim and scan texts to record details, using relevant quotes to support their answers to questions.</p> <p><b>Use all the organisational devices available within a non-fiction text to retrieve, record and discuss information.</b></p>  | <p>Confidently skim and scan, and also use the skill of reading before and after to retrieve information. They use evidence from across larger sections of text.</p> <p><b>Identify statements of fact and opinion.</b> Identifying that some statements are backed up with evidence and others are not.</p> <p><b>Use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.</b></p> | <p>Independently skim and scan to find, select and combine relevant words and phrases from more than one text/source to support answers to find it questions</p> <p><b>Distinguish between statements of bias, fact and opinion using evidence to justify.</b> Question what they have read and look for evidence to support questions within a text or in footnotes or references.</p> <p><b>Retrieve, record and present information from non – fiction texts.</b></p> <p><b>Use non-fictions materials for purposeful information retrieval (e.g. in history geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information. (e.g. reading information leaflets before a gallery or museum trip or reading a theatre programme)</b></p> |
| <p><b>Inference</b></p>  | <p>-understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>- offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems where appropriate.</p> <p>-Listen to and talk about stories to build familiarity and understanding.</p> | <p><b>Begin to make simple inferences</b> about characters feelings using what they say and infer basic points.</p> <p>Use pictures and words in the text.</p> <p><i>Role play can help pupils identify with</i></p>  | <p><b>Making inferences on the basis of what is being said and done</b></p> <p>Make simple inferences about character feelings based upon their actions and speech.</p> <p>Think about cause and effect in both narrative and non-fiction (e.g. what has prompted a character's</p>   | <p><b>Draw inferences based on characters feelings, thoughts and motives, begin to justify them by referencing a specific point in the text.</b></p> <p>Infer characters' feelings, motives, behaviour and relationships based on descriptions and their actions in the story</p> | <p><b>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, supporting their views with evidence from the text.</b></p> <p>Pull together clues from action, dialogue and description to infer meaning e.g. to infer characters' feelings and motives.</p>  | <p><b>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions with supporting evidence from more than one place across a text.</b></p> <p>Infer and explain how a character's thoughts, feelings or motives have changed over the course of the text.</p>  | <p><b>Infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made. Draw evidence from different places across the text.</b></p> <p>Discuss how characters change and develop through texts by drawing inferences</p>  |

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|   |  | <u>and explore characters.</u>  | behaviour in a story; why certain dates are commemorated annually.)  | Identify with characters and makes links with own experiences when making judgements about the characters' actions<br><br>Justify inferences with evidence  | Identify techniques used by the author to persuade the reader to feel sympathy or dislike.<br><br>Justify inferences with evidence from within the text and experiences and/or reading beyond the text | Cite evidence from different parts of the text to explain opinion on characters e.g. how they have changed during the story.<br><br>Recognise that characters may have different perspectives in the story.<br><br>Consider the time and place where a story is set and look for evidence of how that affects characters' behaviour and/or plot development. | based on indirect clues,<br><br>Draw reasoned conclusions about characters and justify opinions with evidence from different parts of the text<br><br>Explain the intent of the author e.g. explain how the author has tried to manipulate the emotions/bias of the reader.   |
| <b>Sequencing/ Summarising</b><br><br> | -Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.  | Retell and order events from the text.<br><br>Sequence pictures for the beginning, middle and end of a story.<br><br>Begin to discuss how events are linked<br><br><b>Discuss the significance of title and events.</b> | <b>Discussing the sequence of events in books.</b><br><br><b>Discuss how items of information are related.</b><br><br>Sequence events from a story, explaining reasons for choices.<br><i>e.g. answer questions such as 'Which event happened first? What happened before he fell over</i> | Begin to distinguish between the important and less important information in a text.<br><br>Give a brief verbal summary of the main ideas drawn from across the text.<br>Teacher to model how to record summary writing.<br><br>Sequence pictures or texts from a story or non-fiction text justifying reasons for choices. | <b>Identify main ideas drawn from more than one paragraph and summarise these.</b><br><br>Write a brief summary of main points, identifying and using important information.                           | <b>Identify main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</b><br><br>Begin to make connections between information across the text and include this information in their written summaries.  | <b>Summarise information from across a text and link information by analysing and evaluating ideas between sections of the text.</b>  |
| <b>Questioning</b><br><br>             | -Ask questions about the book. <i>Make comments and shares their own ideas.</i><br>-Ask questions to find out more and to check they understand what has been said to them.<br>- | Ask simple questions about characters, setting and key events in a story.   | <b>Ask questions</b> about a story, a non-fiction text or a poem.<br><br><i>Children use their own question words and begin to be able to change their questions as they progress through the text.</i>  | <b>Ask questions to improve understanding of a text</b> , linking questions to own experiences/that of other characters.<br>'Perhaps he did that because (linking own experiences/that of other characters)'  | <b>Ask increasingly informed questions to improve understanding of a text</b> e.g. 'I wonder if this is like ... because (linking to other texts)'   | Refine questions to deepen understanding of a text e.g. can generate a further question based on an initial question that takes the group's thinking further   | Generate open questions to explore a range of possibilities and justify responses in relation to the text e.g. If the water disappeared from Green Lake because of a curse, I wonder if it could be brought back somehow?<br><br>Record information in a form that can be easily retrieved and present information in ways that are coherent and useful to themselves and others. |
| <b>Link</b><br><br>                    | Listen to and talk about stories to build familiarity and understanding.   | Encouraged to link what they hear or read to their own experiences and share their ideas through discussion.<br><br>Identify similar themes in books.   | <b>Identify recurring literacy language in stories and poems.</b><br><br>Begin to make links to their own experiences more readily when they are reading and discuss these with others   | Make links to their own experiences when reading in order to connect with the text.<br><br><b>Begin to identify themes and conventions across a wide range of books and note down these connections.</b> <i>E.g. triumph of good over evil or use of magical devices in fairy stories.</i>                                  | <b>Identify themes and conventions in a wide range of books.</b> e.g. bullying, use of headings and sub-headings in non-fiction.   | <b>Identify and discuss themes/ conventions in a wide range of books.</b> e.g. heroism or loss/ first person in autobiographies  | <b>Identify, discuss</b> and demonstrate their understanding of <b>themes and conventions in a wide range of</b> text types e.g. isolation, flashback in narrative, stories within stories.   |



## Captain Webb's Reading Curriculum Whole School Progression Map

|  |   |   |   |   |   |  |   |
|--|---|---|---|---|---|--|---|
| <p><b>Compare and Contrast</b></p>   |   | <p>Compare and contrast two or more versions of the same story e.g. two versions of the same story</p>  | <p>Compare and contrast features of stories read e.g. characters, settings, openings, endings</p> <p>Compare and contrast two or more versions of the same story e.g. comparing a play script of a story to the narrative.</p>    | <p>Compare and contrast character development in a play to characterisation in stories or narrative poetry</p> <p>Compare and contrast information from different sources about the same topic, identifying similarities in content and structure</p> <p>Compare and contrast the themes, settings, and plots of stories</p> <p>Make connections between books by the same author – “Michael Morpurgo often starts his stories in the present but then goes back in time”</p> | <p><b>Identify, compare and contrast the features of a range of different forms of</b></p> <ul style="list-style-type: none"> <li>➤ Poetry</li> <li>➤ Non-fiction</li> <li>➤ Fiction</li> </ul> <p><b>To make comparisons within and across the books</b> comparing characters considering viewpoints of authors and of fictional characters.</p> | <p>Analyse how an author develops and contrasts the points of view of different characters or narrators in a text</p> <p>Compare and contrast authors' style, purpose and viewpoint.</p>   | <p>Identify, compare and contrast the features of a range of fiction genres (e.g. contemporary v traditional) including poetry</p> <p>Compare information, ideas, values and attitudes represented within and across texts</p>  |
| <p><b>Reading for Pleasure</b></p>  | <p>-Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</p> <p>- engage in story times.</p> <p>-engage in non fiction</p>  | <p>Select books for personal reading and give reasons for choices</p>   | <p>Read and listen to whole books, make choices for their personal reading</p>  | <p>Sustain their reading for enjoyment and to find out</p>  | <p>Read independently complete short texts and sections from information books</p>  | <p>Listen to texts read to them.</p> <p>Read favourite authors and choose books to read on the recommendation of others.</p>   | <p>Listen to texts read to them and sustain their reading of longer and more challenging texts</p>  |
| <p><b>Evaluating and Reviewing</b></p>   | <p>-Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions</p>   | <p>State whether they like a story or poem</p>  | <p>State whether they like a story and characters within the story.</p> <p>State which text they prefer and give a reason to support their opinion</p>  | <p>Write structured reviews of a text, stating which were their favourite parts and why</p>   | <p>Write structured reviews of a text, evaluating the overall text as well as reviewing specific elements</p>   | <p><b>Recommend to their peers orally and in writing books that they have read.</b></p> <p><b>Give reasons for recommendations</b></p> <p>Write independent reviews of a text</p>  | <p><b>Recommend books that they have read to wider audiences' e.g. on-line, local library.</b></p> <p>Write independent reviews and give reasons for specific recommendations</p>   |
| <p><b>Performing and Presentation</b></p> <p><i>Link to S&amp;L</i></p>  | <p>-enjoy songs and rhymes, tuning in and paying attention.</p> <p>-joins in with song and rhymes, copying sounds, rhythms, tunes and tempos.</p> <p>-say some of the words in songs and rhymes.</p> <p>-sings songs and say rhymes independently.</p> <p>- sing a large repertoire of songs.</p> <p>- know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>- remember and sing entire songs.</p> <p>-retell the story, once they have developed deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>- learn rhymes, poems and songs.</p> <p>- demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>- make use of props and materials when role playing characters in narratives and stories.</p> <p>-invent, adapt and recount narratives and stories with their peers and their teacher.</p> <p>-perform songs, rhymes, poems and stories.</p> | <p><b>Recognise and join in with predictable phrases.</b></p> <p><b>Recite some poems and rhymes by heart.</b></p> <p><b>Retell key fairy stories and traditional tales verbally.</b></p> | <p><b>Continue to build up a repertoire of poems learnt by heart, reciting some, with appropriate intonation to make the meaning clear</b></p> <p><b>Retell a wider range of fairy stories and traditional tales verbally</b></p> | <p><b>Prepare and perform poems and play scripts to read aloud and that shows awareness of the audience when reading aloud.</b></p> <p><b>Begin to use appropriate intonation and volume when reading aloud.</b></p>  | <p><b>Prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.</b></p>  | <p>Learn a range of poetry by heart</p> <p>Prepare 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</p> <p>Explain their understanding by presenting some of their ideas to others.</p> | <p><b>Select and learn a wider range of poetry by heart</b></p> <p><b>Confidently perform texts (including poems) using a wide range of devices to engage the audience and for effect,</b></p> <p><b>Explain and discuss their understanding of what they have read through formal presentations.</b></p> |