



Reading Progression Map

Subject Intent

Beverley's Reading curriculum offers a coherently planned sequence of lessons to help teachers ensure they have progressively covered the skills and concepts required in the National Curriculum. Reading at Beverley intends to prepare each student for their next phase of education whilst at the same time providing all students with the opportunity to develop a love of reading through meaningful, engaging experiences and resources. Students will develop a well-rounded knowledge of vocabulary, texts and the skills needed to access reading, with the intent to develop their functional reading skills in order to prepare them for adulthood and to foster a life-long love of reading. For those students above Milestone 3 they will follow the appropriate National Curriculum or accreditation routes.

Subject Implementation

At Beverley we weave reading through the whole curriculum and culture and we aim for our students to develop into happy, healthy and curious learners who read confidently and independently. Reading is taught through a range of approaches including but not exclusively, synthetic phonics. For those students not phonologically ready, they will access a range of programmes including Launchpad for Literacy, Blast and Speech and Language activities. Within school students have access to a range of reading schemes and interventions to enhance the delivery of the reading curriculum. Through revisiting and consolidating skills, our lesson plans and resources help children build on prior knowledge alongside introducing new skills and challenge. The revision and inclusion of key vocabulary is built into each lesson to ensure that students are allowed opportunities to repeat and revise this knowledge.

Subject Impact

Beverley students are happy, engaged and active enquirers in learning activities. They are developing their reading skills, knowledge and understanding. They are also developing independence to manage themselves (physically and emotionally) and be more able to express themselves through their preferred method of communication. They are aware of and have access to a wide range of reading genres. They will be able to deploy appropriate knowledge in a given situation: a job interview, a conversation with a friend/ neighbour, building a work network and so on. Our students will achieve progress through National Curriculum objectives, Beverley Steps, Accreditation outcomes and EHCP outcomes.

Subject Progression

Level Expected at the End of EYFS

We have selected the most relevant statements from the Delivery Matters age ranges for 0 -3 and 3 – 4 years olds as well as highlighting the statements within the ELGs which feed into the programme of study for Reading.

Reading	
0 – 3 Reading / Communication and Language	<ul style="list-style-type: none"> • Listen to simple stories and understand what is happening, with the help of the pictures.
3 – 4 Reading / Communication and language	<ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens • Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
Reception Reading / Communication and Language	<ul style="list-style-type: none"> • Connect one idea or action to another using a range of connectives • Engage in story times. • Listen to and talk about stories to build familiarity and understanding. • 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. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary
ELG Reading / Communication and Language	<ul style="list-style-type: none"> • 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.
3 – 4 Reading / PSED	<ul style="list-style-type: none"> • Select and use activities and resources (such as books), with help when needed.

<p>ELG Reading / PSED</p>	<ul style="list-style-type: none"> • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate
<p>0 –3 Reading / Physical Dev</p>	<ul style="list-style-type: none"> • Use large and small motor skills to do things independently, for example holding a book and turning pages • Develop manipulation and control.
<p>ELG Reading / Physical Dev</p>	<ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases
<p>0-3 Reading / Literacy</p>	<ul style="list-style-type: none"> • Enjoy sharing books with an adult. • Pay attention and respond to the pictures or the words. • Have favorite books and seek them out, to share with an adult, with another child, or to look at alone. • Repeat words and phrases from familiar stories. • Ask questions about the book. Makes comments and shares their own ideas. • Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. • Add some marks to their drawings, which they give meaning to. For example: “That says mummy.” •
<p>3-4 Reading / Literacy</p>	<ul style="list-style-type: none"> • Understand the five key concepts about print: <ul style="list-style-type: none"> - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing • Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother

<p>Reception Reading / Literacy</p>	<ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known lettersound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school’s phonic programme. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment • Re-read what they have written to check that it makes sense.
<p>ELG Reading / Literacy</p>	<ul style="list-style-type: none"> • 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.

The following curriculum progression map comprehensively shows the progression of writing skills and concepts from Pre Milestone 1 – Milestone 4.

For students above Milestone 3 they will follow the appropriate National Curriculum/ Accreditation routes.

Accreditation routes are in parentheses eg. (Entry Level 1 – Entry Level 2).

Breakdown of Threshold Concept	Pre Milestone 1 Beverley Steps P4 - 5 (Working Towards Entry Level)	Pre Milestone 2 Beverley Steps P6 – 7 (Working Towards Entry Level)	Pre Milestone 3 Beverley Steps P8-9 (Working Towards Entry Level – Entry Level 1))
<p>Read words accurately This concept involves decoding and fluency</p>	<ul style="list-style-type: none"> • I can begin to understand that words convey meaning [e.g. recognise own name]. • I can show a basic understanding of how a book works (holding correctly, turn the pages). • I can match pictures • I know my name is made up of letters. 	<ul style="list-style-type: none"> • I can match letters. • I can match short words • I can recognise the letters in my name. • I can recognise at least half the letters of the alphabet by shape, name and sound. 	<ul style="list-style-type: none"> • I can self-correct when reading aloud and re-read books to build up fluency and confidence in word reading. • I can apply phonic knowledge and skills to decode unknown words. • I can read accurately by blending sounds in unfamiliar words containing grapheme-phoneme correspondences (GPCs) that have been taught. • I can begin to sound out unknown words based on phonic knowledge and reading of high-frequency whole words. • I can read a range of familiar words and common simple sentences independently and understand that words/signs convey meaning. • I can begin to sound out unknown words based on phonic knowledge and reading of high-frequency whole words. • I can read a range of familiar words and common simple sentences independently and understand that words/signs convey meaning.

Breakdown of Threshold Concept	Milestone 1 Beverley Steps P10 – 11 NC Y1 & 2 (Entry Level 2 – Entry Level 3)	Milestone 2 Beverley Steps P12 – 13 NC Y3 & 4 (Level 1 Emerging – Level 1 Developing)	Milestone 3 Beverley Steps P14 -15 NC Y5 & 6 (Level 1 Secure – Level 2 Emerging)	Milestone 4 Beverley Steps 16+ NC Y7+ (Level 2 Developing - GCSE 4+)
Read words accurately This concept involves decoding and fluency.	<ul style="list-style-type: none"> I can apply phonic knowledge and skills as the route to decode words. I can respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. I can read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. I can read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. 	<ul style="list-style-type: none"> I can apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology). I can read further exception words, noting the spellings 	<ul style="list-style-type: none"> I can apply knowledge of root words, prefixes and suffixes. I can read age-appropriate books with confidence and fluency (including whole novels). <p>(Note: this should be through normal reading rather than direct teaching.)</p>	<ul style="list-style-type: none"> I can read a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors, including high-quality works from English literature, both pre-1914 and contemporary, including prose, poetry and drama; Shakespeare (2 plays) and seminal world literature I can choose and read books independently for challenge, interest and enjoyment I can re-read books encountered earlier to increase familiarity with

<p>Read words accurately This concept involves decoding and fluency.</p>	<ul style="list-style-type: none"> • I can read words containing taught GPCs • and -s, -es, -ing, -ed, -er and -est endings. • I can read other words of more than one syllable that contain taught GPCs. • I can read words with contractions (for example, I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s). • I can read aloud accurately books that are consistent with phonic knowledge and that do not require other strategies to work out words. • I can re-read these books to build up fluency and confidence in word reading. • I can read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising 			<p>them and provide a basis for making comparisons</p>
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<p>Read words accurately This concept involves decoding and fluency.</p>	<p>alternative sounds for graphemes.</p> <ul style="list-style-type: none"> • I can read accurately words of two or more syllables that contain the same graphemes as above. • I can read words containing common suffixes. • I can read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. • I can read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. • I can re-read books to build up fluency and confidence in word reading 			
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Breakdown of Threshold Concept	Pre Milestone 1 Beverley Steps P4 - 5 (Working Towards Entry Level)	Pre Milestone 2 Beverley Steps P6 – 7 (Working Towards Entry Level)	Pre Milestone 3 Beverley Steps P8-9 (Working Towards Entry Level – Entry Level 1))
<p>Understand texts This concept involves understanding both the literal and more subtle nuances of texts.</p>	<ul style="list-style-type: none"> • I can participate in shared activities and sustain attention for more than 2 minutes (e.g. listen to a shared story). • I can listen and respond to familiar stories • I can listen and respond to familiar rhymes • I can show understanding of how books work • I know the meaning of familiar words • I know the meaning of familiar symbols • I know the meaning of familiar pictures • I can match objects to pictures • I can match objects to symbols • I can answer simple questions about the story • I can show curiosity about content 	<ul style="list-style-type: none"> • I can predict words and signs/symbols in text, using expectations of meaning from the whole text and/or events in everyday life. • I can demonstrate understanding of elements of a story and be able to answer ‘who?’ ‘where?’ ‘what’ questions • I know that speech can be converted into writing and this writing can be read back by self or others. • I can show a preference between books • I can interact with a familiar story • I can recall key elements of a familiar story. 	<ul style="list-style-type: none"> • I can read simple unfamiliar texts independently with 90% accuracy, decoding some unknown words. • I can read longer phrases and more complex sentences, noticing punctuation and reading with greater expression. • I can make basic inferences and make predictions based on what has been read so far. • I can read texts, paying more attention to meaning; talk about what is read, demonstrating increased understanding. • I can demonstrate understanding of elements of a story and be able to answer ‘when’ ‘why?’ and ‘how?’ questions. • I can join in with predictable or repetitive phrases when listening to a story.

<p>Understand texts This concept involves understanding both the literal and more subtle nuances of texts.</p>			<ul style="list-style-type: none">• I can find the title and author on the front cover of a book.• I know that the author is the person who wrote the story.• I can sequence events from a story I have read or heard.• I can identify the characters from a story consistently and accurately.
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Breakdown of Threshold Concept	Milestone 1 Beverley Steps P10 – 11 NC Y1 & 2 (Entry Level 2 – Entry Level 3)	Milestone 2 Beverley Steps P12 – 13 NC Y3 & 4 (Level 1 Emerging – Level 1 Developing)	Milestone 3 Beverley Steps P14 -15 NC Y5 & 6 (Level 1 Secure – Level 2 Emerging)	Milestone 4 Beverley Steps 16+ NC Y7+ (Level 2 Developing - GCSE 4+)
Understand texts This concept involves understanding both the literal and more subtle nuances of texts.	<ul style="list-style-type: none"> • I can discuss events. • I can predict events. • I can link reading to own experiences and other books. • I can join in with stories or poems. • I can check that reading makes sense and self-correct. • I can infer what characters are like from actions. • I can ask and answer questions about texts. • I can discuss favourite words and phrases. • I can listen to and discuss a wide range of texts. 	<ul style="list-style-type: none"> • I can draw inferences from reading. • I can predict from details stated and implied. • I can recall and summarise main ideas. • I can discuss words and phrases that capture the imagination. • I can retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes. • I can prepare poems and plays to read aloud with expression, volume, tone and intonation. • I can identify recurring themes and elements of 	<ul style="list-style-type: none"> • I can recommend books to peers, giving reasons for choices. • I can identify and discuss themes and conventions in and across a wide range of writing. • I can make comparisons within and across books. • I can learn a wide range of poetry by heart. • I can 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. • I can check that the book makes sense, discussing 	<ul style="list-style-type: none"> • I can learn new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries • I can make inferences and referring to evidence in the text • I know the purpose, audience for and context of the writing and draw on this knowledge to support comprehension • I can check my understanding to make sure that what I have read makes sense • I know how language, including figurative language, vocabulary

<p>Understand texts This concept involves understanding both the literal and more subtle nuances of texts.</p>	<ul style="list-style-type: none"> • I can recognise and join in with (including role-play) recurring language. • I can explain and discuss understanding of texts. • I can discuss the significance of the title and events. • I can make inferences on the basis of what is being said and done. 	<p>different stories (e.g. good triumphing over evil).</p> <ul style="list-style-type: none"> • I can recognise some different forms of poetry. • I can explain and discuss understanding of reading, maintaining focus on the topic. • I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • I can predict what might happen from details stated and implied. • I can identify main ideas drawn from more than one paragraph and summarise these. • I can identify how language, structure and presentation contribute to meaning. • I can ask questions to improve understanding of a text. 	<p>understanding and exploring the meaning of words in context.</p> <ul style="list-style-type: none"> • I can ask questions to improve understanding. • I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • I can predict what might happen from details stated and implied. • I can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. • I can identify how language, structure and presentation contribute to meaning. • I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. • I can retrieve and record information from non-fiction. 	<p>choice, grammar, text structure and organisational features, presents meaning</p> <ul style="list-style-type: none"> • I can recognise a range of poetic conventions and understand how these have been used • I can study setting, plot, and characterisation, and the effects of these • I know how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play • I can make critical comparisons across texts • I can study a range of authors, including at least 2 authors in depth each year
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<p>Understand texts This concept involves understanding both the literal and more subtle nuances of texts.</p>			<ul style="list-style-type: none"> • I can participate in discussion about books, taking turns and listening and responding to what others say. • I can distinguish between statements of fact and opinion. • I can provide reasoned justifications for views 	
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This Progression Map complements the Curriculum Map, which covers subject content over time. These are planned in Key Stages and can be found on TEAMS.

