



# Becoming a Reading Expert at Bonnygate Primary School Progression Map



Becoming a Reading Expert at Bonnygate Primary School		
A Nursery Bonnygate Reading Expert will:		A Reception Bonnygate Reading Expert will:
<b>Communication and Language</b>	<ul style="list-style-type: none"> <li>Enjoy listening to longer stories and can remember much of what happens.</li> <li>Pay attention to more than one thing at a time, which can be difficult.</li> </ul>	<ul style="list-style-type: none"> <li>Understand how to listen carefully and why listening is important.</li> <li>Listen to and talk about stories to build familiarity and understanding.</li> <li>Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>Learn rhymes, poems and songs.</li> <li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> <li>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> </ul>
<b>Literacy</b>	<ul style="list-style-type: none"> <li>Understand the five key concepts about print: 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.</li> <li>Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother.</li> <li>Engage in extended conversations about stories, learning new vocabulary.</li> <li>Notice some print, such as their name, a bus or door number, or a familiar logo.</li> </ul>	<ul style="list-style-type: none"> <li>Read individual letters by saying the sounds for them.</li> <li>Blend sounds into words, so that they can read short words made up of known letter sound correspondences.</li> <li>Read some letter groups that each represent one sound and say sounds for them.</li> <li>Read a few common exception words matched to the school's phonic programme.</li> <li>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> </ul>
<b>ELGs</b>		
<b>Listening, Attention and Understanding</b>	<ul style="list-style-type: none"> <li>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.</li> </ul>	
<b>Comprehension</b>	<ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>Anticipate (where appropriate) key events in stories.</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul>	
<b>Word Reading</b>	<ul style="list-style-type: none"> <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 sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>	

Creating  
with  
Materials

- Make use of props and materials when role playing characters in narratives and stories.

Being  
Imaginati  
ve and  
Expressiv

- Invent, adapt and recount narratives and stories with peers and their teacher.



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Becoming a Reading Expert at Bonnygate Primary School		
	A Year 1 Bonnygate Reading Expert will:	A Year 2 Bonnygate Reading Expert will:
<b>Decoding</b>	<ul style="list-style-type: none"> <li>Apply phonic knowledge to decode words.</li> <li>Speedily read all 40+ letters/groups for 40+ phonemes.</li> <li>Read accurately by blending taught GPC.</li> <li>Read common exception words.</li> <li>Read common suffixes (-s, -es, -ing, -ed, etc.).</li> <li>Read multisyllable words containing taught GPCs.</li> <li>Read contractions and understanding use of apostrophe.</li> <li>Read aloud phonically-decodable texts.</li> </ul>	<ul style="list-style-type: none"> <li>Secure phonic decoding until reading is fluent.</li> <li>Read accurately by blending, including alternative sounds for graphemes.</li> <li>Read multisyllable words containing these graphemes.</li> <li>Read common suffixes.</li> <li>Read exception words, noting unusual correspondances.</li> <li>Read most words quickly &amp; accurately without overt sounding and blending.</li> </ul>
<b>Range of Reading</b>	<ul style="list-style-type: none"> <li>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</li> <li>Being encouraged to link what they read or hear read to their own experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Listening to, discussing and expressing 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>
<b>Familiarity with texts</b>	<ul style="list-style-type: none"> <li>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</li> <li>Recognising and joining in with predictable phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</li> <li>Recognising simple recurring literary language in stories and poetry.</li> </ul>
<b>Poetry &amp; Performance</b>	<ul style="list-style-type: none"> <li>Learning to appreciate rhymes and poems, and to recite some by heart.</li> </ul>	<ul style="list-style-type: none"> <li>Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</li> </ul>
<b>Word meanings</b>	<ul style="list-style-type: none"> <li>Discussing word meanings, linking new meanings to those already known.</li> </ul>	<ul style="list-style-type: none"> <li>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</li> <li>Discussing their favourite words and phrases.</li> </ul>
<b>Understanding</b>	<ul style="list-style-type: none"> <li>Drawing on what they already know or on background information and vocabulary provided by the teacher.</li> <li>Checking that the text makes sense to them as they read and correcting inaccurate reading.</li> </ul>	<ul style="list-style-type: none"> <li>Discussing the sequence of events in books and how items of information are related.</li> <li>Drawing on what they already know or on background information and vocabulary provided by the teacher.</li> <li>Checking that the text makes sense to them as they read and correcting inaccurate reading.</li> </ul>

<u>Inference</u>	<ul style="list-style-type: none"> <li>• Discussing the significance of the title and events.</li> <li>• Making inferences on the basis of what is being said and done.</li> </ul>	<ul style="list-style-type: none"> <li>• Making inferences on the basis of what is being said and done.</li> <li>• Answering and asking questions.</li> </ul>
<u>Prediction</u>	<ul style="list-style-type: none"> <li>• Predicting what might happen on the basis of what has been read so far.</li> </ul>	<ul style="list-style-type: none"> <li>• Predicting what might happen on the basis of what has been read so far.</li> </ul>
<u>Non-fiction</u>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Being introduced to non-fiction books that are structured in different ways.</li> </ul>
<u>Discussing reading</u>	<ul style="list-style-type: none"> <li>• Participate in discussion about what is read to them, taking turns and listening to what others say.</li> <li>• Explain clearly their understanding of what is read to them.</li> </ul>	<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, 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>



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Becoming a Reading Expert at Bonnygate Primary School		
	A Year 3 Bonnygate Reading Expert will:	A Year 4 Bonnygate Reading Expert will:
<b><u>Decoding</u></b>	<ul style="list-style-type: none"> <li>Apply their growing knowledge of root words, prefixes and suffixes, 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>	<ul style="list-style-type: none"> <li>Apply their growing knowledge of root words, prefixes and suffixes, 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>
<b><u>Range of Reading</u></b>	<ul style="list-style-type: none"> <li>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>Reading books that are structured in different ways and reading for a range of purposes.</li> </ul>	<ul style="list-style-type: none"> <li>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>Reading books that are structured in different ways and reading for a range of purposes.</li> </ul>
<b><u>Familiarity with texts</u></b>	<ul style="list-style-type: none"> <li>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</li> <li>Identifying themes and conventions in a wide range of books.</li> </ul>	<ul style="list-style-type: none"> <li>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</li> <li>Identifying themes and conventions in a wide range of books.</li> </ul>
<b><u>Poetry &amp; Performance</u></b>	<ul style="list-style-type: none"> <li>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</li> <li>Recognising some different forms of poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</li> <li>Recognising some different forms of poetry.</li> </ul>
<b><u>Word meanings</u></b>	<ul style="list-style-type: none"> <li>Using dictionaries to check the meaning of words that they have read.</li> </ul>	<ul style="list-style-type: none"> <li>Using dictionaries to check the meaning of words that they have read.</li> </ul>
<b><u>Understanding</u></b>	<ul style="list-style-type: none"> <li>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</li> <li>Asking questions to improve their understanding of a text.</li> <li>Identifying main ideas drawn from more than one paragraph and summarising these.</li> </ul>	<ul style="list-style-type: none"> <li>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</li> <li>Asking questions to improve their understanding of a text.</li> <li>Identifying main ideas drawn from more than one paragraph and summarising these.</li> </ul>
<b><u>Inference</u></b>	<ul style="list-style-type: none"> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> </ul>

<u>Prediction</u>	<ul style="list-style-type: none"> <li>• Predicting what might happen from details stated and implied.</li> </ul>	<ul style="list-style-type: none"> <li>• Predicting what might happen from details stated and implied.</li> </ul>
<u>Authorial Intent</u>	<ul style="list-style-type: none"> <li>• Discussing words and phrases that capture the reader’s interest and imagination.</li> <li>• Identifying how language, structure, and presentation contribute to meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing words and phrases that capture the reader’s interest and imagination.</li> <li>• Identifying how language, structure, and presentation contribute to meaning.</li> </ul>
<u>Non-fiction</u>	<ul style="list-style-type: none"> <li>• Retrieve and record information from non-fiction.</li> </ul>	<ul style="list-style-type: none"> <li>• Retrieve and record information from non-fiction.</li> </ul>
<u>Discussing reading</u>	<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, taking turns and listening to what others say.</li> </ul>	<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, taking turns and listening to what others say.</li> </ul>

Objectives for Year 3 and Year 4 are the same and so are reprinted identically.



# Becoming a Reading Expert at Bonnygate Primary School Progression Map



Becoming a Reading Expert at Bonnygate Primary School		
	A Year 5 Bonnygate Reading Expert will:	A Year 6 Bonnygate Reading Expert will:
<u>Decoding</u>	<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>	<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>
<u>Range of Reading</u>	<ul style="list-style-type: none"> <li>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>Reading books that are structured in different ways and reading for a range of purposes.</li> <li>Making comparisons within and across books.</li> </ul>	<ul style="list-style-type: none"> <li>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>Reading books that are structured in different ways and reading for a range of purposes.</li> <li>Making comparisons within and across books.</li> </ul>
<u>Familiarity with texts</u>	<ul style="list-style-type: none"> <li>Increasing 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>Identifying and discussing themes and conventions in and across a wide range of writing.</li> </ul>	<ul style="list-style-type: none"> <li>Increasing 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>Identifying and discussing themes and conventions in and across a wide range of writing.</li> </ul>
<u>Poetry &amp; Performance</u>	<ul style="list-style-type: none"> <li>Learning 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>	<ul style="list-style-type: none"> <li>Learning 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>
<u>Understanding</u>	<ul style="list-style-type: none"> <li>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</li> <li>Asking questions to improve their understanding.</li> <li>Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</li> <li>Asking questions to improve their understanding.</li> <li>Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.</li> </ul>
<u>Inference</u>	<ul style="list-style-type: none"> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> </ul>
<u>Prediction</u>	<ul style="list-style-type: none"> <li>Predicting what might happen from details stated and implied.</li> </ul>	<ul style="list-style-type: none"> <li>Predicting what might happen from details stated and implied.</li> </ul>

<b><u>Authorial Intent</u></b>	<ul style="list-style-type: none"> <li>Identifying how language, structure and presentation contribute to meaning.</li> <li>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</li> </ul>	<ul style="list-style-type: none"> <li>Identifying how language, structure and presentation contribute to meaning.</li> <li>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</li> </ul>
<b><u>Non-fiction</u></b>	<ul style="list-style-type: none"> <li>Distinguish between statements of fact and opinion.</li> <li>Retrieve, record and present information from non- fiction.</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish between statements of fact and opinion.</li> <li>Retrieve, record and present information from non- fiction.</li> </ul>
<b><u>Discussing reading</u></b>	<ul style="list-style-type: none"> <li>Recommending books that they have read to their peers, 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, *provide reasoned justifications for their views.</li> </ul>	<ul style="list-style-type: none"> <li>Recommending books that they have read to their peers, 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, *provide reasoned justifications for their views.</li> </ul>

Objectives for Year 5 and Year 6 are the same and so are reprinted identically.