

Lea Community Primary School



Writing Progression Map



Academic Year 2024-2025

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word Reading	<p>Blend phonemes orally to say Phase 2, Phase 3 and Phase 4 words.</p> <p>Recognise and enunciate correctly GPC's in Phase 2 and 3.</p> <p>Blend to read VC and CVC words using Phase 2 GPCs.</p> <p>Blend to read VC and CVC words using Phase 3 GPCs.</p> <p>Blend to read two syllable words using Phase 2 and 3 GPCs e.g cobweb, raincoat. Blend to read a combination of adjacent consonants (Phase 4) at the beginning, within and at the end of words, including Phase 2 and 3 graphemes.</p> <p>Blend to read polysyllabic words with Phase 2 and 3 graphemes, and adjacent consonants e.g. toothbrush, sandpit, Manchester. Use letter names alongside GPCs.</p> <p>Recognise capital and lower-case letters. Read smoothly, without overtly building and blending, words using previously encountered GPCs to develop fluency. Use phonic knowledge to attempt unknown words e.g. labels, signs.</p> <p>Read phonetically decodable words within sentences using Phase 2 words.</p> <p>Read phonetically decodable words within sentences using Phase 3 words.</p> <p>Read phonetically decodable words within sentences using Phase 4 words.</p> <p>Read Phase 2 common exception (tricky) words.</p>	<p>As for previous year group and: Read aloud accurately books that are consistent with their developing phonic knowledge. Apply phonic knowledge and skills as the route to decode words. Respond speedily with the correct sound to grapheme for the 44 phonemes. Recognise and use the different ways of pronouncing the same grapheme. Read accurately by blending sounds in unfamiliar words. Read common exception words, noting tricky parts. Read words containing <i>-s, -es, -ing, -ed, -er, -est</i> endings. Split two and three syllable words into the separate syllables to support blending for reading. Read words with contractions and understand that the apostrophe represents the omitted letter. Develop fluency, accuracy and confidence by re-reading books. Read more challenging texts using</p>	<p>As for previous year groups and: Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. Re-read books to build up fluency and confidence in word reading. Read frequently encountered words quickly and accurately without overt sounding and blending. Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes. Read accurately words of two or more syllables that contain alternative sounds for grapheme. Read longer and less familiar texts independently. Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent.</p>	<p>As for previous year groups and: Read books at an age appropriate interest level. Use knowledge of root words to understand meanings of words. Use prefixes and suffixes to understand meanings. Read and understand words from the Year 3/4 list.</p>	<p>As for previous year groups and: Read books at an age appropriate interest level. Use knowledge of root words to understand meanings of words. Use prefixes and suffixes to understand Meanings. Read and understand words from the Year 3/4 list.</p>	<p>As for previous year groups and: Read books at an age appropriate interest level. Use knowledge of root words to understand meanings of words. Use suffixes to understand. Read and understand words from the Year 5/6 list.</p>	<p>As for previous year groups and: Read books at an age appropriate interest level. Work out unfamiliar words by focusing on all letters in the word. Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change. Use suffixes to understand Meanings. Read and understand words from the Year 5/6 list. Use etymology to help the pronunciation of new words.</p>

	<p>Read Phase 3 common exception (tricky) words.</p> <p>Read Phase 4 common exception (tricky) words.</p> <p>Read sentences including Phase 2 common exception (tricky) words.</p> <p>Read sentences including Phase 3 common exception (tricky) words.</p> <p>Read sentences including Phase 4 common exception (tricky) words.</p> <p>Read books consistent with their phonic knowledge.</p> <p>ELG Word Reading</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <hr/> <p>Listen to and discuss stories or information that has been read to them, or they have read themselves.</p> <p>Recite simple rhymes, songs and poems.</p> <p>Understand the difference between text and illustrations in a range of text types.</p>	<p>phonics and common exception word recognition.</p>	<p>Work out unfamiliar words by focusing on all letters in the word.</p> <p>Read words containing common suffixes.</p> <p>Read further common exception words, noting tricky parts.</p>				
<p>Comprehension</p>	<p>Knows that in English print is read from left to right and top to bottom and that print conveys meaning in a range of texts.</p> <p>Hold a book correctly and turn pages from front to back.</p> <p>Talk about the front and back cover in stories,</p>	<p>As for previous year group and: Developing pleasure in reading and motivation to read</p> <p>Listen to and discuss a range of texts at a</p>	<p>As for previous year groups and: Developing pleasure in reading and motivation to read</p> <p>Listen, discuss and express views about</p>	<p>As for previous year groups and: Developing pleasure in reading and motivation to read</p> <p>Listen to and discuss a range of fiction,</p>	<p>As for previous year groups and: Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms.</p>	<p>As for previous year groups and: Listen to and discuss a range of fiction, poetry and non-fiction which they might not choose to read themselves.</p>	<p>As for previous year groups and: Maintaining positive attitudes to reading</p> <p>Listen to, read and discuss an increasingly wide</p>

<p>discuss the title and illustrations. Discuss specific information in non-fiction texts e.g. labels, images, contents page, captions, glossary. Make predictions and anticipate key events based on illustrations, story content and title in stories that have been read to them, or they have read themselves. Look closely and discuss the illustrations to develop understanding of the story. Activate prior knowledge e.g. What do we know about sharks?</p> <p>Explore new vocabulary linked to stories, non-fiction, poetry, rhymes and themes. Use and show understanding of recently introduced vocabulary appropriately during discussions and when retelling stories, non-fiction, poetry, rhymes and themes. Respond to questions about who, what, where, when linked to text and illustrations. Respond to questions about how and why something is happening. Describes main story settings, events and principle characters in increasing detail. Say what a character might be thinking, saying or feeling. Sequence a simple story or event. Use gestures and actions to act out a story, event or rhyme from text or illustrations. Act out stories and events through role play activities, using simple props and appropriate or recently introduced vocabulary. Retell stories and narratives in the correct sequence and in their own words, drawing on the language patterns of stories. Imitate and innovate stories and rhymes. Say how they feel about stories and poems.</p>	<p>level beyond that at which they can read independently, including stories, non-fiction and poems. Relate texts to own experiences. Recognise and join in with language patterns and repetition. Use patterns and repetition to support oral retelling. Orally retell familiar stories in a range of contexts. Enjoy and recite rhymes and poems by heart. Make personal reading choices and explain reasons for choices. Understanding books which they can read themselves and those which are read to them Introduce and discuss key vocabulary, linking meanings of new words to those already known. Activate prior knowledge. Check that texts make sense while reading and self-correct. Develop and demonstrate their understanding of characters and events through role</p>	<p>a range of texts at a level beyond that at which they can read independently, including stories, non-fiction, and contemporary and classic poetry. Orally retell a wider range of stories, fairy tales and traditional tales. Sequence and discuss the main events in stories and recounts. Read a range of non-fiction texts which are structured in different ways, including information, explanations, instructions, recounts, reports. Recognise the use of repetitive language within a text or poem and across texts. Learn and recite a range of poems using appropriate intonation. Make personal reading choices and explain reasons for choices. Understanding books which they can read themselves and those which are read to them Identify, discuss and collect favourite words and phrases. Introduce and discuss words within the context of a text, linking new</p>	<p>poetry, plays and non-fiction. Regularly listen to whole novels read aloud by the teacher. Read a range of non-fiction texts. Read books and texts for a range of purposes. Recognise some different forms of poetry. Sequence and discuss the main events in stories. Orally retell a range of stories, including less familiar fairy stories, fables and folk tales. Identify and discuss themes. Identify and discuss conventions. Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action. Understanding the text Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination. Explain the meaning of unfamiliar words by using the context. Use dictionaries to check meanings of words they have read.</p>	<p>Regularly listen to whole novels read aloud by the teacher. Read books and texts, which are structured in different ways, for a range of purposes and respond in a variety of ways. Learn a range of poems by heart and rehearse for performance. Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action. Orally retell a range of stories, including less familiar fairy stories, myths and legends. Understanding the text Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination. Explain the meaning of key vocabulary within the context of the text. Use dictionaries to check meanings of words in the texts that they read. Use punctuation to determine intonation and expression when reading aloud to a range of audiences.</p>	<p>Regularly listen to whole novels read aloud by the teacher from an increasing range of authors. Recommend books to their peers with reasons for choices. Read books and texts that are structured in different ways for a range of purposes. Express preferences about a wider range of books including modern fiction, traditional stories, myths and legends. Learn a wider range of poems by heart. Prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience. Understanding texts they read independently and those which are read to them Explain the meaning of words within the context of the text. Use punctuation to determine intonation and expression when reading aloud to a range of audiences. Check that the book makes sense to them and demonstrate.</p>	<p>range of fiction, poetry, plays and non-fiction. Regularly listen to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves. Independently read longer texts with sustained stamina and interest. Recommend books to their peers with detailed reasons for their opinions. Express preferences about a wider range of books including modern fiction, traditional stories, fiction from our literary heritage and books from other cultures. Learn a wider range of poems by heart. Prepare poems and play scripts to read aloud and perform using dramatic effects. Understanding texts they read independently and those which are read to them Explain the meaning of new vocabulary within the context of the text. Demonstrate active reading strategies. Use a reading journal to record on-going reflections and</p>
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	<p>ELG Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>	<p>play and drama, drawing on language from the text. Give opinions and support with reasons. Explain clearly their understanding of what is read to them. Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how. Identify and discuss the main events in stories. Identify and discuss the main characters in stories. Recall specific information in fiction and non-fiction texts. Locate parts of text that give particular information. Discuss the title and how it relates to the events in the whole story. Make basic inferences about what is being said and done. Make predictions based on what has been read so far. Participating in discussion Listen to what others say. Take turns.</p>	<p>meanings to known vocabulary. Use morphology to work out the meaning of unfamiliar words. Uses tone and intonation when reading aloud. Activate prior knowledge and raise questions. Check that texts make sense while reading and self-correct. Demonstrate understanding of fiction and non-fiction texts by asking and answering <i>who, what, where, when, why, how</i> questions. Explain and discuss their understanding, giving opinions and supporting with reasons. Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. Make inferences about characters and events using evidence from the text. Make predictions based on what has been read so far. Identify how specific information is organised within a non-fiction text.</p>	<p>Use intonation, tone and volume when reading aloud. Take note of punctuation when reading aloud. Discuss their understanding of the text. Raise questions during the reading process to deepen understanding. Draw inferences around characters' thoughts, feelings and actions, and justify with evidence from the text. Make predictions based on details stated. Justify responses to the text using the PE prompt (Point + Evidence). Discuss the purpose of paragraphs. Identify a key idea in a paragraph. Analyse and evaluate texts looking at language, structure and presentation. Retrieving and recording information from non-fiction Prepare for research by identifying what is already known about the subject and key questions to structure the task. Evaluate how specific information</p>	<p>Make predictions based on information stated and implied. Demonstrate active reading strategies. Justify responses to the text using the PE prompt. Identify, analyse and discuss themes. Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence. Identify main ideas drawn from more than one paragraph and summarise these. Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning. Recognise and analyse different forms of poetry. Retrieving and recording information from non-fiction Prepare for research by identifying what is already known about the subject and key questions to structure the task. Navigate texts in order to locate and retrieve information in print and on screen.</p>	<p>Demonstrate active reading strategies. Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence. Predict what might happen from information stated and implied. Through close reading of the text, re-read and read ahead to locate clues to support understanding. Explore themes within and across texts. Make comparisons within a text. Distinguish between statements of fact and opinion within a text. Scan for key words and text mark to locate key information. Summarise main ideas drawn from more than one paragraph and identify key details which support this. Justify opinions and elaborate by referring to the text, e.g. using the PEE prompt - Point + Evidence + Explanation. Analyse the conventions of different types of writing.</p>	<p>responses to personal reading. Explore texts in groups and deepen comprehension through discussion. Provide reasoned justifications for their views. Justify opinions and elaborate by referring to the text e.g. using the PEE prompt. Infer characters' feelings, thoughts and motives from their actions, justifying inferences with. Predict what might happen from information stated and implied. Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text. Make comparisons within and across texts. Compare characters within and across texts. Compare texts written in different periods. Recognise themes within and across texts. Distinguish between statements of fact and opinion across a range of texts. Skim for gist.</p>
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						Participate in debates on an issue related to reading (fiction or non-fiction).	challenging views courteously. Explain and discuss their understanding of what they have read, including through formal presentations and debates. Prepare formal presentations individually or in groups. Use notes to support presentation of information. Respond to questions generated by a presentation. Participate in debates on issues related to reading (fiction/non-fiction).
Text Types	See Long Term Plan						

Sources: Early Years Foundation Stage Handbook (2020); Key Learning in Writing (Lancashire English Team)