

Curriculum Pathway Progression Map

Literacy - Reading

Pride Passion Partnership Professionalism Positivity



The Bridge London
The Bridge School

Strand: Cognition	Subject: Literacy			Skill: Reading
	A	B	C	D
<p>Stage 1</p> <p>EYFS Framework ELGs</p> <p>Pre-key stage 1</p> <p>Standard 1</p>	<p>I am able to demonstrate an enjoyment of reading through listening to and responding to familiar rhymes and stories</p> <p>When read to, I am able to correctly indicate pictures of characters and objects.</p>	<p>I can match objects to pictures and symbols e.g. choosing symbol to select required object such as drink.</p> <p>I can apply the common conventions of reading, responding appropriately to instruction e.g. turn the page.</p>	<p>I can show anticipation about what is going to happen in a familiar story.</p> <p>I can join in with some actions or repeat some words, rhymes and phrases when prompted.</p>	<p>I can say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>I can derive meaning from select familiar words, text or pictures.</p>
<p>Stage 2</p> <p>Pre-key stage 1</p> <p>Standard 2</p>	<p>I understand that text is read from left to right and top to bottom.</p> <p>I can say single sounds for 10+ graphemes.</p>	<p>I can begin to read words by blending sounds with known graphemes, with help from an adult.</p> <p>I can predict elements of a narrative, such as verbally filling in missing words.</p>	<p>I am able to read some words by blending sounds of two and three known graphemes.</p> <p>I can verbally recount a short sequence of events.</p>	<p>I can say single sounds for 20+ graphemes.</p> <p>I can demonstrate a positive attitude to stories and show a willingness to engage in some independent reading activities.</p>

<p>Stage 3</p> <p>Pre-key stage 1</p> <p>Standard 3</p>	<p>I can read appropriate words accurately by sounding out words with common graphemes.</p> <p>I can read some high frequency words by blending sounds.</p> <p>I can accurately read words with more than one syllable.</p>	<p>I can read words aloud without obvious blending.</p> <p>I can read some uncommon words by sounding out.</p> <p>I am aware of common exception words.</p>	<p>I can read unfamiliar words without sounding out.</p> <p>I can read simple sentences.</p> <p>I can read some common exception words.</p>	<p>I can read and understand a simple, short piece of text.</p> <p>I can begin to read sentences with more than one clause.</p> <p>I can explain much of what I have read.</p>
<p>Stage 4</p> <p>Pre-key stage 1</p> <p>Standard 4</p>	<p>I can say sounds for 40+ graphemes.</p> <p>I can read many common exception words.</p>	<p>I am exposed to a range of reading material (fiction books, poetry, non-fiction).</p> <p>I can read some less common exception words.</p>	<p>I can ask questions to support their understanding of a text.</p> <p>I can begin to read aloud to peers.</p>	<p>I can read aloud books that are consistent with my phonic knowledge, without guessing words from pictures or the context of the sentence.</p>
<p>Stage 5</p> <p>Pre-key stage 2</p> <p>Standard 5</p>	<p>I can utilise learnt strategies to decode unfamiliar words.</p> <p>I can understand that different text types offer different information.</p> <p>With an appropriate book, I can read aloud many words quickly and accurately without overt sounding and blending.</p>	<p>I can understand what a suffix and prefix is and can explain their function.</p> <p>I am familiar with basic punctuation and how it affects my reading.</p> <p>I can make basic predictions based on what I have read.</p>	<p>I have some awareness of audience and purpose.</p> <p>I can more confidently predict what will happen next in a text.</p> <p>I can understand some sophisticated vocabulary.</p>	<p>I am aware that there are different genres of fiction.</p> <p>I can retrieve and record information from a non-fiction text.</p> <p>I can accurately read first 300 high frequency words.</p>

<p>Stage 6</p> <p>Pre-key stage 2</p> <p>Standard 6</p> <p>Functional Skills EL1</p> <p>KS1 English POS</p>	<p>I can correctly read all words designated for Entry Level 1.</p> <p>I can read and understand a longer text on a simple subject.</p> <p>I can independently read for a longer period.</p>	<p>I can understand and can identify simple and compound sentences.</p> <p>I can choose a reading book based on my individual preferences.</p> <p>I can remember reading over time and can recall information from reading at home.</p>	<p>I can retrieve and record information from fiction and non-fiction texts.</p> <p>I can draw basic comparisons between different texts.</p> <p>I can begin to explore the writer's choices of vocabulary and punctuation.</p>	<p>I can identify themes and conventions from different texts.</p> <p>I can independently use sophisticated strategies to understand what I have read.</p> <p>I can apply knowledge from prior reading to inform my learning in the classroom.</p>
<p>Stage 7</p> <p>Functional Skills EL2</p> <p>KS1 English POS</p>	<p>I can correctly read all words designated for Entry Level 2.</p> <p>I can use effective strategies to find the meaning of words and check their spelling.</p> <p>I can answer some questions based on a more challenging text.</p>	<p>I can understand and can identify simple and compound sentences.</p> <p>I can independently correct inaccurate reading.</p> <p>I can make predictions based on a subtle and implied information.</p>	<p>I can identify and understand the purpose or organisational markers in a text.</p> <p>I am able to read increasingly complex texts.</p> <p>I can relate my own experiences to the ideas and themes in their reading.</p>	<p>I can confidently read texts written for a range of purposes.</p> <p>I can form comparisons between multiple texts or extracts.</p> <p>I can understand how texts are structured to present ideas and information.</p>

<p>Stage 8</p> <p>Functional Skills EL3</p> <p>KS2 English POS</p>	<p>I can correctly read all words designated for Entry Level 3.</p> <p>I can accurately identify the purpose of a straightforward text.</p> <p>I can identify the main ideas in a text, read over two paragraphs or more.</p>	<p>I can understand organisational features and use them to locate relevant information (e.g. contexts, index, menus, tabs and links).</p> <p>I can deduce the meaning of a word based on the context of the sentence.</p> <p>I have increased reading stamina when presented with more challenging texts.</p>	<p>I can identify, understand and extract the main points and ideas in and from texts.</p> <p>I can draw inferences about writers' intentions, characters, feelings or motives etc.</p>	<p>I can understand the difference between fact and opinion.</p> <p>I can confidently read books that are structured in unusual ways.</p> <p>I am able to read for a range of purposes.</p>
<p>Stage 9</p> <p>Functional Skills Level 1</p> <p>KS3 English POS</p>	<p>I can understand organisational and structural features, and use them to locate relevant information (e.g. index, menus, subheadings, paragraphs) in a range of straightforward texts.</p> <p>I can make sophisticated inferences and use understanding of texts to answer challenging questions.</p> <p>I am able to identify and understand the main points, ideas and details in text.</p>	<p>I can recognise that language and other textual features can be varied to suit different audiences and purposes.</p> <p>I can use effective strategies to find the meaning of words and check their spelling (e.g. a simple dictionary, spell-checker).</p> <p>I can make comparisons within and across books and other sources of knowledge.</p>	<p>I can identify meanings in texts and distinguish between fact and opinion.</p> <p>I can use reference materials and appropriate strategies (e.g using knowledge of different word types) for a range of purposes, including to find the meaning of words.</p> <p>I can increase reading stamina when presented with increasingly complex texts.</p>	<p>I can identify how language, structure and presentation contribute to meaning.</p> <p>I am able to undertake fully independent reading at home.</p> <p>I am able to transfer reading skills from the classroom to the workplace.</p>