



Reading Progression & Skills Document



<u>FS2</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Word Reading	<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none">- spot and suggest rhymes- count or clap syllables in a word- recognise words with the same initial sound- Oral blend simple CVC words- Sing a large repertoire of songs. <p>Begin to link sounds to symbols up to the end of Little Wandle Letters and sounds Phase 2</p> <p>Begin to read CVC words using embedded sounds.</p> <p>Begin to read simple sentences using embedded sounds.</p> <p>Begin to recognise common exception words up to end of Little Wandle Letters and sounds phase 2</p>	<p>Link sounds to symbols up to the end of Little Wandle Letters and sounds Phase 3</p> <p>Read CVC words using embedded sounds.</p> <p>Read CVCC, VCC, CCVC words using embedded sounds.</p> <p>Read sentences using embedded sounds.</p> <p>Recognise common exception words up to the Little Wandle Letters and sounds Phase 3</p> <p>Begin to develop fluency when reading decodable books</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p>	<p>Link sounds to symbols up to the end of Little Wandle Letters and sounds Phase 4</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>

Comprehension

Enjoy listening to longer stories and can remember much of what happens.

Use a wider range of vocabulary from stories.

Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"

Know many rhymes, be able to talk about familiar books, and be able to tell a long story.

Ask questions about the book. Makes comments and shares their own ideas.

Engage in extended conversations about stories, learning new vocabulary.

Begin to make predictions about stories

Continue to learn and embed new vocabulary found in stories.

Begin to use new vocabulary in appropriate contexts.

Describe story events in some detail.

Listen to and talk about stories to build familiarity and understanding.

Make predictions about stories.

Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.

Engage in non-fiction books.

Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

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, nonfiction, rhymes and poems and during role play

<u>Year 1</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<p>Word Reading</p> <p>*Books matched with phonics</p> <p>*Children re-read to build their fluency</p>	<p>All children engage in the Little Wandle Letters and Sounds Phase 5</p> <p>Read simple polysyllabic words.</p> <p>Exposure to contracted words to support children's understanding of the use of apostrophes.</p> <p>Link symbols to sounds for each letter in the alphabet and the following digraphs/trigraphs – sh ch th ck ng ai ee oa er ou oi ar or oo igh air ear</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>	<p>All children engage in the Little Wandle Letters and Sounds Phase 5</p> <p>Respond with growing confidence with the correct sound to graphemes including alternatives taught by spring term,</p> <p>Read by blending phonemes. Children continue to add to their knowledge of common exception words and can recognise and read these with growing confidence.</p> <p>Children continue to add to their knowledge of GPCs and word endings through shared reading lessons. – es, -ing, ed, -er. E.g. walked, pushed.</p> <p>Read more complex polysyllabic words. Read words with contractions with growing confidence.</p>	<p>All children engage in the Little Wandle Letters and Sounds Phase 5</p> <p>See Word Reading expectation (National Curriculum)</p>

Vocabulary	Continue to use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play	Able to use clues from the teacher to unpick the meanings of new words. Use Pre-teach model to develop children's vocabulary. Vocabulary carefully selected from key texts.	Discuss word meanings, linking new meanings to those already known. Understand books they have read and listened to by drawing on what they already know or on background information and vocabulary.
Inference	In a books read together, children are able to understand how the main characters are feeling and can share why they think this.	Growing confidence in using their knowledge of the world to support simple inferences - character feelings, why events have happened.	To make a range of inferences based on age-appropriate books.
Predict	Anticipate key events in stories based on what they know has happened so far. Know and understand the word prediction.	Growing confidence in creating own predictions. Able to share predictions orally with explanations for their thinking. Able to link what is read to their own experiences.	Understand what they have read by predicting what might happen based on what has been done or said so far.
Explain	Familiar with some traditional tales and can talk about the main features of these.	Able to explain the key features of traditional tales and familiar stories.	Explain clearly their understanding of what is being read to them, responding confidently to a range of questions to demonstrate their understanding.
Retrieve	Have an understanding of some familiar stories and can recall some of the key details.	Able to find key information in a text through structured discussion & scaffolding from the teacher.	Participate in discussion about what is being read through retrieving key information. Able to locate key information in a text through guided discussion.

Sequence	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	Use structured resources provided to explain the sequence of the main events of a story – using picture prompts, sentence stems. (Using books from the school Year 1 Reading Spine)	Be very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
Range and Fluency	<p>Range of texts Pupils should be taught to develop positive attitudes to reading and understanding of what they read by: Having opportunities to read books and authors they might not choose themselves, and be taught to exercise choice in selecting books, with teachers making use of library services and other expertise.</p> <p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books - Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally - Reading books that are structured in different ways and reading for a range of purposes.</p> <p>Participating 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.</p> <p>Ongoing development of fluency including: Accuracy, Automaticity and Prosody through strategies such as choral reading, echo reading and repeated oral reading.</p>		

<u>Year 2</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
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<p>Word Reading</p> <p>*Books matched with phonics *Children re-read to build their fluency</p>	<p>All children engage Little Wandle Letters and Sounds (Consolidation)</p> <p>Begin to read and recognise words containing common suffixes.</p> <p>Continue to build knowledge of common exception words.</p> <p>Consolidate and embed Year 1 expectations (See previous page) respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p>	<p>Growing confidence in decoding which is becoming more automatic. Reading fluency is developing.</p> <p>Continue to read accurately by blending the sounds in words that contain graphemes taught so far.</p> <p>Read with increasing accuracy words of two or more syllables.</p> <p>Developing to move away from blending with more emphasis on sight recognition and fluency.</p>	<p>See Word Reading expectations (National Curriculum)</p>
<p>Vocabulary</p>	<p>Growing confidence in explaining the meaning of new words in context. Retrieval practice supports children to embed the learning of new word meanings.</p>	<p>Use Pre-teach model to develop children's vocabulary even further. Vocabulary carefully selected from key texts, making use of Tier two vocabulary.</p> <p>Children's vocabulary continues to develop.</p>	<p>Discuss and clarify the meanings of new words, linking new meanings to known vocabulary provided by the teacher.</p> <p>Understand what they have read and listened to by drawing on what they already know or on background information and vocabulary provided by the teacher.</p>
<p>Inference</p>	<p>Able to unpick character's actions and feelings and can explain their thinking through discussion. Drawing on wider background knowledge and experience to support thinking.</p>	<p>Becoming more confident in reading a text and then making some inferences.</p> <p>Focus on character actions, feelings and key events.</p>	<p>Can answer questions and make some inferences in a book they have read fluently.</p>

Predict	Able to discuss and explore what might happen next in text.	Able to discuss and explore what might happen next in a text, providing reasons for thinking.	Predict what might happen on the basis of what has been read so far.
Explain	<p>Able to explain the meaning of new words in context linked to familiar texts read in Year 2.</p> <p>Begin to discuss and unpick how language is used for effect.</p>	<p>Able to recognise and discuss key themes in familiar texts such as good overcomes evil, triumph over challenge.</p> <p>Able to discuss how language is used for effect.</p>	Identify and explain key aspects of fiction and nonfiction texts such as characters, events, titles and information.
Range of reading and fluency	<p>Range of texts Pupils should be taught to develop positive attitudes to reading and understanding of what they read by: - Having opportunities to read books and authors they might not choose themselves, and be taught to exercise choice in selecting books, with teachers making use of library services and other expertise.</p> <p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books - Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some these orally</p> <p>Reading books that are structured in different ways and reading for a range of purposes.</p> <p>Participating 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. Ongoing development of fluency including: Accuracy, Automaticity and Prosody through strategies such as choral reading, echo reading and repeated oral reading.</p>		

<u>Year 3</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
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<p>Word Reading</p> <p>*Books matched with phonics *Chdn re-read to build their fluency</p>	<p>Recap prior learning of root words, prefixes and suffixes. Recognise these word parts in key vocabulary.</p> <p>Building on from KS1, begin to read further common exception words.</p>	<p>Use of root words, prefixes and suffixes support to read aloud new words.</p> <p>Continue to read further exception words and discuss how they may sound different to the spelling.</p>	<p>Use developing knowledge of root words, prefixes and suffixes to read aloud new words and begin to understand the meaning of these words.</p> <p>Read further exception words (Yr3), noticing the difference between spelling and sound.</p>
<p>Vocabulary</p>	<p>Recap strategies for working out the meanings of unfamiliar words.</p> <p>Pre-teach meanings of unfamiliar words and provide opportunities to learn and apply new words in context.</p>	<p>Regular opportunities to check for understanding through discussion about a text. Unpick the meaning of new words.</p> <p>Begin to explore how words and phrases make the reader feel: 'Read as a reader'.</p>	<p>Growing confidence to check that a text makes sense, discussing understanding and meaning of words in context.</p> <p>Begin to accurately use dictionaries and knowledge organisers to check the meaning of words they have read.</p>
<p>Inference</p>	<p>Recap prior learning on making inference on the basis of what is being said and done.</p> <p>Begin to make inferences about characters in</p> <p>Year 3 texts based on speech and actions</p>	<p>Begin to use background knowledge and clues from the text to support inferences.</p> <p>Share reasons for inferences both verbally and in written form.</p>	<p>Become more confident in using background knowledge and clues from the text to create well-thought out inferences.</p> <p>Check own inferences are accurate by finding evidence in the text.</p>

Predict	Recap prior learning from KS1 on making predictions based on what has been read so far. Begin to apply learning to new texts	Unpick the main events from a text so far and use this information to make a plausible prediction about what might happen next.	Link to learning around inference. Prediction is a type of inference. Discuss how predictions could be made from details that are implied.
Explain	Recap learning from KS1 on explaining key aspects of fiction and non-fiction texts. Begin to apply to new texts.	Explore strategies to check that a text makes sense. Provide opportunity to use strategies with familiar texts including unpicking the meaning of new words.	Growing confidence in checking the text makes sense by discussing understanding and explaining the meaning of words in context. Verbally and in written form.
Retrieve	Recap learning from KS1 on finding key information in fiction and non-fiction texts. Begin to apply learning to new texts.	Begin to locate and record key information in non-fiction such as dates and key facts.	Able to locate and record key information in fiction texts and poetry such as events specific details about characters.
Summarise	Recap prior learning on sequencing key events from a text from KS1. Begin to introduce the concept of summarising and model this with short extracts of familiar texts.	After multiple readings of a text to support understanding, verbally summarise the key points.	After multiple readings of a text to support understanding, summarise the key points both verbally and in written form.

Range of Reading and Fluency	<p>Range of texts Pupils should be taught to develop positive attitudes to reading and understanding of what they read by:</p> <p>Having opportunities to read books and authors they might not choose themselves, and be taught to exercise choice in selecting books, with teachers making use of library services and other expertise.</p> <p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books - Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>Reading books that are structured in different ways and reading for a range of purposes. Participating 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.</p> <p>Ongoing development of fluency including: Accuracy, Automaticity and Prosody through strategies such as choral reading, echo reading and repeated oral reading.</p>
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<u>Year 4</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Word Reading	<p>Recap prior learning of root words, prefixes and suffixes. Recognise these word parts in key vocabulary.</p> <p>Building on from KS1, begin to read further common exception words.</p>	<p>Use of root words, prefixes and suffixes support to read aloud new words.</p> <p>Continue to read further exception words and discuss how they may sound different to the spelling.</p>	<p>Use developing knowledge of root words, prefixes and suffixes to read aloud new words and begin to understand the meaning of these words.</p> <p>Read further exception words (Yr3), noticing the difference between spelling and sound.</p>

Vocabulary	<p>Recap strategies for working out the meanings of unfamiliar words.</p> <p>Pre-teach meanings of unfamiliar words and provide opportunities to learn and apply new words in context.</p>	<p>Regular opportunities to check for understanding through discussion about a text. Unpick the meaning of new words.</p> <p>Begin to explore how words and phrases make the reader feel: 'Read as a reader'.</p>	<p>Growing confidence to check that a text makes sense, discussing understanding and meaning of words in context.</p> <p>Begin to accurately use dictionaries and knowledge organisers to check the meaning of words they have read.</p>
Inference	<p>Recap prior learning on making inference on the basis of what is being said and done.</p> <p>Begin to make inferences about characters in</p> <p>Year 3 texts based on speech and actions</p>	<p>Begin to use background knowledge and clues from the text to support inferences.</p> <p>Share reasons for inferences both verbally and in written form.</p>	<p>Become more confident in using background knowledge and clues from the text to create well-thought out inferences.</p> <p>Check own inferences are accurate by finding evidence in the text.</p>
Predict	<p>Recap prior learning from KS1 on making predictions based on what has been read so far.</p> <p>Begin to apply learning to new texts</p>	<p>Unpick the main events from a text so far and use this information to make a plausible prediction about what might happen next.</p>	<p>Link to learning around inference. Prediction is a type of inference.</p> <p>Discuss how predictions could be made from details that are implied.</p>
Explain	<p>Recap learning from KS1 on explaining key aspects of fiction and non-fiction texts.</p> <p>Begin to apply to new texts.</p>	<p>Explore strategies to check that a text makes sense.</p> <p>Provide opportunity to use strategies with familiar texts including unpicking the meaning of new words.</p>	<p>Growing confidence in checking the text makes sense by discussing understanding and explaining the meaning of words in context.</p> <p>Verbally and in written form.</p>

Retrieve	<p>Recap learning from KS1 on finding key information in fiction and non-fiction texts.</p> <p>Begin to apply learning to new texts.</p>	<p>Begin to locate and record key information in non-fiction such as dates and key facts.</p>	<p>Able to locate and record key information in fiction texts and poetry such as events specific details about characters.</p>
Summarise	<p>Recap prior learning on sequencing key events from a text from KS1.</p> <p>Begin to introduce the concept of summarising and model this with short extracts of familiar texts.</p>	<p>After multiple readings of a text to support understanding, verbally summarise the key points.</p>	<p>After multiple readings of a text to support understanding, summarise the key points both verbally and in written form.</p>
Range of Reading and fluency	<p>Range of texts Pupils should be taught to develop positive attitudes to reading and understanding of what they read by:</p> <p>Having opportunities to read books and authors they might not choose themselves, and be taught to exercise choice in selecting books, with teachers making use of library services and other expertise. –</p> <p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books - Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>Reading books that are structured in different ways and reading for a range of purposes.</p> <p>Participating 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.</p> <p>Ongoing development of fluency including: Accuracy, Automaticity and Prosody through strategies such as choral reading, echo reading and repeated oral reading.</p>		

<u>Year 5</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Word Reading	<p>Use developing knowledge of root words, prefixes and suffixes to read aloud new words and begin to understand the meaning of these words.</p> <p>Read further exception words (Yr3 and some Yr 4)</p>	<p>Read further exception words (Yr3 and some Yr 4), noticing the difference between spelling and sound.</p> <p>Growing accuracy in use of root words, prefixes and suffixes to read unfamiliar words.</p>	<p>Apply my growing knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words.</p> <p>Read further exception words (Yr 4), noticing the difference between spelling and sound.</p>
Vocabulary	<p>With growing confidence, check that a text makes sense, discussing understanding and explaining the meaning of words in context.</p> <p>Use of pre teach to support learning of new vocabulary. Children have opportunity to apply learning in context.</p>	<p>Discuss words and phrases that capture reader's interest and imagination.</p> <p>Discuss how this effect has been achieved – read as a reader.</p> <p>More confident use of dictionaries and knowledge organisers to check the meaning of words they have read.</p>	<p>Check that a text makes sense, discussing understanding and explaining the meaning of words in context.</p> <p>Discuss words and phrases and capture reader's interest and imagination.</p> <p>Use dictionaries to check the meaning of words they have read.</p>
Inference	<p>With increasing independence, understand what has been read by drawing inferences such as inferring character's feelings, thoughts and motives from their actions</p>	<p>With increasing confidence, justify inferences with evidence.</p> <p>Share evidence both verbally and in written form.</p> <p>Ability to empathise with characters.</p>	<p>Understand what has been read by drawing inferences such as inferring character's feelings, thoughts and motives from their actions and justifying inferences with evidence.</p>

Predict	Become more confident in predicting what might happen from details stated and implied. Share reasons for predictions.	Predict what might happen from details stated and implied.	Create plausible predictions about what might happen from details stated and implied in unfamiliar texts. Share clear reasons for thoughts.
Explain	Able to use structures and features of texts to support understanding. Able to discuss and explain key themes in texts to support understanding.	Discuss the author's choice of language and explain how this contributes to the overall meaning of the text.	Check that the text makes sense by discussing understanding and explaining the meaning of words in context.
Retrieve	In unfamiliar texts, retrieve and record from both fiction and non-fiction.	Retrieve and record from both fiction and non-fiction.	Independently retrieve and record from both fiction and non-fiction accurately.
Summarise	Identify main ideas drawn from one paragraph of a familiar text and summarise these in verbal and written form	Identify main ideas from more than one paragraph from a familiar text and summarise these – verbally and in written form	Identify main ideas from more than one paragraph from an unfamiliar text and summarise these in written form.

Range of reading and fluency

Range of Texts Pupils should be taught to maintain positive attitudes to reading and understanding of what they read by:

Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

Reading books that are structured in different ways and reading for a range of purposes.

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.

Recommending books that they have read to their peers, giving reasons for their choices. -
Learning a wider range of poetry by heart.

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.

Participating in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging view courteously.

Ongoing development of fluency including: Accuracy, Automaticity and Prosody through strategies such as choral reading, echo reading and repeated oral reading.

<u>Year 6</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Word Reading	Read unknown words with prefixes and suffixes and begin to make connections between words.	Confidently read most words, understanding the impact of prefixes and suffixes on root words.	Some understanding of word etymology to support the reading of longer, unfamiliar words. Can read all words from the Year 5 word list.

Vocabulary	Check that a text makes sense, discussing understanding and explaining the meaning of words in context.	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	<p>Check that a text makes sense, discussing understanding and explaining the meaning of words in context.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>
Inference	Becoming more confident to understand what has been read by drawing inferences such as inferring character's feelings, thoughts and motives from their actions.	<p>Becoming more confident in justifying inferences with evidence.</p> <p>Sharing these both in discussions and in written form.</p>	Understand what has been read by drawing inferences such as inferring character's feelings, thoughts and motives from their actions and justifying inferences with evidence.
Predict	<p>Predict what might happen from details that have been stated and implied.</p> <p>Share reasons for thoughts.</p>	<p>In more complex texts, predict what might happen from details that have been stated and implied.</p> <p>Create opportunities to test predictions to see how accurate these are.</p>	Predict what might happen from details that have been stated and implied.
Explain	Explain and discuss understanding of what has been read, including through formal presentation and debates. Maintaining a focus on the topic and using notes where necessary.	Participate in books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.	<p>Explain and discuss understanding of what has been read , including through formal presentation and debates. Maintaining a focus on the topic and using notes where necessary.</p> <p>Participate in books that are read to them and those they can read for themselves, building on their own</p>

			and others' ideas and challenging views courteously.
Retrieve	Retrieve, record and present information from both fiction and non-fiction.	Retrieve, record and present information from both fiction and non-fiction.	Retrieve, record and present information from both fiction and non-fiction.
Summarise	Identify main ideas drawn from one paragraph, identifying key details that support the main idea.	Identify main ideas drawn from more than one paragraph, identifying key details that support the main idea.	Identify main ideas drawn from a full text, identifying key details that support the main idea.
<u>Range of reading and Fluency.</u>	<p>Range of Texts Pupils should be taught to maintain positive attitudes to reading and understanding of what they read by:</p> <p>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Reading books that are structured in different ways and reading for a range of purposes. - 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.</p> <p>Recommending books that they have read to their peers, giving reasons for their choices. - Learning a wider range of poetry by heart.</p> <p>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.</p>		



Participating in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging view courteously.

Ongoing development of fluency including: Accuracy, Automaticity and Prosody through strategies such as choral reading, echo reading and repeated oral reading.