

	English: Reading Progression							
	Curricular Goal: Know how to read for meaning and for pleasure							
	EYFS End Points	Year 1 End Points	Year 2 End Points	Year 3 End Points	Year 4 End Points	Year 5 End Points	Year 6 End Points	
Consider golden threads through each aspect of the reading journey Life-long readers Confident Communicators Spiritually, mentally & physically healthy Creative Curious Able to understand and embrace the wider world	WORD READING							
	Phonics and Decoding							
	To apply phonic knowledge and skills as the route to decode words following the Little Wandle Progression.	To apply phonic knowledge and skills as the route to decode words. To blend sounds in unfamiliar words using the GPCs that they have been taught.	To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.	To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.	To read fluently with full knowledge of all Y5/ Y6 exception words, root suffixes/word endings and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.	To read fluently with full knowledge of all Y5/ Y6 exception words, root suffixes/word endings and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.
	Say a sound for each letter in the alphabet and at least 10 digraphs.	To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.	To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.	To apply their growing knowledge of root words and prefixes, including in-,im-,il-,ir-,dis-, mis-, un-, re-,sub-, inter-,super-, anti-and auto-to begin to read aloud.	To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.	To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including-sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/ -ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.	To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including-sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/ -ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.	To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including-sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/ -ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.
	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.	To read words containing taught GPCs. To read words containing -s, -es, -ing, -ed and -est endings. To read words with contractions, e.g. I'm, I'll and we'll.	To accurately read most words of two or more syllables. To read most words containing common suffixes	To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.	To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.	To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including-sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/ -ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.	To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including-sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/ -ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.	To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including-sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/ -ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.
Common Exception Words								
To read 'Tricky words' in line with	To read Y1 common exception words, noting unusual	To read most Y1 and Y2 common exception words,	To begin to read Y3/Y4 exception words.	To read all Y3/Y4 exception words, discussing the	To read most Y5/Y6 exception words, discussing the unusual correspondences between spelling	To read most Y5/Y6 exception words, discussing the unusual correspondences between spelling	To read most Y5/Y6 exception words, discussing the unusual correspondences between spelling	

	Little Wandle progression for EYFS.	correspondences between spelling and sound and where these occur in words.	noting unusual correspondences between spelling and sound and where these occur in the word.		unusual correspondences between spelling and these occur in the word.	and sound and where these occur in the word
Fluency						
	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some tricky words.	To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. To re-read texts to build up fluency and confidence in word reading.	To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. To re-read these books to build up fluency and confidence in word reading. To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.	At this stage, teaching comprehension skills should be taking precedence over-teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.		
READING COMPREHENSION						
Understanding and correcting inaccuracies						
	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and	To check that a text makes sense to them as they read and to self-correct	To show understanding by drawing on what they already know or on background information and			

	<p>recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play</p>		<p>vocabulary provided by the teacher.</p> <p>To check that the text makes sense to them as they read and to correct inaccurate reading.</p>				
Reading for Pleasure - Listening to and discussing texts - Comparing, contrasting & commenting							
	<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>	<p>To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.</p> <p>To link what they have read or have read to them to their own experiences.</p> <p>To retell familiar stories in increasing detail.</p> <p>To join in with discussions about a text, taking turns and listening to what others say.</p> <p>To discuss the significance of titles and events.</p> <p>To recognise simple recurring literary language in stories and poetry.</p>	<p>To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.</p> <p>To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p> <p>To discuss the sequence of events in books and how items of information are related.</p>	<p>To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>To use appropriate terminology when discussing texts (plot, character, setting).</p>	<p>To discuss and compare texts from a wide variety of genres and writers.</p> <p>To read for a range of purposes.</p> <p>To identify themes and conventions in a wide range of books.</p> <p>To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as</p>	<p>To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.</p> <p>To participate 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 views courteously.</p>	<p>To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p> <p>To recognise more complex themes in what they read (such as loss or heroism).</p> <p>To explain and discuss their understanding of what they</p>

		<p>To ask and answer questions about a text.</p> <p>To make links between the text they are reading and other texts they have read (in texts that they can read independently).</p>			<p>numbering and headings).</p> <p>To identify how language, structure and presentation contribute to meaning.</p> <p>To identify main ideas drawn from more than one paragraph and summarise these.</p>	<p>To identify main ideas drawn from more than one paragraph and to summarise these.</p> <p>To recommend texts to peers based on personal choice.</p>	<p>have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p>To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.</p> <p>To draw out key information and to summarise the main ideas in a text.</p> <p>To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.</p> <p>To compare characters, settings and</p>
--	--	---	--	--	--	---	---

							themes within a text and across more than one text
Developing Vocabulary Words in Context and Authorial Choice							
<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>	<p>To discuss word meaning and link new meanings to those already known.</p>	<p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>To discuss their favourite words and phrases.</p>	<p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>To discuss authors' choice of words and phrases for effect.</p> <p>To identify vocabulary that captures the reader's interest.</p>	<p>Discuss vocabulary used to capture readers' interest and imagination.</p>	<p>To discuss vocabulary used by the author to create effect including figurative language.</p> <p>To evaluate the use of authors' language and explain how it has created an impact on the reader</p>	<p>To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect</p> <p>To identify and evaluate the effectiveness of an author's choice and use of language, explaining the impact on the reader.</p>	
Inference & Prediction							
<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>	<p>To begin to make simple inferences.</p> <p>To predict what might happen on the basis of what has been read so far.</p>	<p>To make inferences on the basis of what is being said and done.</p> <p>To predict what might happen on the basis of what has been read so far in a text.</p>	<p>To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p>	<p>To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with</p>	<p>To draw inferences from characters' feelings, thoughts and motives with supporting evidence.</p> <p>To make predictions</p>	<p>To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters)</p>	

	Anticipate (where appropriate) key events in stories.			To justify predictions using evidence from the text.	evidence from the text. To justify predictions from details stated and implied	based on details stated and implied, justifying them in detail with evidence from the text.	To discuss how characters change and develop through texts by drawing inferences based on indirect clues.
Poetry and Performance							
	<p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Invent, adapt and recount narratives and stories with their peers and their teacher.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>	To recite simple poems by heart.	To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.	<p>To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</p> <p>To begin to use appropriate intonation and volume when reading aloud.</p> <p>To begin to recognise different forms of poetry (e.g. free verse or narrative poetry)</p>	<p>To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).</p> <p>To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.</p>	<p>To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.</p> <p>To learn a wider range of poetry by heart</p>	To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.
Non-fiction Structure and Organisation							

	<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>		<p>To recognise that non - fiction books are often structured in different ways.</p>	<p>To retrieve and record information from non - fiction texts using contents and glossary to locate it.</p>	<p>To use all of the organisational devices available within a non - fiction text to retrieve, record and discuss information.</p> <p>To use dictionaries to check the meaning of words that they have read.</p>	<p>To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non -fiction texts.</p> <p>To distinguish between fact and opinion.</p>	<p>To retrieve, record and present information from non -fiction texts.</p> <p>To use non - fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).</p> <p>To recognise bias, fact and opinion.</p>
--	--	--	--	--	--	--	---

Relevant ELG for EYFS GP notes

Literacy: Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.

RW English Lead April 2022

- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words

Communication and Language: Listening, Attention and Understanding

- 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.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back- and-forth exchanges with their teacher and peers.

Communication and Language: Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Literacy: 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

Expressive Arts and Design: Being Imaginative and Expressive

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