

**Reading Progression Plan  
Woodseaves CE Primary Academy**

	<b>EYFS</b>	<b>Year One</b>	<b>Year Two</b>	<b>Year Three</b>	<b>Year Four</b>	<b>Year Five</b>	<b>Year Six</b>
<b>Decoding/Phonics</b>	To enjoy rhyming and rhythmic activities.	Apply phonic knowledge and skills as the route to decode words.	Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.	Apply their growing knowledge of root words, prefixes and suffixes.	Apply their growing knowledge of root words, prefixes and suffixes.	Apply their growing knowledge of root words, prefixes and suffixes.	<b>Apply</b> their growing knowledge of root words, prefixes and suffixes.
	To show awareness of rhyme and alliteration.	Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.	Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.	Both to read aloud and to understand the meaning of new words they meet.	Both to read aloud and to understand the meaning of new words they meet.	Both to read aloud and to understand the meaning of new words that they meet.	Both to read aloud and to understand the meaning of new words that they meet.
	To recognise rhythm in spoken words.	Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.	Read accurately words of two or more syllables that contain the same graphemes as above	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.		
	To continue a rhyming string.	Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	Read words containing common suffixes.				
	To hear and say the initial sound in words.	Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.	Read further common exception words, noting unusual correspondence between spelling and sound and where				
	To segment the sounds in simple words and blend them together and knows which letters represent some of them.						
	To link sounds to letters, naming and sounding the letters of the alphabet.						
	To use phonic knowledge to decode regular words and read them aloud accurately.						

	They also read some common irregular words.	<p>Read other words of more than one syllable.</p> <p>Read words with contractions, and understand that the apostrophe represents the omitted letter/s.</p>	these occur in the word.				
<b>Fluency</b>	<p>To show interest in illustrations and print in books and print in the environment.</p> <p>To recognise familiar words and signs such as own name and advertising logos.</p> <p>To look and handle books independently (holds book the correct way to turn pages).</p> <p>To ascribe meanings to marks that they see in different places.</p> <p>To begin to break the flow of speech into words.</p> <p>To begin to read words and simple sentences.</p>	<p>Read books aloud, accurately that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading</p>	<p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p> <p>Read most words quickly and accurately, without overt sounding and blending (90 minutes per minute in age-approximate texts)</p> <p>Checking that the text makes sense to them as they read and</p>	<p>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.</p> <p>If children cannot accurately and fluently read, they will partake in reading interventions where they will work on these skills.</p>			

	To read and understand simple sentences.		correcting inaccurate reading.		
<b>Range of texts/genres</b>					
		<p>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p> <p>Learning to appreciate rhymes and poems, and to recite some by heart.</p>	<p>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.</p> <p>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</p> <p>Being introduced to non-fiction books that are structured in different ways.</p> <p>Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p>	<p>Listening to and discussing a 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.</p> <p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</p> <p>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Recognising some different forms of poetry [for example, free verse, narrative poetry.</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.</p> <p>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>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>
<b>Comprehension</b>					

<p style="text-align: center;">Vocabulary</p>	<p>To build vocabulary that reflects the breadth of their experiences.</p> <p>To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p>	<p>Discuss word meanings, linking new meanings to those already known.</p> <p>Join in with predictable phrases.</p> <p>Use vocabulary given by the teacher.</p>	<p>Discussing and clarifying the meanings of words; link new meanings to known vocabulary.</p> <p>Discussing their favourite words and phrases.</p> <p>Recognise some recurring language in stories and poems.</p>	<p>Use dictionaries to check the meaning of words that they have read.</p> <p>Discuss words that capture the readers interest or imagination.</p> <p>Identify how language choices help build meaning:</p> <ul style="list-style-type: none"> <li>• Explain verb choice made by an author</li> <li>• Explain the impact on the reader of adjective choice.</li> <li>• Explain what they think the setting of a story is like, using evidence from the text.</li> </ul> <p>Begin to identify formal word choices.</p> <p>Find the meaning of new words using substitution within a sentence.</p>	<p>Using dictionaries to check the meaning of words that they have read.</p> <p>Use a thesaurus to find synonyms.</p> <p>Discuss why words have been chosen and the effect these have.</p> <p>Discuss new and unusual vocabulary and clarify the meaning of these.</p> <p>Find the meaning of new words using the context of the sentence.</p> <p>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p>	<p>Explore the meaning of words in context, confidently using a dictionary.</p> <p>Discuss how the author's choice of language impacts the reader.</p> <p>Evaluate the authors use of language.</p> <p>Investigate alternative word choices that could be made.</p> <p>Begin to look at the use of figurative language.</p> <p>Use a thesaurus to find synonyms for a larger variety of words.</p> <p>Read around the word' and explore its meaning in the broader context of a section or paragraph.</p>	<p>Evaluate how the authors' use of language impacts upon the reader.</p> <p>Find examples of figurative language and how this impacts the reader and contributes to meaning or mood.</p> <p>Discuss how presentation and structure contribute to meaning.</p> <p>Explore the meaning of words in context by 'reading around the word' and independently.</p> <p>Explore its meaning in the broader context of a section or paragraph.</p> <p>Identify play on words, especially through the use of homophones, and explain how these are used for humor.</p>
<p style="text-align: center;">Inference</p>	<p>To know that print carries meaning and, in English, is read from</p>	<p>Children make basic inferences about characters' feelings by</p>	<p>Make inferences about characters' feelings using what they say and do.</p>	<p>Children can infer characters' feelings, thoughts and motives</p>	<p>Infer characters' feelings, thoughts and motives from their</p>	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives</p>	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives</p>

<p>left to right and top to bottom.</p> <p>To understand humour. E.g nonsense rhymes, jokes</p> <p>To begin to understand 'why' and 'how' questions.</p> <p>To describe main story settings, events and principal characters.</p> <p>To answer 'why' and 'how' questions about their experiences and in response to stories or events.</p> <p>To demonstrate understanding when talking with others about what they have read.</p>	<p>using what they say as evidence.</p> <p>Infer basic points with direct reference to the pictures and words in the text.</p> <p>Discuss the significance of the title and events.</p>	<p>Infer basic points and begin, with support to pick up on more subtle references.</p> <p>Answering and asking questions.</p> <p>Use pictures or words to make inferences.</p>	<p>from their stated actions.</p> <p>Justify inferences by referencing a specific point in the text.</p> <p>Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p> <p>Make inferences about actions or events.</p>	<p>stated actions using evidence from the text</p> <p>Consolidate the skill of justifying them using a specific reference point in the text.</p>	<p>from their actions, and justifying inferences with evidence.</p> <p>Make inferences about actions, feelings, events or states and use evidence to support the point they are making.</p> <p>Use figurative language to infer meaning and explain the impact on the reader.</p>	<p>from their actions, and justifying inferences with evidence.</p> <p>Explain and describe characteristics, using evidence and quotations from the text to justify these opinions.</p> <p>Identify figurative language and explain the impact on the reader and how it is used to contribute towards the desired impact of the author.</p> <p>Identify the atmosphere/ mood of fiction texts, find evidence to support how this is established and explain the impact of language used to create atmosphere, using quotations from the text to illustrate the points made.</p>
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<p style="text-align: center;"><b>Prediction</b></p>	<p>To anticipate key events and phrases in rhymes and stories.</p> <p>To begin to be aware of the way stories are structured.</p> <p>To suggest how a story might end.</p> <p>To listen to stories accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p>	<p>Predicting what might happen on the basis of what has been read so far.</p> <p>Make simple predictions based on the story and on their own life experience.</p> <p>Begin to explain these ideas verbally or through pictures. Adults might scribe their ideas.</p>	<p>Predicting what might happen on the basis of what has been read so far.</p> <p>Make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them.</p>	<p>Justify predictions using evidence from the text.</p> <p>Use relevant prior knowledge to make predictions and justify them.</p> <p>Use details from the text to form further predictions.</p>	<p>Justify predictions using evidence from the text.</p> <p>Use relevant prior knowledge as well as details from the text to form predictions and to justify them.</p> <p>Monitor these predictions and compare them with the text as they read on.</p>	<p>Predicting what might happen from details stated and implied.</p> <p>Support predictions with relevant evidence from the text.</p> <p>Confirm and modify predictions as they read on.</p>	<p>Predicting what might happen from details stated and implied.</p> <p>Support predictions by using relevant evidence from the text.</p> <p>Confirm and modify predictions in light of new information.</p>
<p style="text-align: center;"><b>Explain</b></p>	<p>They demonstrate understanding when talking with others about what they have read.</p>	<p>Give my opinion including likes and dislikes (not nc objective).</p> <p>Link what they read or hear to their own experiences.</p> <p>Explain clearly their understanding of what has been read to them.</p>	<p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p> <p>Express my own views about a book or poem.</p> <p>Discuss some similarities between books.</p> <p>Listen to the opinion of others.</p>	<p>Discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books.</p> <p>Identifying how language, structure, and presentation contribute to meaning.</p> <p>Recognise authorial choices and the purpose of these.</p>	<p>Discussing words and phrases that capture the reader's interest and imagination:</p> <ul style="list-style-type: none"> <li>• Explain why the reader might like it</li> <li>• Describe how a setting and atmosphere haven been created.</li> </ul> <p>Begin to explain how the atmosphere of narrative text is created, identifying words and phrases used to do this.</p>	<p>Provide increasingly reasoned justification for my views.</p> <p>Recommend books for peers in detail.</p> <p>Give reasons for authorial choices.</p> <p>Begin to challenge points of view.</p> <p>Begin to distinguish between fact and opinion.</p>	<p>Provide increasingly reasoned justification for my views.</p> <p>Recommend books for peers in detail.</p> <p>Give reasons for authorial choices.</p> <p>Begin to challenge points of view.</p> <p>Distinguish between fact and opinion.</p> <p>Identifying how language, structure</p>

					Recognise authorial choices and the purpose of these.	Identifying how language, structure and presentation contribute to meaning.  Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader  Explain and discuss their understanding of what they have read, including through formal presentations and debates.	and presentation contribute to meaning.  Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.  Explain and discuss their understanding of what they have read, including through formal presentations and debates.
<b>Retrieval</b>	To know that information can be retrieved from books and computers.  Listens to stories with increasing attentions and recall.	Answer a question about what has just happened in a story.  Develop their knowledge of retrieval through images.  Recognise characters, events, titles and information.  Recognise differences between fiction and non-fiction texts.	Independently read and answer simple questions about what they have just read.  Asking and answering retrieval questions.  Draw on previously taught knowledge	Learn the skill of 'skim and scan' to retrieve details.  Begin to use quotations from the text.  Retrieve and record information from a fiction text. Retrieve information from a non-fiction text.	Confidently skim and scan texts to record details.  Using relevant quotes to support their answers to questions.  Retrieve and record information from a fiction or non-fiction text.	Confidently skim and scan, and also use the skill of reading before and after to retrieve information.  Read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts.  Retrieve, record and present information from non-fiction texts.	Children confidently skim and scan, and also use the skill of reading before and after to retrieve information.  They use evidence from across whole chapters or texts. Read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts.

		Retrieve information by finding a few key words.				Ask my own questions and follow a line of enquiry.	Retrieve, record and present information from a wide variety of non-fiction texts.  Ask my own questions and follow a line of enquiry.
<b>Summarise</b>	<p>Joins in with repeated refrains and anticipates key events.</p> <p>Describe main story settings, events and principal characters.</p> <p>Listens to stories with increasing attentions and recall.</p> <p>To be begin to be aware of the way stories are structured.</p>	<p>Retell familiar stories orally e.g fairy stories and traditional tales.</p> <p>Sequence the events of a story they are familiar with.</p> <p>Begin to discuss how events are linked.</p>	<p>Discuss the sequence of events in books and how items of information are related.</p> <p>Retell using a wider variety of story language.</p> <p>Order events from the text.</p> <p>Begin to discuss how events are linked focusing on the main content of the story.</p>	<p>Identifying main ideas drawn from a key paragraph or page and summarising these.</p> <p>Begin to distinguish between the important and less important information in a text.</p> <p>Give a brief verbal summary of a story.</p> <p>Teachers begin to model how to record summary writing.</p> <p>Identify themes from a wide range of books.</p>	<p>Use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information.</p> <p>Identifying main ideas drawn from more than one paragraph.</p> <p>Identify themes from a wide range of books.</p> <p>Summarise whole paragraphs, chapters or texts.</p>	<p>Summarising the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas.</p> <p>Make connections between information across the text and include this is an answer.</p> <p>Identify themes across a wide range of writing.</p> <p>Sequence main ideas and events in texts, even where functional distractors are present.</p>	<p>Summarise information from across a text and link information by analysing and evaluating ideas between sections of the text.</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.</p> <p>Sequence main ideas and events in texts, even when there is competing information and functional distractors.</p> <p>Make comparisons across different books.</p>



