

READING PROGRESSION AT JOHN WHEELDON PRIMARY ACADEMY

EYFS / KS1

SKILLS	EYFS	YEAR 1	YEAR 2
<u>End Points</u>			
Word Reading - decoding	<ul style="list-style-type: none"> • say a sound for each letter in the alphabet and at least 10 digraphs. • read words consistent with their phonic knowledge by sound-blending. • read aloud simple sentences that are consistent with their phonic knowledge, including some common exception words. 	<ul style="list-style-type: none"> • apply phonic knowledge and skills as the route to decode words. • respond speedily with the correct sound to graphemes for all 40+ graphemes. • read accurately by blending sounds in unfamiliar words containing GPSc that have been taught. • read common exception words, noting unusual correspondences • read words containing taught grapheme-phoneme correspondences and -s, -es, -ing, -ed, -er and -est endings. 	<ul style="list-style-type: none"> • use sounds known to decode words automatically and fluently. • read and blend all sounds taught and recognise alternative sounds for letters or groups of letters • read words of two or more syllables that contain sounds taught. • read words containing common suffixes • read further common exception words and see

		<ul style="list-style-type: none"> • read other words of more than one syllable that contain taught GPCs • read words with contractions and understand that the apostrophe represents the omitted letter. <ul style="list-style-type: none"> • develop phonic knowledge and that does not require me to use other strategies to work out words. • re-read books to build up my fluency and confidence in word reading. 	<p>where the sounds do not match</p> <ul style="list-style-type: none"> • blend words I have seen before. • re-read books to build up my fluency and confidence in word reading.
Range of reading	<ul style="list-style-type: none"> • engage in story time including traditional and modern stories. • listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary 	<ul style="list-style-type: none"> • enjoy reading by beginning to know a wider range of stories, fairy stories and traditional tales and begin to retell them to others. 	<ul style="list-style-type: none"> • enjoy reading by knowing a wider range of stories, fairy stories and traditional tales and I can retell them to others. • enjoy reading poems and know some off by heart.

Familiarity of text	<ul style="list-style-type: none"> listen to and talk about stories to build familiarity and understanding. 	<ul style="list-style-type: none"> begin to identify repeated themes and ideas within shared stories. 	<ul style="list-style-type: none"> enjoy reading by recognising repeated themes and ideas in stories and poems.
Reading aloud	<ul style="list-style-type: none"> retell the story, once they have developed a deep familiarity with the text, some as exact repetition (story language) and some in their own words. 	<ul style="list-style-type: none"> read aloud accurately books that are consistent with my developing phonic knowledge and that do not require me to use other strategies to work out words. 	<ul style="list-style-type: none"> read aloud books within reading level, without making many errors and sounding out new words without long pauses change voice when reading a poem to make it clearer.
Word meanings	<ul style="list-style-type: none"> use new vocabulary in different contexts. 	<ul style="list-style-type: none"> begin to ask about the meaning of new words. 	<ul style="list-style-type: none"> explain the meaning of known words ask about the meaning of new words. link the meaning of new words to those already known.
Inference	<ul style="list-style-type: none"> begin to talk about how characters feel and how we know in the stories that are shared. 	<ul style="list-style-type: none"> begin to use what is read or heard to show an understanding of how a character feels. 	<ul style="list-style-type: none"> use what is already read or heard, or from the information a teacher has given to help understand how a character feels and what might happen next.

COMPREHENSION	<ul style="list-style-type: none"> • demonstrate understanding of what has been read to them and what they have read by retelling stories and narratives using their own words and recently introduced vocabulary. • use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. 	<ul style="list-style-type: none"> • demonstrate an accurate understanding of what has been read to them and what has been read independently (at their reading level) by retelling stories and narratives using their own words and recently introduced vocabulary. 	<ul style="list-style-type: none"> • demonstrate an accurate understanding of what has been read to them and what has been read independently (at their reading level) by retelling stories and narratives using their own words and recently introduced vocabulary. • identify if a word has been read wrongly by following the sense of the text. • ask and answer simple questions about the books or stories being read
Prediction	<ul style="list-style-type: none"> • anticipate (where appropriate) some key events in stories and talk about what might happen next. 	<ul style="list-style-type: none"> • begin to say what might happen next in a story based on what has happened so far. 	<ul style="list-style-type: none"> • say what might happen next in a story based on what has happened so far.

<p>Discussion – personal opinion</p>	<ul style="list-style-type: none"> • begin to use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. • take turns and listen to what others have to say. • articulate their ideas and thoughts in well-formed sentences. 	<ul style="list-style-type: none"> • use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. • take part in a group talk about what we have listened to. • take turns and listen to what others have to say. 	<ul style="list-style-type: none"> • enjoy and understand books by listening and talking about and expressing my views on poems, stories and non-fiction texts that I can't read myself. • enjoy reading and discussing the order of events in books and how items of information are related. • talk about my favourite words and phrases. • say what is liked and don't like about a poem. • take part in a group talk about what we have listened to - including personal opinion. • take turns and listen to what others have to say.
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KS2

SKILLS	YEAR 3	YEAR 4	YEAR 5	YEAR 6
End Points				
WORD READING - decoding	<ul style="list-style-type: none"> • use knowledge of root words , prefixes (including dis-, mis-, il-, im-, ir-) and suffixes (including -ly) to help me read aloud and to understand the meaning of new words. • read further exception words including words that do not follow spelling patterns. 	<ul style="list-style-type: none"> • use understanding of root words, prefixes (including re-,sub-, • inter-, super-, anti-, auto-) and suffixes (including -ation, -ous) to help me understand the meaning of new words. • read and decode further exception words accurately including words that do not follow spelling patterns. 	<ul style="list-style-type: none"> • read aloud and understand the meaning of the words on the Year 5 list. • read and decode further exception words accurately including words that do not follow spelling patterns. 	<ul style="list-style-type: none"> • read aloud and understand the meaning of the words on the Year 6 list. • read words accurately and fluently including words that do not follow spelling patterns.
Range of reading	<ul style="list-style-type: none"> • listen to and discuss stories, poems, plays and non-fiction words. • show enjoyment of reading by reading lots of different types of books. • read a wide range of books including fairy stories, myths and legends and retell some of them to others. 	<ul style="list-style-type: none"> • show that I enjoy reading by reading a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • show that I enjoy reading by reading lots of different types of books and for different reasons. • read a wide range of books, fairy stories, myths and legends and retell some of them to others. 	<ul style="list-style-type: none"> • read, enjoy, understand and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • read, enjoy and understand a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from the past and books 	<ul style="list-style-type: none"> • read, enjoy, understand and discuss books that are written by different authors, in different styles. • read books that are structured in different ways for different purposes e.g. for fun or research. • read, enjoy and understand a wide range of books,

	<ul style="list-style-type: none"> • use non-fiction texts to find out information on a subject. 	<ul style="list-style-type: none"> • find and record information from non-fiction texts over a wide range of subjects. 	<p>from other cultures or traditions.</p> <ul style="list-style-type: none"> • accurately find and record information from non-fiction texts over a wide range of subjects. 	<p>including from our literary heritage and books from other cultures and traditions.</p> <ul style="list-style-type: none"> • accurately and efficiently find and record information from non-fiction texts over a wide range of subjects.
Familiarity of text	<ul style="list-style-type: none"> • say how a text is organised to help me understand it using paragraphs, headings, subheadings and inverted commas to show speech. 	<ul style="list-style-type: none"> • understand how the use of words in a text, how it is set out and its presentation add to its meaning. • ask questions about what I have read to help me understand a complicated text. 	<ul style="list-style-type: none"> • accurately find and write down facts and information from non-fiction texts <ul style="list-style-type: none"> • explain how the use of words in a text, how it is set out and its presentation add to its meaning. 	<ul style="list-style-type: none"> • read and understand a range of poetry and can learn longer poems by heart. • explain how the use of words in a text, how it is set out and its presentation add to its meaning and discuss its effectiveness.
Reading aloud	<ul style="list-style-type: none"> • start to read aloud poems and play scripts. • read aloud a range of different text types considering appropriate intonation. • change my voice and expression in line 	<ul style="list-style-type: none"> • start to read aloud poems and play scripts using mostly varying expression. • read aloud a range of different text types using some accurate intonation. 	<ul style="list-style-type: none"> • read aloud poems and play scripts using varying expression. • read aloud a range of different text types using mostly accurate intonation. • change my voice to make reading more interesting to listen to and make the meaning clear. 	<ul style="list-style-type: none"> • read aloud poems and perform play scripts using varying expression, including ones I have written. • read aloud a range of different text types using increasingly accurate intonation.

	with punctuation used.	<ul style="list-style-type: none"> consider how to change my voice to make reading more interesting to listen to and make the meaning clear. 		<ul style="list-style-type: none"> change my voice to make reading more interesting to listen to and make the meaning clear including my own written work.
Word meanings	<ul style="list-style-type: none"> begin to use a dictionary to check the meaning of the words read. 	<ul style="list-style-type: none"> use a dictionary with increasing accuracy to check the meaning of words. 	<ul style="list-style-type: none"> understand what is being read by checking the book makes sense and finding the meaning of new words using a dictionary. 	<ul style="list-style-type: none"> understand what is being read by checking the book makes sense and finding the meaning of new words using a dictionary accurately.
Inference	<ul style="list-style-type: none"> work out what a character in a book is feeling by the actions they take and explain how/why. 	<ul style="list-style-type: none"> tell from what is read how a character is feeling and thinking and why they take an action. Identify the parts of the text that say this. 	<ul style="list-style-type: none"> explain characters' feelings, thoughts or reasons for their actions. explain thoughts with evidence from the text. 	<ul style="list-style-type: none"> explain characters' feelings, thoughts or reasons for their actions. explain thoughts with accurate evidence from the text. fully explain my views with reasons and evidence from the text.
Comprehension	<ul style="list-style-type: none"> understand what is read, checking that it makes sense by talking to others about it. ask questions about the texts to help understand them. 	<ul style="list-style-type: none"> understand what is read, checking that it makes sense by talking to others about it. <ul style="list-style-type: none"> ask well thought out questions about the texts to help me understand them more. 	<ul style="list-style-type: none"> understand what is read in more complex texts including non fiction, checking that it makes sense by talking to others about it. ask sensible and interesting questions about the texts 	<ul style="list-style-type: none"> show an understanding what is read in more complex texts including non fiction, checking that it makes sense by talking to others about it.

	<ul style="list-style-type: none"> • tell someone about the main ideas in a paragraph. • explain the difference between statements of fact and opinion. • 	<ul style="list-style-type: none"> • summarise what has happened in a text using themes from paragraphs to help me. • begin to identify statements of fact and opinion. 	<p>to help me understand them more.</p> <ul style="list-style-type: none"> • summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. • tell the difference between statements of fact and opinion. 	<ul style="list-style-type: none"> • ask sensible and interesting questions about the texts to help me understand them more. • show understanding of texts by summarising the main ideas over a paragraph or a number of paragraphs, finding key details as evidence to support my views. • understand how language, structure and presentation contribute to meaning of a text. • fully explain my views with reasons and evidence from the text. • tell the difference between statements of fact and opinion.
Prediction	<ul style="list-style-type: none"> • predict what might happen from clues in what is read. 	<ul style="list-style-type: none"> • predict what will happen in a text using details already read to help. 	<ul style="list-style-type: none"> • predict what might happen in increasingly complex texts by using evidence from the text. 	<ul style="list-style-type: none"> • predict what might happen in increasingly complex texts by using evidence from the text to fully support my prediction.

Author intent	<ul style="list-style-type: none"> • talk about why authors use language and start to consider the impact it has on the reader. 	<ul style="list-style-type: none"> • talk about why authors use language and the impact it has on the reader. 	<ul style="list-style-type: none"> • talk about why authors use language, including figurative language, and the impact it has on the reader. 	<ul style="list-style-type: none"> • talk about how authors use language, including figurative language and a wider range of author choices and the impact this has on the reader.
Discussion – personal opinion	<ul style="list-style-type: none"> • tell another what a book is about, identifying the key parts of the text. • discuss words in the books that are read that excite me. • talk about books and poems and what is liked/disliked about them and take turns in telling people about them. 	<ul style="list-style-type: none"> • tell another what a book is about, identifying some of the key themes of the text. • discuss words and phrases in the books that I read that excite me. • begin to discuss different types of poetry e.g. free verse and narrative Poetry. • check what I have read and that is understood it by telling someone else what has happened. • join in a clear reasoned discussion about the books and poems that I have read taking turns and listening to others. 	<ul style="list-style-type: none"> • tell another what a book is about, identifying the key themes of the text. • discuss and compare events, structures, issues, characters and plots of stories, poems and information texts. • write or give a detailed book review including reasons why I would recommend the book. • participate in discussions about books that have been read to me and those I can read for myself, building on my own and others' ideas and challenging views courteously. • discuss and compare events, issues and characters within a book. 	<ul style="list-style-type: none"> • tell another what a book is about, identifying the key themes of the text, begin to compare this to other texts that have been read. • discuss ideas, events, structures, issues, characters and plots of the texts across a wide range of writing. • discuss and compare themes, structures, issues, characters and plots within a book and between different books. • show my understanding of texts and poems in presentations and debates and can present information using notes I have created to help me focus on the topic in my discussion.