

Wicklewood Primary School Reading Progression Map

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and Decoding	<p>To read individual letters by saying the sounds for them.</p> <p>To blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>To read some letter groups that each represent one sound and say sounds for them.</p> <p>To read a few common exception words matched to the school's phonic programme.</p> <p>To read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>ELG Say a sound for each letter in the alphabet and at least 10 digraphs</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>To blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>To read words containing taught GPCs.</p> <p>To read words with contractions, e.g. I'm, I'll and we'll.</p> <p>To read words containing -s, -es, -ing, -ed and -est endings.</p> <p>To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</p>	<p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables. To read most words containing common suffixes. *</p> <p>To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word</p>	<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>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.*</p> <p>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.*</p> <p>To begin to read Y3/Y4 exception words correctly.</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*</p> <p>To read all Y3/Y4 exception word correctly and fluently.</p>	<p>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.*</p> <p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>To read most Y5/ Y6 exception words correctly and fluently.</p>	<p>To use their knowledge of a wider range of root words, prefixes and suffixes to understand and pronounce new words with minimal impact on fluency.</p> <p>To decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>To read all Y5/ Y6 exception words correctly and fluently.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg); text-align: center;">Fluency and Reading behaviour</p>	<p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>ELG</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>Aims to correct most errors and sometimes does successfully, using context and grammar to support.</p> <p>Re-reads to self-correct if meaning is lost. Re-reads books to build their fluency</p> <p>Connects what they read to their own experiences.</p> <p>Re-reads and shows an understanding of the text through expression.</p> <p>Uses different voice pitch to indicate if they are reading a (?) or a (!)</p> <p>Knows the voice telling the story is the narrator</p>	<p>Asks questions to clarify</p> <p>Expands oral and written vocabulary through reading experiences.</p> <p>Self-corrects spontaneously at the point of error.</p> <p>Uses texts for inspiration and information.</p> <p>Picks up, leaves and returns to a text without losing story thread.</p> <p>Re-reads books to build up their fluency</p>	<p>Self-corrects spontaneously in order to enhance expression, intonation or to reinterpret what has been said.</p> <p>Comments on the use of language using terminology including: alliteration, rhythm, rhyme, simile.</p> <p>Sustains silent reading most of the time.</p>	<p>Listens to the opinions of others and adjusts own thinking/ understanding where appropriate.</p> <p>Re-reads with enhanced expression, intonation to reinterpret what has been said.</p> <p>Reads silently, with good understanding testing out different pronunciations of unfamiliar words with support.</p>	<p>Reads silently with good understanding, using a range of strategies to work out unfamiliar words.</p> <p>Refines questions to deepen understanding of a text. Justifies personal response to particular texts and characters with evidence.</p> <p>Self-corrects spontaneously in order to enhance expression, intonation or to reinterpret what has</p>	<p>Reads silently with good understanding, working out how to pronounce unfamiliar words.</p> <p>Continues to self-correct spontaneously in order to enhance expression, intonation or to reinterpret what has been said.</p> <p>Generates open questions to explore a range of possibilities and justifies responses in relation to the text</p>
	Comprehension						
<p style="writing-mode: vertical-rl; transform: rotate(180deg); text-align: center;">Understanding and correcting inaccuracies</p>	<p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>To check that a text makes sense to them as they read and to self-correct.</p>	<p>To show understanding by drawing on what they already know or on background information and 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>				

Comparing, contrasting and commenting

To engage with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text

To listen to and discuss a wide range of fiction, nonfiction and poetry at a level beyond that at which they can read independently.

To link what they have read or have read to them to their own experiences.

To retell familiar stories in increasing detail.

To join in with discussions about a text, taking turns and listening to what others say.

To discuss the significance of titles and events.

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.

To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.

To discuss the sequence of events in books and how items of information are related.

To recognise simple recurring literary language in stories and poetry.

To ask and answer questions about a text.

To make links between the text they are reading and other texts they have read (in texts that they can read independently).

To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

To use appropriate terminology when discussing texts (plot, character, setting).

To discuss and compare texts from a wide variety of genres and writers.

To read for a range of purposes.

To identify themes and conventions in a wide range of books.

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 numbering and headings).

To identify how language, structure and presentation contribute to meaning.

To identify main ideas drawn from more than one paragraph and summarise these

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.

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.

To identify main ideas drawn from more than one paragraph and to summarise these.

To recommend texts to peers based on personal choice.

To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres.

To recognise more complex themes in what they read.

To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.

To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.

To draw out key information and to summarise the main ideas in a text.

To distinguish independently between statements of fact and opinion, providing justifications for their views.

To compare characters, settings

							and themes within a range of texts
Words in context and authorial choice	Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading	To discuss word meaning and link new meanings to those already known.	To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To discuss their favourite words and phrases.	To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. To discuss authors' choice of words and phrases for effect.	Discuss vocabulary used to capture readers' interest and imagination.	To discuss vocabulary used by the author to create effect including figurative language. To evaluate the use of authors' language and explain how it has created an impact on the reader.	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.
Inference and Prediction	To describe main story settings, events and principal characters in increasing detail To recall and discuss stories or information that has been read to them, or they have read themselves To engage with books and other reading materials at an increasingly deeper level.	To begin to make simple inferences. To predict what might happen on the basis of what has been read so far	To make inferences on the basis of what is being said and done. To predict what might happen on the basis of what has been read so far in a text.	To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. To justify predictions using evidence from the text.	To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text. To justify predictions from details stated and implied.	To draw inferences from characters' feelings, thoughts and motives. To make predictions based on details stated and implied, justifying them in detail with evidence from the text	To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). To discuss how characters change and develop through texts by drawing inferences based on indirect clues.

Poetry	<p>To continues a rhyming string and identify alliteration</p> <p>To recite simple poems by heart.</p>	<p>To recite simple poems by heart.</p>	<p>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>	<p>To prepare and perform poems and play scripts that shows some awareness of the audience when reading aloud.</p> <p>To begin to use appropriate intonation and volume when reading aloud.</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 confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.</p>
Non - fiction	<p>To enjoy an increasing range of print and digital books, both fiction and non-fiction</p> <p>To know that information can be retrieved from books, computers and mobile digital devices</p>	<p>To gather information from non-fiction sources</p> <p>To understand the purpose of non-fiction texts</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.</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 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>