



Whiston Willis Primary Academy

Curriculum Progression

Subject: Reading

		Understanding	Reading
A reader in Early Years will...		<p>Identifies action words by pointing to the right picture, e.g. "Who's jumping?"</p> <ul style="list-style-type: none"> • Understands more complex sentences, e.g. 'Put your toys away and then we'll read a book.' • Understands 'who', 'what', 'where' in simple questions (e.g. who's that? What's that? Where is?). • Developing understanding of simple concepts (e.g. big/little). <p>Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</p> <p>Beginning to understand 'why' and 'how' questions.</p> <p>Understands humour, e.g. nonsense rhymes, jokes.</p> <ul style="list-style-type: none"> • Able to follow a story without pictures or props. • Listens and responds to ideas expressed by others in conversation or discussion. <p style="text-align: center;"><u>Early Learning Goal</u></p> <p style="text-align: center;">Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	<ul style="list-style-type: none"> • Enjoys looking at books and other printed material with familiar people. • Handles books and printed material with interest <p>• Interested in books and rhymes and may have favourites. 22 to 36 months</p> <ul style="list-style-type: none"> • Has some favourite stories, rhymes, songs, poems or jingles. • Repeats words or phrases from familiar stories. • Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'. <p>30</p> <ul style="list-style-type: none"> • Enjoys rhyming and rhythmic activities. • Shows awareness of rhyme and alliteration. • Recognises rhythm in spoken words. • Listens to and joins in with stories and poems, one-to-one and also in small groups. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Beginning to be aware of the way stories are structured. • Suggests how the story might end. • Listens to stories with increasing attention and recall. • Describes main story settings, events and principal characters.

- Shows interest in illustrations and print in books and print in the environment.
- Recognises familiar words and signs such as own name and advertising logos.
- Looks at books independently.

- Handles books carefully.
- Knows information can be relayed in the form of print.
- Holds books the correct way up and turns pages.
- Knows that print carries meaning and, in English, is read from left to right and top to bottom.

- Continues a rhyming string.
- Hears and says the initial sound in words
- Can segment the sounds in simple words and blend them together and knows which letters represent some of them.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Begins to read words and simple sentences.
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.
- Enjoys an increasing range of books
- Knows that information can be retrieved from books and computers.

Early Learning Goal

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate

			understanding when talking with others about what they have read.
		Word Recognition	Comprehension
Year 1 and 2		<ul style="list-style-type: none"> • Can apply phonic knowledge and skills as the route to decode words • Responds speedily with the correct sound to graphemes for all 40+ phonemes • Reads accurately by blending sounds in unfamiliar words containing GPCs that have been taught • Recognises common exception words • Reads words with –s, –es, –ing, –ed, –er and –est endings • Decodes other words of more than one syllable that contain taught GPCs • Reads words with contraction • Rereads books to build up fluency and confidence in word reading <ul style="list-style-type: none"> • Continues to apply phonic knowledge and skills as the route to decode words • Reads accurately by blending the sounds in words that contain the graphemes taught so far • Recognises alternative sounds for grapheme • Reads accurately words of two or more syllables 	<ul style="list-style-type: none"> • Listens to and can discuss a wide range of poems, stories and non-fiction • Can link what they read or hear to their own experiences • Can join in with predictable phrases • Can recite by heart nursery rhymes and simple poems • Discusses word meanings, linking new meanings to those already known • Checks that the text makes sense to them as they read • Self corrects inaccurate reading • Discusses the significance of the title and events • Makes simple inferences on the basis of what is being said and done • Predicts what might happen on the basis of what has been read so far • Participates in discussion about what is read to them with an adult • Takes turns and listens to what others say • Can discuss the sequence of events in books • Retells a wider range of stories, fairy stories and traditional tales

- Reads further common exception words identifying unusual correspondences between spelling and sound
- Reads most words quickly and accurately, without overt sounding and blending
- Reads aloud books without undue hesitation
- Rereads known books

- Has experience of non-fiction books that are structured in different ways
- Recognises simple recurring literary language in stories and poetry
- Recognises simple recurring literary language in stories and poetry
- Clarifies the meanings of words, linking new meanings to known vocabulary
- Tells you their favourite words and phrases
- Knows a repertoire of poems learnt by heart with appropriate intonation
- Draws on background information and vocabulary provided by the teacher
- Checks that the text makes sense to them as they read
- Answers and asks relevant questions
- Predicts what might happen on the basis of what has been read so far
- Participates in small group discussion about books

		Word Recognition	Comprehension
Year 3 and 4		<ul style="list-style-type: none"> • Applies their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet • Reads further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word • Applies their knowledge of root words, prefixes and suffixes to understand the meaning of new words they meet • Reads unusual words fluently, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<ul style="list-style-type: none"> • Listens to a wide range of fiction, poetry, plays, non-fiction and reference books • Reads books that are structured in different ways • Reads for a range of purposes • Uses dictionaries to check the meaning of words that they have read • Reads a wide range of books, including fairy stories • # Can retell stories read independently orally • Identifies themes in some books to discuss • Discusses words that capture the reader's interest • Recognises some different forms of poetry • Explains the meaning of words in context • Asks questions to improve understanding of a text • Draws inferences such as inferring characters' feelings • Predicts what might happen from details stated

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| | | | <ul style="list-style-type: none">• Summarises main ideas drawn from more than one paragraph• Identifies how presentation can contribute to meaning• Retrieves information from non-fiction• Participates in class discussion about books that are read to them• Reads a wide range of fiction, poetry, plays, non-fiction and reference books• Uses reference books to answer questions and navigates them using their features• Navigates dictionaries efficiently to check the meaning of words that they have read• Recognises familiar themes in stories• Has knowledge of a wide range of fiction, including myths and legends• Can retell narratives to an audience• Prepares poems and play scripts to read aloud and to perform• Discusses phrases that capture the reader's imagination• Recognises some different forms of poetry in form and style• Explains the meaning of unusual words using a variety of clues• Asks questions to investigate author's intentions• Draws inferences such as inferring characters' thoughts and motives• Predicts what might happen from details implied• Summarises main ideas succinctly• Identifies how language and structure can contribute to meaning• Retrieves and record information from non-fiction |
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			<ul style="list-style-type: none">• Participates in class discussion about books that are read to them
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		Word Recognition	Comprehension
Year 5 and 6		<ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet. 	<ul style="list-style-type: none"> Maintains positive attitudes to reading Can read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books Reads books for a range of purposes Makes comparisons within and across books Knows a wider range of poetry by heart Identifies themes in a wide range of fiction Explores the meaning of words in context using a variety of contextual clues and through grammatical knowledge Makes inferences and justifies with evidence Predicts what might happen from details stated and implied Distinguishes between statements of fact and opinion Retrieve, record and present information from non-fiction Participates 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 Summarises the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas Talks positively about reading to peers and younger children recommending books that they have read, giving reasons for their choices Demonstrates familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary

			<p>heritage, and books from other cultures and traditions</p> <ul style="list-style-type: none">• Discusses themes and conventions in and across a wide range of writing• Can answer questions (in written form) on and around texts, including non-fiction texts, succinctly• Summarises the main ideas drawn from across a text• 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• Provide reasoned justifications for their views on books and use the text to focus answers• Distinguishes between statements of fact and opinion• Retrieve, record and present information from non-fiction• Participates 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
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