WOODVALE PRIMARY ACADEMY

Reading Progression

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	(Little Wandle Phase 1)	(Little Wandle Phases 2-4)	(Little Wandle Phase 5)					
Decoding and fluency (accuracy, automaticity, prosody).		Links sounds to letter, naming and sounding the letters of the alphabet. Tracks print from left to right. Is able to blend phonemes in words, including words ending in -s single sounds and phase 2 and 3 digraphs. Read words with short vowels and adjacent consonants and long vowels and adjacent consonants.	Recognise phase 5 digraphs, using them to blend words accurately. Read words with two or more digraphs. Read tricky words from phases 2- 5. Break words into syllables use them to read longer words and compound words with phase 5 graphemes. Read words with suffixes -	Continue to apply phonic knowledge and skills as the route to decode words until reading is fluent. Read accurately words containing alternative graphemes. Read accurately words containing common suffixes -ing, -ed, -est, -er, -est, -s, -es.	Apply growing knowledge of root words, prefixes and suffixes to read aloud. Recognise plurals, pronouns, collective nouns and adverbs. Read further exception words, noting unusual correspondences between spelling and sound. Read aloud with expression and intonation and correct inaccurate reading.	Apply growing knowledge of root words, prefixes and suffixes to read aloud. Read aloud with pace, fluency and expression, taking into account punctuation and correct inaccuracies. Read further exception words, noting unusual correspondences between spelling and sound.	Apply growing knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words.	Apply growing knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words, reading books with confidence and fluency. Read aloud with intonation that shows understanding.

		Read tricky words from phases 2 - 4. Break words into syllables use them to read longer words and compound words.	ing, -ed, -est, -er, -est, -s, -es. Read aloud accurately books that are consistent with their phase 5 phonic knowledge.	Read common exception words. Read most words quickly and accurately, sounding out without hesitation. Correct inaccurate reading.				
Range of reading, genre types	Listen to longer stories, non-fiction books, rhymes and songs, showing an understanding of listening carefully and why listening is important.	Listen attentively to what they hear and ask relevant questions to clarify understanding. Engage in stories and non-fiction books, developing a deep familiarity with new knowledge and vocabulary.			Use alphabet knowledge to locate information (e.g. dictionary, index). Listen to, question and discuss a wide range of fiction, poetry, plays, non-fiction and reference books. Retrieve and record information from non-fiction texts.	Retrieve and record information from non-fiction texts..	Read and discuss a wide range of poetry, plays, non-fiction and reference including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures.	Read and discuss a wide range of poetry, plays, non-fiction and reference including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures. Retrieve, record and present information from non-fiction texts,

								using notes where needed.
Word meaning	Shows interest in books and print in the environment, recognising their own name. Learn new vocabulary and use it in different contexts. To name objects, characters and animals in pictures.	Shows interest in books and print in the environment. Learn new vocabulary and use it in different contexts. To name objects, characters and animals in pictures.	Link the meanings of new words with words already known.	Discuss and clarify the meaning of new words, linking new meanings to known vocabulary.	Use alphabet knowledge to locate information e.g. dictionary, index	Use alphabet knowledge to locate information e.g. dictionary, index	Explain the meaning of new words on context.	
Understanding and Inference	Connect one idea or action to another, using a range of connectives.	Retell stories and narratives using their own words and recently introduced vocabulary.	Link what they hear or read to their own experiences. Make inferences on the basis of what is being said and done.	Check that the text makes sense as they read. Make inferences on the basis of what is being said and done. Make links between the	Draw inferences on character's feelings, thoughts and motives from their actions.	Identify themes and convention in books and retell myths, legends and fairy tales. Draw inferences on character's feelings, thoughts and motives from their actions, justifying	Check that the text makes sense to them, asking questions and discussing their understanding. Identify the main ideas from more than one paragraph and	Explain and discuss their understanding of what they have read, maintaining a focus on the topic. Summarise the main ideas, identifying key details that

				book they are reading and other books they have read.		inferences with evidence.	summarise them. Discuss moods, feelings and attitudes from the text, using inference and deduction skills. Draw inferences on character's feelings, thoughts and motives from their actions, justifying inferences with evidence. Skim and scan to identify key ideas, use text marking to support retrieval of information.	support the main ideas. Draw inferences on character's feelings, thoughts and motives from their actions, justifying inferences with evidence. Skim and scan texts to speed up research.
Prediction		Anticipate – where appropriate – key events in stories.	Predict what might happen next on the basis of what has been read so far.	Predict what might happen next on the basis of what has been read so far.	Draw inferences on character's feelings, thoughts and motives from their actions.	Predict what might happen from details stated and implied.	Predict what might happen from details stated and implied.	Predict what might happen from details stated and implied.

Authorial Intent					Discuss words and phrases that capture the reader's interest and imagination	Identify how language, structure and presentation contribute to meaning e.g. to create mood or tension.	Distinguish between fact and opinion.	Evaluate how authors use language, including figurative language, considering the impact on the reader.
Discussion skills.	Listen to and talk about stories to build familiarity and understanding. Articulate ideas and thoughts in well formed sentences.	Use talk to organise their thinking and to explain why things happen. Offer ideas and explanations for why things might happen, making use of recently introduced vocabulary where appropriate.			Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say	Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say	Participate in discussions about books that are read to them and those that they can read for themselves, building on and challenging their own and other's views.	Participate in discussions about books that are read to them and those that they can read for themselves, building on and challenging their own and other's views.