



John Wilkinson Primary and Nursery

PROGRESSION DOCUMENT-READING

Skills	EYFS		Y1	Y2	Y3	Y4	Y5	Y6
Topic	Me and My Community Once Upon a Time Starry Night Dangerous Dinosaurs Sunshine and Sunflowers Big Wide World	Let's Explore Marvellous Machines Long Ago Ready, Steady, Grow Animal Safari On the Beach	Childhood Bright Lights, Big City School Days	Movers and Shakers Coastline Magnificent Monarchs	Through the Ages Rocks, Relics and Rumbles Emperors and Empires	Invasion Misty Mountain, Winding River Ancient Civilisations	Dynamic Dynasties Sow, Grow and farm Ground Breaking Greeks	Maafa Frozen Kingdoms Britain at War
Decoding children should:	<p>Read individual letters by saying the sounds for them. (LIT) Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. (LIT) Read some letter groups that each represent one sound and say sounds for them. (LIT) Read a few common exception words matched to the school's phonic programme. (LIT) Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. (LIT) Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. (LIT)</p>		<p>apply phonic knowledge to decode words read aloud phonically-decodable texts re-read books to build fluency and confidence read simple sentences and understand the meaning including what a pronoun is (extra) speedily read all 40+ letters /groups for 40+ phonemes including alternative sounds for graphemes read Year 1 common exception words noting unusual correspondences between spelling</p>	<p>apply phonic decoding until automatic and reading is fluent read common suffixes (-ed, -ing, -er, -est, -y, -er, -ment, -ful, -ness, -less, -ly re-read books to build up fluency and confidence in word reading note punctuation to read with appropriate expression read accurately by blending, including alternative sounds for graphemes</p>	<p>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 they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>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</p>	<p>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</p>	



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		and sound (identifying where they appear) read polysyllabic words containing taught GPCs read common suffixes (-s, -es, -ing, -ed, -er and -est) read contractions and understand that the apostrophe represents the omitted letter(s) read accurately by blending taught GPCs develop some fluency and expression, pausing at full stops (extra)	read Year 2 common exception words, noting unusual correspondences read aloud books matched to phonic knowledge by sounding out unfamiliar words automatically read polysyllabic words containing above graphemes read most words quickly & accurately without overt sounding and blending				
Range of reading children should:		listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	listen to, discuss and express 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	listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks read books that are structured in different ways and reading for a range of purposes	listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks read books that are structured in different ways and reading for a range of purposes	continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks read books that are structured in different ways and read for a range of purposes make comparisons within and across books	continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks read books that are structured in different ways and read for a range of purposes make comparisons within and across books



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<p>Familiarity with texts children should:</p>	<p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. (C&amp;L) Listen to and talk about stories to build familiarity and understanding. (C&amp;L) Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. (LIT) 2</p>	<p>recognise and join in with predictable phrases become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p>	<p>become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales recognise simple recurring literary language in stories and poetry</p>	<p>increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally identify themes and conventions in a wide range of books</p>	<p>increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally identify themes and conventions in a wide range of books</p>	<p>increase 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 identify and discuss themes and conventions in and across a wide range of writing</p>	<p>increase 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 identify and discuss themes and conventions in and across a wide range of writing</p>
<p>Poetry and performance children should:</p>	<p>Listen carefully to rhymes and songs, paying attention to how they sound. (C&amp;L) Learn rhymes, poems and songs. (C&amp;L)</p>	<p>learn to appreciate rhymes and poems, and to recite some by heart</p>	<p>continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear</p>	<p>prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action recognise some different forms of poetry</p>	<p>prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action recognise some different forms of poetry</p>	<p>learn a wider range of poetry by heart, 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>	<p>earn a wider range of poetry by heart, 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>
<p>Word meanings children should:</p>	<p>Learn new vocabulary. (C&amp;L) Use new vocabulary in different contexts. (C&amp;L)</p>	<p>discuss word meanings and link new meanings to words already known</p>	<p>discuss and clarify the meanings of words and link new meanings to known vocabulary</p>	<p>use dictionaries to check the meaning of words that they have read</p>	<p>use dictionaries to check the meaning of words that they have read</p>	<p>use dictionaries to check the meaning of words that they have read</p>	<p>use dictionaries to check the meaning of words that they have read</p>



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			discuss their favourite words and phrases				
Understanding children should:	Listen to and talk about stories to build familiarity and understanding. (C&L) 2	draw on what they already know or on background information and vocabulary provided by the teacher be encouraged to link what they read or hear read to their own experiences check that the text makes sense to them as they read and correct inaccurate reading answer simple retrieval questions about a text and find evidence to support answers (Extra)	discuss the sequence of events in books and how items of information are related draw on what they already know or on background information and vocabulary provided by the teacher make links between a current book and those already read check that the text makes sense to them as they read and correct inaccurate reading	check that the text makes sense to them, discuss their understanding and explain the meaning of words in context ask questions to improve their understanding of a text identify main ideas drawn from more than one paragraph and summarise these identify morals and messages in a story	check that the text makes sense to them, discuss their understanding and explain the meaning of words in context ask questions to improve their understanding of a text identify main ideas drawn from more than one paragraph and summarise these identify morals and messages in a story	check that the book makes sense to them, discuss their understanding and explore the meaning of words in context ask questions to improve their understanding summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas	check that the book makes sense to them, discuss their understanding and explore the meaning of words in context ask questions to improve their understanding summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas
Inference children should:		discuss the significance of the title and events make inferences on the basis of what is being said and done	make inferences on the basis of what is being said and done answer and ask questions	draw inferences such as inferring characters' feelings, thoughts and motives from their actions justify inferences with evidence	draw inferences such as inferring characters' feelings, thoughts and motives from their actions justify inferences with evidence	draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence	draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence



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Prediction children should:		predict what might happen on the basis of what has been read so far	predict what might happen on the basis of what has been read so far	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	predict what might happen from details stated and implied
Authorial intent children should:				discuss words and phrases that capture the reader's interest and imagination identify how language, structure, and presentation contribute to meaning	discuss words and phrases that capture the reader's interest and imagination identify how language, structure, and presentation contribute to meaning	identify how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language and consider the impact on the reader	identify how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language and consider the impact on the reader
Non-fiction children should:	Engage in non-fiction books. (C&L) Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary (C&L)	listen to and discuss a wide range of non-fiction at a level beyond that at which they can read independently	be introduced to non-fiction books that are structured in different ways	retrieve and record information from non-fiction texts	retrieve and record information from non-fiction texts	distinguish between statements of fact and opinion retrieve, record and present information from non-fiction texts	distinguish between statements of fact and opinion retrieve, record and present information from non-fiction texts
Discussing reading children should:	Engage in story times. (C&L)	participate in discussion about what is read to them by taking turns and listening to what others say explain clearly their understanding of what is read to them	participate in discussion about books, poems & other works that are read to them & those that they can read for themselves by taking turns and listening to what others say explain and discuss their understanding of books, poems and	participate in discussion about both books that are read to them and those they can read for themselves by 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 by taking turns and listening to what others say	recommend books that they have read to their peers and giving reasons for their choices participate in discussions about books, building on their own and others' ideas and challenging views courteously explain and discuss their	recommend books that they have read to their peers and giving reasons for their choices participate in discussions about books, building on their own and others' ideas and challenging views courteously explain and discuss their



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			other material, both those that they listen to and those that they read for themselves			understanding of what they have read, including through formal presentations and debates provide reasoned justifications for their views	understanding of what they have read, including through formal presentations and debates provide reasoned justifications for their views
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