



Reading Progression:

Yearly YrR-3

	Reception	Year 1	Year 2	Year 3
Little Wandle Practice sessions: Skills	<p>Decoding</p> <ul style="list-style-type: none"> • Able to read the graphemes within the book. • Able to read the tricky words within the book. • Understand new vocabulary within the book. • Able to read the words in the book by decoding <p>Prosody</p> <ul style="list-style-type: none"> • Able to apply decoding skills to read with greater accuracy and fluency. • Able to read with appropriate meaning, stress and intonation. • Able to read with fluency (without overt blending). • Able to discuss characters' feelings. • Able to discuss the punctuation within the sentences. <p>Comprehension</p> <ul style="list-style-type: none"> • Able to draw on their knowledge of vocabulary to understand texts. • Able to identify/explain key aspects of fiction and non-fiction texts. • Able to identify and explain the sequence of events in the text. • Able to infer and deduce from the text. • Able to retrieve information from a text. • Able to make a prediction based on what they have already read. <p>Able to answer questions about the story, and able to explain their thinking/ reasoning.</p>			
Knowledge	Retrieval	Retrieval	Retrieval	Retrieval
	<ul style="list-style-type: none"> • Know that retrieval means finding information from the text. It will be there if you re-read the words. 	<ul style="list-style-type: none"> • Know that retrieval means finding information from the text. It will be there if you re-read the words. 	<ul style="list-style-type: none"> • Know that retrieval means finding information from the text. It will be there if you re-read the words. 	<ul style="list-style-type: none"> • Know that retrieval means finding information from the text. It will be there if you re-read the words.
Skills	<ul style="list-style-type: none"> • Able to re-read a sentence to find information from it. 	<ul style="list-style-type: none"> • Able to re-read a sentence to find information from it. 	<ul style="list-style-type: none"> • Able to read a text/ piece of text to retrieve information from it. 	<ul style="list-style-type: none"> •

Vocab	Information	Information, Retrieval	Information, Retrieval	Retrieval
Knowledge	<p><u>Deduction</u></p> <ul style="list-style-type: none"> Know that deduction is coming to a logical conclusion from the information/evidence available. Know that inference skills can be built on further by going deeper into deduction and drawing simple, logical conclusions. <p><u>Inference</u></p> <ul style="list-style-type: none"> Know that to infer means to look for clues in the story. You won't find this information written in the text, but there will be things that point you in the right direction. You can infer the feelings, thoughts and motives from characters actions. 	<p><u>Deduction</u></p> <ul style="list-style-type: none"> Know that deduction is coming to a logical conclusion from the information/evidence available. Know that inference skills can be built on further by going deeper into deduction and drawing simple, logical conclusions. <p><u>Inference</u></p> <ul style="list-style-type: none"> Know that to infer means to look for clues in the story. You won't find this information written in the text, but there will be things that point you in the right direction. You can infer the feelings, thoughts and motives from characters actions. 	<p><u>Deduction</u></p> <ul style="list-style-type: none"> Know that deduction is coming to a logical conclusion from the information/evidence available. Know that inference skills can be built on further by going deeper into deduction and drawing simple, logical conclusions. <p><u>Inference</u></p> <ul style="list-style-type: none"> Know that to infer means to look for clues in the story. You won't find this information written in the text, but there will be things that point you in the right direction. You can infer the feelings, thoughts and motives from characters actions. 	<p><u>Inference</u></p> <ul style="list-style-type: none"> Inference means looking for clues in the story. You won't find this information written in the text but there will be things that point you in the direction. You can infer the feelings, thoughts and motives from characters actions- they are often shown through actions rather than told.
Skills	<ul style="list-style-type: none"> Able to make inferences from the text (using reasoning skills to interpret beyond the literal). Able to make inferences from the text based on what is said and done 	<ul style="list-style-type: none"> Able to make inferences from the text (using reasoning skills to interpret beyond the literal). Able to make inferences from the text based on what is said and done 	<ul style="list-style-type: none"> Able to make inferences from the text (using reasoning skills to interpret beyond the literal). Able to make inferences from the text based on what is said and done 	<ul style="list-style-type: none"> Able to predict what might happen from details stated and implied.
		inference, infer, interpret	inference, infer, deduce	inference, infer

Knowledge	Prediction <ul style="list-style-type: none"> Know that prediction is guessing what will happen next. 	Prediction <ul style="list-style-type: none"> Know that prediction is guessing what will happen next. 	Prediction <ul style="list-style-type: none"> Know that prediction is guessing what will happen next. 	Prediction <ul style="list-style-type: none"> Prediction means looking for clues in the text that help you to suggest what might happen next. Try and think of logical ideas and a reason for your predictions.
Skills	<ul style="list-style-type: none"> Predicts what might happen on the basis of what has been read so far. 	<ul style="list-style-type: none"> Predicts what might happen on the basis of what has been read so far. Able to use their knowledge and understanding from what they have read so far to be able to make informed predictions and ask questions about what will happen next. 	<ul style="list-style-type: none"> Predicts what might happen on the basis of what has been read so far. Able to use their knowledge and understanding from what they have read so far to be able to make informed predictions and ask questions about what will happen next. 	<ul style="list-style-type: none"> Able to predict what might happen from details stated and implied.
Vocabulary	guess	predict	predict	predict
Knowledge	Decoding <ul style="list-style-type: none"> Know that decoding is the ability to sound out words. 	Decoding <ul style="list-style-type: none"> Know that decoding is the ability to sound out words. 	Decoding <ul style="list-style-type: none"> Know that decoding is the ability to sound out words. 	Decoding <ul style="list-style-type: none">
Skills	<ul style="list-style-type: none"> Able to apply phonic knowledge and skills as the route to decode words. Able to read the graphemes within the book. Able to read accurately by blending the sounds in words that contain the graphemes taught. 	<ul style="list-style-type: none"> To continue to apply phonic knowledge and skills as the route to decode words until automatic. Able to read the graphemes within the book. Reading if fluent so that decoding is not needed. Able to read accurately by blending the sounds in words that contain the graphemes taught. Recognises alternate sounds for graphemes. 	<ul style="list-style-type: none"> To continue to apply phonic knowledge and skills as the route to decode words until automatic. Reading if fluent so that decoding is not needed. Able to read accurately by blending the sounds in words that contain the graphemes taught. Recognises alternate sounds for graphemes. 	<ul style="list-style-type: none"> Able to apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet. Can read further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word.

		<ul style="list-style-type: none"> • Accurately reads most words of two syllables. 	<ul style="list-style-type: none"> • Accurately reads most words of two or more syllables. • To read most words containing common suffixes. 	
Vocabulary	decode	decode, blend, alternate	decode, blend, fluent, alternate	
Knowledge	<p><u>Vocabulary (word meaning)</u></p> <ul style="list-style-type: none"> • Knows it is important to understand the meaning of words to be able to understand the sentence. • To know that you can infer meaning of words by using the pictures clues. 	<p><u>Vocabulary (word meaning)</u></p> <ul style="list-style-type: none"> • Knows it is important to understand the meaning of words to be able to understand the sentence. • To know that you can infer meaning of words by using the pictures clues or putting the word into context within the sentence. 	<p><u>Vocabulary (word meaning)</u></p> <ul style="list-style-type: none"> • Knows it is important to understand the meaning of words to be able to understand the sentence. • To know that you can infer meaning of words by using the pictures clues or putting the word into context within the sentence. • Knows that a dictionary gives you a definition for a word. • Knows a thesaurus gives you a list of words in groups of synonyms and related concepts. 	<p><u>Vocabulary (word meaning)</u></p> <ul style="list-style-type: none"> •
Skills	<ul style="list-style-type: none"> • Able to draw on knowledge of vocabulary to understand texts. • Able to draw on their vocabulary to understand texts. • Able to discuss word meanings and link new meanings to those already known. • Understands simple word meaning. 	<ul style="list-style-type: none"> • Able to draw on knowledge of vocabulary to understand texts. • Able to draw on their vocabulary to understand texts. • Able to discuss word meanings and link new meanings to those already known. • Understands more complex word meanings and subject-specific technical vocabulary. • Is checking that the text makes sense to them. 	<ul style="list-style-type: none"> • Able to draw on knowledge of vocabulary to understand texts. • Able to discuss word meanings and link new meanings to those already known. • Understands more complex word meanings and subject-specific technical vocabulary • Is using a dictionary to look up words that they have read. • Is using a dictionary to look up words that they have read. 	<ul style="list-style-type: none"> • Is using a dictionary to look up words that they have read. • Is checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. • Can ask questions to improve their understanding. • Is identifying main ideas drawn from more than one paragraph.

			<ul style="list-style-type: none"> • Is using a thesaurus to find alternate words. • Is checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. • Can ask questions to improve their understanding. 	
Vocabulary				
	<p><u>Range of reading</u></p> <ul style="list-style-type: none"> • Knows there are different types of books for different purposes. • Know that fiction books are made up stories. • Know that non-fiction books are about facts. You can't just make it up. • Know that there are many different types of non-fiction writing such as reference books. • Know that books have characters and events. 	<p><u>Range of reading</u></p> <ul style="list-style-type: none"> • Knows there are different types of books for different purposes. • Know that fiction books are made up stories. These include stories and poems. • Know that there are many different types of non-fiction writing, such as newspapers and reference books. • Know that books have characters and events. • Know that a title instantly tells the reader what the book or text is about. 	<p><u>Range of reading</u></p> <ul style="list-style-type: none"> • Knows there are different types of books for different purposes. • Know that fiction books are made up stories. These include stories and poems. • Know that there are many different types of non-fiction writing, such as newspapers, adverts, brochures, reference books and biographies. • Know that books have characters and events. • Know that a title instantly tells the reader what the book or text is about. 	<p><u>Range of reading</u></p> <ul style="list-style-type: none"> •
	<ul style="list-style-type: none"> • Is able to listen to and discuss a range of fiction and non-fiction. • Able to identify/explain key aspects of fiction and non-fiction texts, such as 	<ul style="list-style-type: none"> • Is able to listen to and discuss a range of fiction, poetry and non-fiction. • Is reading books for a range of purposes. • Is increasing their familiarity with a wide range of books. 	<ul style="list-style-type: none"> • Is able to listen to and discuss a range of fiction, poetry, non-fiction and textbooks. • Is reading books that are structured in different ways and reading for a range of purposes. 	<ul style="list-style-type: none"> • Is able to listen to and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Is reading books that are structured in different ways

	characters, events and information.	<ul style="list-style-type: none"> • Able to identify/explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information. 	<ul style="list-style-type: none"> • Is increasing their familiarity with a wide range of books, including fairy stories. • Can retell some fairy stories orally. • Able to identify/explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information. 	<p>and reading for a range of purposes.</p> <ul style="list-style-type: none"> • Is increasing their familiarity with a wide range of books, including fairy stories, myths and legends. • Can retell some fairy stories, myths and legends orally. • Can identify themes in a wide range of books.
Vocabulary	fiction, story, non-fiction	fiction, story, non-fiction, newspaper, reference book, poem	fiction, story, non-fiction, newspaper, reference book, poem, fairy story	
Knowledge	<u>Skimming and scanning</u>	<u>Skimming and scanning</u> <ul style="list-style-type: none"> • Know that skimming is looking over a text to gain an overall sense of the text. • Know that scanning is finding specific information by looking for key words and phrases. 	<u>Skimming and scanning</u> <ul style="list-style-type: none"> • Know that skimming is looking over a text to gain an overall sense of the text. • Know that scanning is finding specific information by looking for key words and phrases. 	<u>Skimming and scanning</u> <ul style="list-style-type: none"> • Know that skimming is looking over a text to gain an overall sense of the text. • Know that scanning is finding specific information by looking for key words and phrases.
Skills		<ul style="list-style-type: none"> • Able to find information more quickly and efficiently by skimming and scanning. • Able to obtain the gist/ overall sense of the text by skimming over short pieces of text. • Able to scan a piece of text by finding specific information, by looking for key words and phrases. 	<ul style="list-style-type: none"> • Able to find information more quickly and efficiently by skimming and scanning. • Able to obtain the gist/ overall sense of the text by skimming over short pieces of text. • Able to scan a piece of text by finding specific information, by looking for key words and phrases. • Able to connect ideas, words and phrases to create meaning, e.g. by identifying 	<ul style="list-style-type: none"> • Able to find information more quickly and efficiently by skimming and scanning. • Able to obtain the gist/ overall sense of the text by skimming over short pieces of text. • Able to scan a piece of text by finding specific information, by looking for key words and phrases. • Able to connect ideas, words and phrases to create meaning, e.g. by identifying the main

			the main idea, summarising the main message, numbering events and deciding which statements are true.	idea, summarising the main message, numbering events and deciding which statements are true.
Vocabulary		skimming, scanning	skimming, scanning	skimming, scanning, gist

**Word Reading
– Phonics**

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| <ul style="list-style-type: none">• Begin to know and develop phonological and phonemic awareness.• Knows how to continue a rhyming string and identifies alliteration.• Knows what a rhyming word is.• Knows what alliteration is.• Hears and says the initial sound in words.• Knows how to segment the sounds in simple words and blend them together.• Knows which letters represent some sounds.• Starts to link sounds to letters, naming and sounding the letters of the alphabet.• Knows letter names.• Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee.• Knows how to use their developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences.• To say a sound for each letter in the alphabet and at least 10 digraphs.• To read words consistent with their phonic knowledge by sound blending.• To read aloud simple sentences and books that are | <ul style="list-style-type: none">• Knows how to read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.• Knows how to read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.• Knows how to read other words of more than one syllable that contain taught GPCs.• Knows how to read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).• Knows phase 2, 3, and 5 sounds.• Begins to know some alternate pronunciations. | <ul style="list-style-type: none">• Knows how to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.• Knows how to read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.• Knows how to read accurately words of two or more syllables that contain the same graphemes as above.• Knows how to read words containing common suffixes. | <ul style="list-style-type: none">• |
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	<p>consistent with their phonic knowledge, including some common exception words.</p> <ul style="list-style-type: none"> • Knows, and is secure in all phase 2 and 3 sounds. 			
<p>Common Exception Words and High frequency</p>	<ul style="list-style-type: none"> • Knows some common irregular words: the, to, no, go, I, he, she, we, me, be, was, my, you, they, her, all, are, said, so, have, like, some, come, were, there, little, one. • Knows some high frequency words: is, it, in, at, and. 	<ul style="list-style-type: none"> • Knows Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words: oh, their, people, Mr, Mrs, looked, called, asked, said, so, have, like, some, come, were, who, very, I'm, by time, water, where, who, again, thought, through, work, mouse, many, laughed, because, different, please, little, one, do, when, what, out, Mr, Mrs, their, people, looked, called, could, should, would. • Knows Y1 high frequency words: day, made, came, make, I'm, by, time, old, don't, house, about, here, your, saw. 	<ul style="list-style-type: none"> • Knows most Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. • Knows Y1 and Y2 high frequency words. 	<ul style="list-style-type: none"> •

<p>Fluency</p>	<ul style="list-style-type: none"> • Recognises familiar words and signs such as own name and advertising logos. • Able to look and handle books independently (holds books the correct way up and turns pages). • Able to ascribe meanings to marks that they see in different places. • Secure in Pre-phonics skills (listening, oral blending etc) 	<ul style="list-style-type: none"> • Able to accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. • Able to respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • Able to reread books to build up their fluency and confidence in word reading. 	<ul style="list-style-type: none"> • Able to read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. • Able to reread these books to build up fluency and confidence in word reading. • Able to read words quickly, accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts. 	<ul style="list-style-type: none"> •
<p>Understanding and correcting inaccuracies</p>	<ul style="list-style-type: none"> • Knows that print carries meaning and, in English, is read from left to right and top to bottom. • Understands humour, e.g. nonsense rhymes, jokes. 	<ul style="list-style-type: none"> • Able to draw on what they already know or on background information and vocabulary provided by the teacher. • Checks that the text makes sense to them as they read, and correct inaccurate reading. • Knows that they should self-correct if the sentence doesn't make sense. 	<ul style="list-style-type: none"> • Shows understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. • Checks that the text makes sense to them as they read and to correct inaccurate reading. • Knows that they should self-correct if the sentence doesn't make sense. 	<ul style="list-style-type: none"> •

<p>Comprehension</p>	<ul style="list-style-type: none"> • Demonstrates understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate – where appropriate – key events in stories. • Uses and understands recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. • Describes main story settings, events and principal characters in increasing detail. • Knows what a character is. • Makes comments about what they have heard and ask questions to clarify their understanding. 	<ul style="list-style-type: none"> • Understands both the books they can already read accurately and fluently and those they listen to. • Knows the significance of the title and events. • Knows what a title is. • Able to make inferences on the basis of what is being said and done. • Knows what a prediction is. • Able to predict what might happen on the basis of what has been read so far. • Able to participate in discussion about what is read to them, taking turns and listening to what others say. • Able to explain clearly their understanding of what is read to them. 	<ul style="list-style-type: none"> • Understands both the books that they can already read accurately and fluently and those that they listen to. • Able to make inferences on the basis of what is being said and done. • Answers and ask questions. • Able to predict what might happen on the basis of what has been read so far. • Able to participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say. • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. 	<ul style="list-style-type: none"> •
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<p>Reading for Pleasure</p> <p>Listening to and discussing texts</p> <p>Comparing, contrasting & commenting</p>	<ul style="list-style-type: none"> • Enjoys an increasing range of print and digital books, both fiction and non-fiction. • Knows that a non-fiction book is a text that contains facts and information on a particular topic or subject. • Knows that a fiction book is a made-up story. • Listens attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. • Able to re-enact and reinvent stories they have heard in their play. • Knows that information can be retrieved from books, computers and mobile digital devices. • Begins to recognise some written names of peers, siblings or "Mummy"/"Daddy" for example. • Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode 	<ul style="list-style-type: none"> • develop pleasure in reading, motivation to read, vocabulary and understanding by: • listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. • link what they read or hear to their own experiences. • Link what they read to other texts that have been read to them. • become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. • recognise and join in with predictable phrases. • Appreciate rhymes and poems, and recite some by heart. • Knows what a rhyme is. • Knows some poems. • Asks and answers questions about a text. 	<ul style="list-style-type: none"> • Develops pleasure in reading, motivation to read, vocabulary and understanding by: • Listens 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. • Discusses the sequence of events in books and how items of information are related. • Becomes increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. • Knows that non-fiction books are structured in different ways. • Recognises simple recurring literary language in stories and poetry. • Continues to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> •
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	<p>words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text</p> <ul style="list-style-type: none"> • Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc. • Is able to recall and discuss stories or information that has been read to them, or they have read themselves. 			
<p>Developing Vocabulary Words in Context and Authorial Choice</p>	<ul style="list-style-type: none"> • Builds up vocabulary that reflects the breadth of their experiences. • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. 	<ul style="list-style-type: none"> • Discusses word meanings, linking new meanings to those already known. 	<ul style="list-style-type: none"> • Discusses and clarifies the meanings of words, linking new meanings to known vocabulary. • Discusses their favourite words and phrases. 	<ul style="list-style-type: none"> •