

# Westcott Church of England School - Reading Progression



	EYFS	Year 1	Year 2	Year 3 & 4	Year 5 & 6
Decoding	<ul style="list-style-type: none"> <li>With introduction of Phase 2 in Term 1 begin to apply phonic knowledge to decode simple words</li> <li>Say a sound for each letter in the alphabet and at least Phase 2</li> <li>Read words consistent with their phonic knowledge by sound blending</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (linked to RWI scheme)</li> </ul>	<ul style="list-style-type: none"> <li>apply phonic knowledge to decode words</li> <li>speedily read all 40+ letters/groups for 40+ phonemes</li> <li>read accurately by blending taught GPC</li> <li>read common exception words</li> <li>read common suffixes (-s, -es, -ing, -ed, etc.)</li> <li>read multisyllable words containing taught GPCs</li> <li>read contractions and understanding use of apostrophe</li> <li>read aloud phonically-decodable texts</li> </ul>	<ul style="list-style-type: none"> <li>secure phonic decoding until reading is fluent</li> <li>read accurately by blending, including alternative sounds for graphemes</li> <li>read multisyllable words containing these graphemes</li> <li>read common suffixes</li> <li>read exception words, noting unusual correspondances</li> <li>read most words quickly &amp; accurately without overt sounding and blending</li> </ul>	<ul style="list-style-type: none"> <li>apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</li> <li>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>
Range of Reading	<ul style="list-style-type: none"> <li>Engage and listen with pleasure to and begin to discuss a wide range of rhymes, poems, stories and non-fiction at a level beyond that at which they can read independently.</li> </ul>	<ul style="list-style-type: none"> <li>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>being encouraged to link what they read or hear read to their own experiences</li> </ul>	<ul style="list-style-type: none"> <li>listening to, discussing and expressing 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</li> </ul>	<ul style="list-style-type: none"> <li>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>reading books that are structured in different ways and reading for a range of purposes</li> </ul>	<ul style="list-style-type: none"> <li>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>reading books that are structured in different ways and reading for a range of purposes</li> <li>making comparisons within and across books</li> </ul>
Familiarity of texts	<ul style="list-style-type: none"> <li>Listen to and talk about key stories to build familiarity and understanding.</li> <li>Retell a story, once they have developed a deep familiarity with a text, some as exact repetition and some in their own words</li> <li>Begin to retell, predict, and</li> </ul>	<ul style="list-style-type: none"> <li>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>recognising and joining in with predictable phrase</li> </ul>	<ul style="list-style-type: none"> <li>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>recognising simple recurring literary language in stories and poetry</li> </ul>	<ul style="list-style-type: none"> <li>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>identifying themes and conventions in a wide range of books</li> </ul>	<ul style="list-style-type: none"> <li>increasing 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</li> <li>identifying and discussing</li> </ul>

	<p>discuss. With support, identify the predictable phrases in a text and sometimes join in with saying them aloud within a group. Describe events in some detail.</p> <ul style="list-style-type: none"> <li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</li> </ul>				<p>themes and conventions in and across a wide range of writing</p>
Poetry and Performance	<ul style="list-style-type: none"> <li>Show some enthusiasm for rhymes and poems, and recite some by heart with encouragement</li> </ul>	<ul style="list-style-type: none"> <li>learning to appreciate rhymes and poems, and to recite some by heart</li> </ul>	<ul style="list-style-type: none"> <li>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul>	<ul style="list-style-type: none"> <li>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>recognising some different forms of poetry</li> </ul>	<ul style="list-style-type: none"> <li>learning 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</li> </ul>
Word meanings	<ul style="list-style-type: none"> <li>Discuss new word meanings, linking new meanings to those already known</li> </ul>	<ul style="list-style-type: none"> <li>discussing word meanings, linking new meanings to those already known</li> </ul>	<ul style="list-style-type: none"> <li>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>discussing their favourite words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>using dictionaries to check the meaning of words that they have read</li> </ul>	
Understanding	<ul style="list-style-type: none"> <li>Begin to understand both the books they can already read accurately and fluently and those they listen to. Respond to and ask questions and explain their understanding with encouragement.</li> <li>Understand how to listen carefully and why listening is so important</li> <li>Learn new vocabulary</li> <li>Re-read books to build up their confidence in word reading, fluency, understanding &amp; enjoyment</li> </ul>	<ul style="list-style-type: none"> <li>drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>checking that the text makes sense to them as they read and correcting inaccurate reading</li> </ul>	<ul style="list-style-type: none"> <li>discussing the sequence of events in books and how items of information are related</li> <li>drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>checking that the text makes sense to them as they read and correcting inaccurate reading</li> </ul>	<ul style="list-style-type: none"> <li>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>asking questions to improve their understanding of a text</li> <li>identifying main ideas drawn from more than one paragraph and summarising these</li> </ul>	<ul style="list-style-type: none"> <li>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>asking questions to improve their understanding</li> <li>summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</li> </ul>

Inference	<ul style="list-style-type: none"> <li>With encouragement begin to discuss stories and make links to own experience and inferences.</li> </ul>	<ul style="list-style-type: none"> <li>discussing the significance of the title and events</li> <li>making inferences on the basis of what is being said and done</li> </ul>	<ul style="list-style-type: none"> <li>making inferences on the basis of what is being said and done *answering and asking questions</li> </ul>	<ul style="list-style-type: none"> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>	<ul style="list-style-type: none"> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>
Prediction	<ul style="list-style-type: none"> <li>Begin to predict what might happen next in a story</li> </ul>	<ul style="list-style-type: none"> <li>predicting what might happen on the basis of what has been read so far</li> </ul>	<ul style="list-style-type: none"> <li>predicting what might happen on the basis of what has been read so far</li> </ul>	<ul style="list-style-type: none"> <li>predicting what might happen from details stated and implied</li> </ul>	<ul style="list-style-type: none"> <li>predicting what might happen from details stated and implied</li> </ul>
Authorial Intent				<ul style="list-style-type: none"> <li>discussing words and phrases that capture the reader's interest and imagination</li> <li>identifying how language, structure, and presentation contribute to meaning</li> </ul>	<ul style="list-style-type: none"> <li>identifying how language, structure and presentation contribute to meaning</li> <li>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul>
Non-Fiction	<ul style="list-style-type: none"> <li>Be introduced to non-fiction books that are structured in different ways and understand their purpose.</li> </ul>	<ul style="list-style-type: none"> <li>Be introduced to non-fiction books that are structured in different ways and understand their purpose.</li> </ul>	<ul style="list-style-type: none"> <li>Read a range of non-fiction books that are structured in different ways</li> </ul>	<ul style="list-style-type: none"> <li>retrieve and record information from non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>distinguish between statements of fact and opinion</li> <li>retrieve, record and present information from nonfiction</li> </ul>
Discussing reading	<ul style="list-style-type: none"> <li>Begin to join in a discussion with a relevant comment about what is being read. To take turns and listen to what others say.</li> </ul>	<ul style="list-style-type: none"> <li>participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>explain clearly their understanding of what is read to them</li> </ul>	<ul style="list-style-type: none"> <li>participate in discussion about books, poems &amp; other works that are read to them &amp; those that they can read for themselves, taking turns and listening to what others say</li> <li>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>recommending books that they have read to their peers, giving reasons for their choices</li> <li>participate in discussions about books, building on their own and others' ideas and challenging views courteously</li> <li>explain and discuss their understanding of what they have read, including through formal presentations and debates, provide reasoned justifications for their view</li> </ul>