



Reading Progression at Whitley Memorial							
Phonics and Decoding							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Develop their phonological awareness, so that they can:</p> <p>spot and suggest rhymes</p> <p>Hear rhyming strings</p> <p>count or clap syllables in a word</p> <p>Experience onset and rhyme</p> <p>recognise words with the same initial sound, such as money and mum</p> <p>Awareness of alliteration</p>	<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read simple phrases and sentences made up of words with taught set 1 single sounds and digraphs and taught exception words</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p>	<p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>To read words containing taught GPCs.</p> <p>To read words containing -s, -es, -ing, -ed and -est endings. · To read words with</p>	<p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far,</p> <p>Especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more</p>	<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). · To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud. · To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure,</p>	<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). · To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud. · To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure,</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/ -ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.</p> <p>To read fluently</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/ -ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.</p> <p>To read fluently</p>



	<p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>contractions, e.g. I'm, I'll and we'll.</p>	<p>syllables.</p> <p>To read most words containing common suffixes focused on the NC Appendix 1</p>	<p>-sion, -tion, -ssion and -cian, to begin to read aloud. · To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. · To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.</p>	<p>-sion, -tion, -ssion and -cian, to begin to read aloud. · To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.</p>	<p>with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p>	<p>with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p>
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**Fluency**

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Understand the five key concepts about print:</p> <p>Print has meaning the names of different parts of a book</p> <p>Print can have different purposes</p> <p>Page sequencing</p>	<p>Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where</p>	<p>To accurately read texts that are consistent with their developing phonic knowledge, that does not require them to use other strategies to work out words.</p>	<p>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p>	<p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</p>			



<p>We read English text from left to right and from top to bottom</p> <p>Develop their phonological awareness, so that they can:</p> <p>Spot and suggest rhyme</p> <p>Count or clap syllables in words</p> <p>Recognise words with the same initial sound, such as money and mother</p>	<p>necessary, a few exception words.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</p>	<p>To reread texts to build up fluency and confidence in word reading.</p>	<p>To reread these books to build up fluency and confidence in word reading.</p> <p>To read words accurately and fluently without overt sounding and blending, e.g. at over approx. 90 words per minute, in age-appropriate texts.</p>				
<b>Common Exception Words</b>							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>To read some common irregular words</p>	<p>To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</p>	<p>To read most Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>To begin to read Y3/Y4 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>To read most Y3/4 exception words, between spelling and sound and discussing the unusual correspondences where these occur in words.</p>	<p>To read most Y5/Y6 exception words, between spelling and sound and discussing the unusual correspondences where these occur in words.</p>	



Reading Comprehension							
Understanding and Correcting Inaccuracies							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>To know that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p>To understand humour, e.g. nonsense rhymes, jokes.</p>	<p>To check that a text makes sense to them as they read and to self-correct.</p>	<p>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>In a book they can already read fluently. Check that the text makes sense to them as they read and to correct inaccurate reading</p>				
Reading for Pleasure / Listening to and Discussing Texts / Comparing, Contrasting and Commenting							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To listen to stories with increasing attention and recall.</p>	<p>To listen to stories, accurately anticipating key events and respond to what</p>	<p>To listen to and discuss a wide range of fiction, non-fiction and</p>	<p>To participate in discussion about books, poems and other works</p>	<p>To recognise, listen to and discuss a wide range of fiction,</p>	<p>To discuss and compare texts from a wide variety of genres</p>	<p>To read a wide range of genres, identifying the characteristics of</p>	<p>To read for pleasure, discussing, comparing and</p>



<p>To anticipate key events and phrases in rhymes and stories.</p> <p>To begin to be aware of the way stories are structured.</p> <p>To describe main story settings, events and principal characters</p> <p>To enjoy an increasing range of books.</p> <p>To follow a story without pictures or props.</p>	<p>they hear with relevant comments, questions or actions.</p>	<p>poetry at a level beyond that at which they can read independently.</p> <p>To link what they have read or have read to them to their own experiences.</p> <p>To retell familiar stories in increasing detail.</p> <p>To join in with discussions about a text, taking turns and listening to what others say.</p> <p>To discuss the significance of titles and events.</p> <p>To recognise simple recurring literary language in stories and poetry.</p> <p>To ask and answer questions about</p>	<p>that are read to them (at a level beyond which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.</p> <p>To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p> <p>To discuss the sequence of events in books and how items of information are related.</p>	<p>poetry, plays, non-fiction and reference books or textbooks.</p> <p>To use appropriate terminology when discussing texts (plot, character, setting).</p>	<p>and writers.</p> <p>To read for a range of purposes.</p> <p>To identify themes and conventions in a wide range of books.</p> <p>To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).</p> <p>To identify how language, structure and presentation contribute to meaning.</p> <p>To identify main</p>	<p>text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.</p> <p>To participate 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.</p> <p>To identify main ideas drawn from more than one paragraph and to summarise these.</p> <p>To recommend texts to peers based on personal choice.</p>	<p>evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p> <p>To recognise more complex themes in what they read (such as loss or heroism).</p> <p>To 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.</p> <p>To listen to</p>
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		<p>a text.</p> <p>To make links between the text they are reading and other texts they have read (in texts that they can read independently)</p>			<p>ideas drawn from more than one paragraph and summarise these</p>		<p>guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.</p> <p>To draw out key information and to summarise the main ideas in a text.</p> <p>To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.</p> <p>To compare characters, settings and themes within a text and across more than one text</p>
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Developing Vocabulary/ Words in Context and Authorial Choice							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To build up vocabulary that reflects the breadth of their experiences.</p>	<p>To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p>	<p>To discuss word meaning and link new meanings to those already known.</p>	<p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>To discuss their favourite words and phrases.</p>	<p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>To discuss authors' choice of words and phrases for effect.</p> <p>To identify vocabulary that captures the reader's interest</p>	<p>Discuss vocabulary used to capture readers' interest and imagination.</p>	<p>To discuss vocabulary used by the author to create effect including figurative language.</p> <p>To evaluate the use of authors' language and explain how it has created an impact on the reader.</p>	<p>To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.</p> <p>To identify and evaluate the effectiveness of an author's choice and use of language, explaining the impact on the reader.</p>



Inference and Prediction							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To suggest how a story might end.</p> <p>To begin to understand 'why' and 'how' questions.</p>	<p>To answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	<p>To begin to make simple inferences.</p> <p>To predict what might happen on the basis of what has been read so far.</p>	<p>To make inferences on the basis of what is being said and done.</p> <p>To predict what might happen on the basis of what has been read so far in a text.</p>	<p>To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p> <p>To justify predictions using evidence from the text.</p>	<p>To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.</p> <p>To justify predictions from details stated and implied.</p>	<p>To draw inferences from characters' feelings, thoughts and motives with supporting evidence.</p> <p>To make predictions based on details stated and implied, justifying them in detail with evidence from the text</p>	<p>To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).</p> <p>To discuss how characters change and develop through texts by drawing inferences based on indirect clues</p>
Non-Fiction Structure and Organisation							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To know that information can be relayed in the form of print.</p>	<p>To know that information can be retrieved from books and computers.</p>		<p>To recognise that non - fiction books are often structured in different ways.</p>	<p>To retrieve and record information from non - fiction texts using contents and glossary to locate it.</p>	<p>To use all of the organisational devices available within a non - fiction text to retrieve, record and discuss information.</p>	<p>To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non</p>	<p>To retrieve, record and present information from non -fiction texts.</p> <p>To use non - fiction materials for purposeful</p>





					<p>To use dictionaries to check the meaning of words that they ha</p>	<p>-fiction texts.</p> <p>To distinguish between fact and opinion.</p>	<p>information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).</p> <p>To recognise bias, fact and opinion.</p>
<b>Poetry and Performance</b>							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To listen to and join in with stories and poems, one-to-one and also in small groups.</p> <p>To join in with repeated refrains</p>	<p>To play cooperatively as part of a group to develop and act out a narrative.</p> <p>To express themselves effectively,</p>	<p>To recite simple poems by heart.</p>	<p>To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some</p>	<p>To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</p>	<p>To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).</p> <p>To prepare and</p>	<p>To continually show an awareness of the audience when reading out loud using intonation, tone, volume and action.</p>	<p>To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for</p>



<p>in rhymes and stories.</p> <p>To use intonation, rhythm and phrasing to make the meaning clear to others.</p> <p>To develop preference for forms of expression</p>	<p>showing awareness of listeners' needs.</p>		<p>with appropriate intonation to make the meaning clear.</p>	<p>To begin to use appropriate intonation and volume when reading aloud.</p> <p>To begin to recognise different forms of poetry (e.g. free verse or narrative poetry)</p>	<p>perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud</p>	<p>To learn a wider range of poetry by heart</p>	<p>effect.</p>
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