

## Wembley Primary Progression in Reading

KPI (Target Tracker) highlighted in bold

	Reading	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word Reading		To read some common irregular words. To show interest in illustrations and print in books and print in the environment. To recognise familiar words and signs such as own name and advertising logos. To look and handle books independently (holding the correct way up and turning pages). To ascribe meanings to marks they see in different places. To begin to break the flow of speech into words. To begin to read words and simple sentences. To read and understand simple sentences.	To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.  To blend sounds in unfamiliar words using the GPCs that they have been taught.  To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.  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 e.g guessing words from pictures or the context of the sentence.	To read accurately by blending the sounds in words that contain the graphemes for all 40+ phonemes.  To recognise alternative sounds for graphemes.  To accurately read most words of two or more syllables.  To read words in ageappropriate books accurately and fluently without overt sounding and blending, and sufficiently fluently to allow him/her to focus on understanding rather than decoding.  To read aloud books closely matched to improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.  To re-read books, sounding out unfamiliar words accurately, to build up fluency and confidence in word reading.	To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling English Appendix 1).  To apply their growing knowledge of root words, prefixes and suffixes.	To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, antiand auto- to begin to read aloud (spelling English Appendix 1). To apply their growing knowledge of root words and suffixes/ word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud (spelling English Appendix 1). To read and decode further exception words accurately, noting the unusual correspondences between spelling and sound, and where these occur in the word (spelling English Appendix 1).	To read aloud and understand the meaning of new words that are linked to the expectations of year 5 spelling. 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 (spelling English Appendix 1).	To read aloud and understand the meaning of new words that are linked to the expectations of year 6 spelling.

reading, motivation to attention and recall. To anticipate key events and principal characters. To begin to be aware of the way stories and structured. To describe main story settings, events and principal characters. To reging and understanding the characters. To reging and understanding the sand principal characters. To follow a story without pictures or props. To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. To demonstrate understanding by anticipating key events and respond to what they hear with relevant comments, questions or actions. To demonstrate understanding when talking with others about what they hear ead.		Reading for	To listen to stories	To develop pleasure in	To develop pleasure in	To maintain positive	To maintain positive	To maintain	To maintain
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Poetry	To listen to and join in with stories and	To recite simple poems by heart.	To continue to build up a repertoire of poems	To prepare and perform poems and	To recognise and discuss some	To continually show an awareness of	To confidently perform texts
	poems, one-to-one	by fleart.	learnt by heart,	play scripts that show	different forms of	audience when	(including poems
	and also in small		appreciating these and	some awareness of	poetry (e.g. free	reading out loud	learnt by heart)
	groups.		reciting some with	the audience when	verse or narrative	using intonation,	using a wide range
	To join in with		appropriate intonation	reading aloud.	poetry).	tone, volume and	of devices to
	repeated refrains in		to make the meaning	To begin to use	To prepare and	action.	engage the
	rhymes and stories.		clear.	appropriate	perform poems and		audience and for
	To use intonation,			intonation and	play scripts with		effect.
	rhythm and phrasing			volume when reading	appropriate		
	to make the meaning			aloud.	techniques		
	clear to others.				(intonation, tone,		
	To develop				volume and action)		
	preference for forms				to show awareness		
	of expression.				of the audience when		
	To play cooperatively				reading aloud.		
	as part of a group to						
	develop and act out a						
	narrative.						
	To express						
	themselves						
	effectively, showing						
	awareness of						
	listeners' needs.						
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Retrieval	To answer	To verbally	To explain	To begin	To use	To use	To use
	simple recall	explain their	their	to use skimming	skimming and	skimming,	skimming,
	questions verbally	understanding of	understanding of	and scanning to	scanning <b>to</b>	scanning and	scanning and
	about known	what is being read	what they have	retrieve and record details	retrieve and	reading before	reading before
	stories or to point to pictures.	to them by answering simple	read themselves by answering	from fiction and	record details from fiction and	and after to retrieve and	and after to retrieve and
	To retell simple past	questions about	simple questions	non-fiction, using	non-fiction over a	record	record
	events.	what has just	about what has	some quotations.	wide range of	information, using	information, using
	To know that	happened.	just happened.	some quotations.	subjects, using	evidence from a	evidence from
	information can be	паррепси.	To retrieve key		relevant	larger part of the	across the text.
	relayed in the form of		information from		quotations to	text.	To use non-fiction
	print.		specific pages/		support responses.	To use knowledge	materials for
	To know that		paragraphs.		To use all the	of texts and	purposeful
	information can be		To recognise that non-		organisational	organisational	information
	retrieved from books		fiction books are often		devices available	devices to retrieve	retrieval (e.g. in
	and computers.		structured in different		within a non-fiction	and discuss	reading history,
	( A S S S S S S S S S S S S S S S S S S		ways.		text to retrieve,	information from	geography and
			,				science textbooks)

					record and discuss information.	fiction and non- fiction texts.	and in contexts where pupils are genuinely motivated to find out information (e.g. reading a review before a theatre visit).
Predicting	To make suggestions about what might happen next or how the story might end based on pictures from the story, and talks to others about this.  To make suggestions about what might happen next or how the story might end based on actions so far, and innovates stories through role play.	To use own knowledge, as well as what has happened so far in a story.  To make sensible predictions about what could happen next and begin to explain them verbally and through pictures.  To discuss the significance of the title and events.	To use own knowledge, as well as what has happened so far in a story that he/she can already read accurately and fluently and those that he/she listens, to make plausible predictions about what could happen next and give explanations.	To understand what he/she reads independently by predicting what might happens from details stated.  To use relevant prior knowledge to form predictions and justify them.  To use the skill of using details from the text to form further predictions.	To understand what he/she reads independently by predicting what might happen from details stated and implied.  To use relevant prior knowledge, as well as details from the text to form predictions and justify them.  To monitor predictions, and compare them with the text as they read on.	To understand what he/she reads independently in increasingly complex texts by predicting what might happen from details stated and implied, justifying them in detail with evidence from the text.  To confirm and modify predictions as they read on.	To understand what he/she reads independently by predicting what might happen from details stated and implied and using more than one piece of evidence drawn from across the text.  To confirm and modify predictions in light of new information.
Asking Questions	To begin to understand simple recall questions with support, using given starting words (who and how). To generate simple recall questions with support, using given starting words (who, when, how, why) to clarify what they are thinking about a story.	To generate literal recall questions of their own to match the text they are reading, before, during and after reading. Children use their own question words and ask questions which can be answered using the text.	To generate literal recall questions of their own which go with the text they are reading, before, during and after reading. To use their own question words and begin to be able to change their questions as they progress through the text. To understand both the books that can already be read accurately and fluently and those that are listened to by answering and asking general questions of their own of their questions.	To generate a variety of questions, including retrieval and inferential questions to help them understand a text further.	To generate a variety of questions, including retrieval, inferential and questions about the deeper meaning or themes of a text to help them understand further.	To actively generate a variety of questions to focus the reading and adjust questions in light of evidence from the text. Adults model the use of critical thinking questions based on inference or evaluation to that take the discussion deeper and beyond the text, which the children begin to use.	To actively generate a variety of questions to focus the reading and adjust questions in light of evidence from the text. They ask their own critical thinking questions based on inference or evaluation that take the discussion deeper and beyond the text.

Clarifying	To know that print	To understand both	To understand both	To understand what	To understand what he/she reads	To use the skill of	To use of the skill of
	carries meaning and, in English, is read	the books he/she can already read accurately	the books he/she can already read accurately	he/she reads independently by	independently by	reading around the word and are	reading around the word and
	from left to right and	and fluently and those	and fluently and those	checking that the text	checking that the	taught to explore	independently
	top to bottom.	he/she listens to by	he/she listens to by	makes sense to	text makes sense to	its	explore its
	To build up	checking that the text	checking that the text	him/her, discussing	him/her, discussing	broader meaning	broader meaning
	vocabulary that	makes sense as he/she	makes sense as he/she	his/her	his/her	within a section or	within a section or
	reflects the breadth	reads and corrects	reads and corrects	understanding and	understanding and	paragraph. To draw	paragraph.
	of their experiences.	inaccurate reading.	inaccurate reading.	beginning to explain	explaining the	inferences on	To discuss and
	To use talking about	To discuss new word	To discuss and clarify	the meaning of words	meaning of words in	mood, characters	explain
	books to clarify their	meanings and link	the meanings of words,	in context.	context.	(feelings, thoughts	understanding,
	thinking, ideas and	them to words that	linking new meanings	To use the skills of	To use the skill	and motives) and	through formal
	feelings.	they already know.	to known vocabulary,	looking at the picture,	of linking words to	setting.	presentation and
	To extend vocabulary,	They use the pictures to	including	finding root words	other words that		debates,
	especially by grouping	support them to do	root words.	and breaking words	they know.		maintaining a focus
	and naming,	this.		down.			on topic and using
	exploring the meaning and sounds						notes where
	of new words.						necessary.
	To use vocabulary						
	and forms of speech						
	that are increasingly						
	influenced by their						
	experiences of books.						
Summarising	To begin to sequence	To retell and sequence	To retell and	To begin to	To distinguish	To summarise	To summarise
	events or pictures in a	main events from texts	sequence events from	distinguish	between important	information from	information from
	short story.	and discuss how the	texts and discuss how	between important	and unimportant	across a text and	across a text and
	To recall and order	events are related,	the events are related	and unimportant	information in a	make connections	make connections
	some key events from the text.	focussing on the main content of the text.	and how they shape the story, focussing on the	information in a text and synthesise	text and synthesise the key points to give	by analysing, evaluating, and	by analysing, evaluating, and
	They also introduce a	To explain clearly	main content of	the key points to give	a brief written	synthesising ideas	synthesising ideas
	story line or narrative	understanding of what	the text.	a brief verbal	summary.	within a text.	within and
	in their play.	is read to him/her.	To explain what has	summary.	To understand what	Within a text.	between texts.
	cc p.a.y.	is read to min, nerv	happened so far.	Teachers model	is read		
				how to record for	independently by		
				children to begin.	identifying main		
				To identify themes in	ideas drawn from		
				books.	more than one		
					paragraph and		
Information	To infer characters'	To make inferences	To make inferences	To understand what	summarise these.  To understand what	To use more than	To draw inferences
Inferences	feelings using pictures	about a characters'	about a characters'	is read independently	is read	one piece of	on mood,
	and own experiences	feelings using what	feelings using what	by drawing	independently by	evidence to support	atmosphere,
	to talk about them.	they say and do to infer	they say and do to infer	inferences such as	drawing inferences	each point made,	characters
	To begin to	more obvious points	more obvious points	inferring characters'	such characters'	beginning to draw	(feelings, thoughts
	understand 'why' and		and begin to pick up on	feelings, thoughts	feelings, thoughts	evidence from	and motives) and
	'how' questions.		some more	and motives from	and motives from	different places	setting.

	To answer 'how' and 'why' questions about their experiences and in response to stories or events.  To understand humour e.g.nonsense rhymes, jokes.	with direct references to pictures and words in the text.	subtle references.	their actions, and justifying inferences with evidence.	their actions, by consolidating the skill of justifying them with some reference to a specific point in the text.	across the text. To distinguish between fact and opinion.	To use more than one piece of evidence to support each point made, drawing evidence from different places across the text.  To discuss how characters change and develop through texts by drawing inferences based on indirect clues.  To provide reasoned justifications for his/her views.  To consider different accounts of the same event and to discuss viewpoints (both of authors and fictional characters).
Making Connections	To make connections with stories through own experiences or role play.	To begin to draw on what they already know or on background information and vocabulary provided by the teacher to make connections to themselves.	To draw on what they already know or on background information and vocabulary provided by the teacher to make connections to themselves.  To understand both the books that he/she can already read accurately and fluently and those that he/she listens to by making links.	To draw on what already know or on background information and vocabulary provided by the teacher to make connections to themselves and the world around them.	To draw on what already know or on background information and vocabulary provided by the teacher to make connections to themselves, the world around them and to another text.	To draw on what already know or on background information and vocabulary provided by the teacher to make connections to themselves, the world around them and to another text. To make comparisons within a text.	To draw on what already know or on background information and vocabulary provided by the teacher to make connections to themselves, the world around them, to another text and within a text.
Evaluating	To begin to form opinions and share general likes and dislikes through body	To discuss word meaning and link new meanings to those already known.	To discuss their favourite words and phrases.	To discuss authors' choice of words and phrases for effect.	To discuss vocabulary used to capture readers' interest and imagination.	To discuss vocabulary used to create effect including	To analyse and evaluate the use of language, including figurative language

	language or expression.	To begin to explain likes and dislikes.		To identify how language, structure and presentation contribute to meaning to include: paragraphs, headings, subheadings and inverted commas for speech.	To identify how language, structure and presentation contribute to meaning to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials.	figurative language. To evaluate use of authors' language explaining how it impacts on the reader.	and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.
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S.Tobutt July 2020