Escrick C of E Primary School

Whole School Reading Progression

Reading progression is built upon in three ways: through teacher support and the delivery of reading sessions, the implementation of phonic and decoding skills and the way we teach and develop comprehension skills.

Reception, Year 1, Year 2	Year 3 and Year 4	Year 5 and Year 6
Little Wandle phonics and reading. Reading sounds/words. Reading labels. Whole class stories. Whole class reading. Little Wandle reading in Year 2 may be continued Phased books two to three reads a week or Fluency chapter books, depending on phonic ability. Verbal comprehension questions in groups or written comprehension questions given depending on ability.	Whole class reading. Reading of Little Wandle Fluency books in small groups, with follow-up questions completed independently the next day. Questions are based around VIPERS, and are marked with the teacher to deepen understanding of the skills required. Carousel of activities including vocabulary work, comprehension and discussion. Reading activities in other curriculum lessons.	Whole class reading. Reading Circles – carried out as homework and pupil led discussions in groups with teacher guidance. Deeper questioning and wider understanding of texts. Greater independence with reading instructions. Reading activities in other areas of the curriculum.

In early reading in Year 1, the children should able to read all phonics sounds securely and consistently in order to read words. This then extends to multi-syllable words, sentences and short phonetically decodable texts. As they enter Year 2, pupils begin to read more fluently with less sounding out. Knowledge of suffixes and root words is built on in Year 3 as they learn more common exception words. In Year 4 they begin to learn unusual spelling patterns and sounds. In Year 5 and Year 6, this is combined with an understanding of spelling patterns and etymology to both read and understand new words (e.g. pedestrian, pedestal, podiatrist, is all related to feet).

Phonics and reading progression through school

Decoding and reading skills

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding	• apply phonic knowledge to decode words • speedily read all 40+ letters/groups for 40+ phonemes • read accurately by blending taught GPC • read common exception words • read common suffixes (-s, -es, -ing, -ed, etc.) • read multisyllable words containing taught GPCs • read contractions and understanding use of apostrophe • read aloud phonically-decodable texts	• secure phonic decoding until reading is fluent • read accurately by blending, including alternative sounds for graphemes • read multisyllable words containing these graphemes • read common suffixes • read exception words, noting unusual correspondences • read most words quickly & accurately	• apply their growing knowledge of root words, prefixes and suffixes, 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	• apply their growing knowledge of root words, prefixes and suffixes, 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	• 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	• 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

		without overt sounding and blending				

Reading comprehension and discussion progression

Key Stage 1

	Year 1	Year 2
Word meanings	*discussing word meanings, linking new meanings to those already known	*discussing and clarifying the meanings of words, linking new meanings to known vocabulary *discussing their favourite words and phrases
Understanding	*drawing on what they already know or on background information and vocabulary provided by the teacher *checking that the text makes sense to them as they read and correcting inaccurate reading	*discussing the sequence of events in books and how items of information are related *drawing on what they already know or on background information and vocabulary provided by the teacher *checking that the text makes sense to them as they read and correcting inaccurate reading
Inference	*discussing the significance of the title and events *making inferences on the basis of what is being said and done	*making inferences on the basis of what is being said and done *answering and asking questions
Prediction	*predicting what might happen on the basis of what has been read so far	*predicting what might happen on the basis of what has been read so far
Non-fiction		*being introduced to non-fiction books that are structured in different ways

Discussing reading	*participate in discussion about what is read to them, 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, 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

Reading comprehension and discussion progression

Key Stage 2

	Year 3	Year 4	Year 5	Year 6
Word meanings	*discussing word meanings, linking new meanings to those already known	*discussing and clarifying the meanings of words, linking new meanings to known vocabulary *discussing their favourite words and phrases	*using dictionaries to check the meaning of words that they have read	*using dictionaries to check the meaning of words that they have read
Understanding	*drawing on what they already know or on background information and vocabulary provided by the teacher *checking that the text makes sense to them as they read and correcting inaccurate reading	*discussing the sequence of events in books and how items of information are related *drawing on what they already know or on background information and vocabulary provided by the teacher *checking that the text makes sense to them as they read and correcting inaccurate reading	*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context *asking questions to improve their understanding of a text *identifying main ideas drawn from more than one paragraph and summarising these	*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context *asking questions to improve their understanding of a text *identifying main ideas drawn from more than one paragraph and summarising these
Inference	*discussing the significance of the title and events *making inferences on the basis of what is being said and done	*making inferences on the basis of what is being said and done *answering and asking questions	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
Prediction	*predicting what might happen on the basis of what has been read so far	*predicting what might happen on the basis of what has been read so far	*predicting what might happen from details stated and implied	*predicting what might happen from details stated and implied

Authorial Intent			*discussing words and phrases that capture the reader's interest and imagination *identifying how language, structure, and presentation contribute to meaning	*discussing words and phrases that capture the reader's interest and imagination *identifying how language, structure, and presentation contribute to meaning
Non-fiction		*being introduced to non-fiction books that are structured in different ways	*retrieve and record information from non-fiction	*retrieve and record information from non-fiction
Discussing reading	*participate in discussion about what is read to them, 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, 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	*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	*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