



# 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		<p>To read some common irregular words.</p> <p>To show interest in illustrations and print in books and print in the environment.</p> <p>To recognise familiar words and signs such as own name and advertising logos.</p> <p>To look and handle books independently (holding the correct way up and turning pages).</p> <p>To ascribe meanings to marks they see in different places.</p> <p>To begin to break the flow of speech into words.</p> <p>To begin to read words and simple sentences.</p> <p>To read and understand simple sentences.</p>	<p><b>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</b></p> <p><b>To blend sounds in unfamiliar words using the GPCs that they have been taught.</b></p> <p><b>To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</b></p> <p><b>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.</b></p>	<p>To read accurately by blending the sounds in words that contain the graphemes for all 40+ phonemes.</p> <p>To recognise alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables.</p> <p>To read words in age-appropriate books accurately and fluently without overt sounding and blending, and sufficiently fluently to allow him/her to focus on understanding rather than decoding.</p> <p>To read aloud books closely matched to improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>To re-read books, sounding out unfamiliar words accurately, to build up fluency and confidence in word reading.</p>	<p><b>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).</b></p> <p><b>To apply their growing knowledge of root words, prefixes and suffixes.</b></p>	<p>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 (spelling English Appendix 1).</p> <p>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).</p> <p>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).</p>	<p><b>To read aloud and understand the meaning of new words that are linked to the expectations of year 5 spelling.</b></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 (spelling English Appendix 1).</p>	<p><b>To read aloud and understand the meaning of new words that are linked to the expectations of year 6 spelling.</b></p>

# Reading Comprehension

## Reading for Pleasure

To listen to stories with increasing attention and recall. To anticipate key events and phrases in rhymes and stories. To begin to be aware of the way stories are structured. To describe main story settings, events and principal characters. To enjoy an increasing range of books. 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 when talking with others about what they have read.

**To develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.**  
To develop pleasure in reading, motivation to read, vocabulary and understanding by joining in with predictable phrases. To participate in discussion about what is read to him/her, taking turns and listening to what others say.

To develop pleasure in reading, motivation to read, vocabulary and understanding by 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 he/she can read independently. To develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related. To develop pleasure in reading, motivation to read, vocabulary and understanding by becoming increasingly familiar with retelling a wider range of stories, fairy stories and traditional tales. To participate in discussion about books, poems and other works that are read to him/her and those that he/she can read for himself/herself, taking turns and listening to what others say.

**To maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays and non-fiction.**  
To participate in clear reasoned discussion about books, poems, and other material, read to child and those that child can read independently, taking turns and listening to what others say.

To maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. To maintain positive attitudes to reading and understanding of what he/she reads by using dictionaries to check the meaning of words that he/she has read. To participate in clear reasoned discussion about books, poems, and other material, read to child and those that child can read independently, taking turns and listening to what others say. To maintain positive attitudes to reading and understanding by identifying themes and conventions in a wide range of books.

To maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing 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. To maintain positive attitudes to reading and understanding of what he/she reads by recommending books that he/she has read to his/her peers, giving reasons for their choices.

To maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including from our literary heritage and, books from other cultures and traditions.

	<p><b>Poetry</b></p>	<p>To listen to and join in with stories and poems, one-to-one and also in small groups. To join in with repeated refrains in rhymes and stories. To use intonation, rhythm and phrasing to make the meaning clear to others. To develop preference for forms of expression. To play cooperatively as part of a group to develop and act out a narrative. To express themselves effectively, showing awareness of listeners' needs.</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 with appropriate intonation to make the meaning clear.</p>	<p>To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. To begin to use appropriate intonation and volume when reading aloud.</p>	<p>To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). To prepare and 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 continually show an awareness of 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 effect.</p>
	<p><b>Retrieval</b></p>	<p>To answer simple recall questions verbally about known stories or to point to pictures. To retell simple past events. To know that information can be relayed in the form of print. To know that information can be retrieved from books and computers.</p>	<p>To verbally explain their understanding of what is being read to them by answering simple questions about what has just happened.</p>	<p>To explain their understanding of what they have read themselves by answering simple questions about what has just happened. To retrieve key information from specific pages/ paragraphs. To recognise that non-fiction books are often structured in different ways.</p>	<p>To begin to use skimming and scanning to <b>retrieve and record details from fiction and non-fiction</b>, using some quotations.</p>	<p>To use skimming and scanning to <b>retrieve and record details from fiction and non-fiction over a wide range of subjects</b>, using relevant quotations to support responses. To use all the organisational devices available within a non-fiction text to retrieve,</p>	<p>To use skimming, scanning and reading before and after to <b>retrieve and record information</b>, using evidence from a larger part of the text. To use knowledge of texts and organisational devices to retrieve and discuss information from</p>	<p>To use skimming, scanning and reading before and after to retrieve and record information, using evidence from across the text. To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks)</p>

						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).
<b>Predicting</b>	<p>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.</p> <p>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.</p>	<p><b>To use own knowledge, as well as what has happened so far in a story.</b></p> <p><b>To make sensible predictions about what could happen next and begin to explain them verbally and through pictures.</b></p> <p><b>To discuss the significance of the title and events.</b></p>	<p><b>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.</b></p>	<p><b>To understand what he/she reads independently by predicting what might happens from details stated.</b></p> <p>To use relevant prior knowledge to form predictions and justify them.</p> <p>To use the skill of using details from the text to form further predictions.</p>	<p><b>To understand what he/she reads independently by predicting what might happen from details stated and implied.</b></p> <p>To use relevant prior knowledge, as well as details from the text to form predictions and justify them.</p> <p>To monitor predictions, and compare them with the text as they read on.</p>	<p>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.</p> <p>To confirm and modify predictions as they read on.</p>	<p>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.</p> <p>To confirm and modify predictions in light of new information.</p>	
<b>Asking Questions</b>	<p>To begin to understand simple recall questions with support, using given starting words (who and how).</p> <p>To generate simple recall questions with support, using given starting words (who, when, how, why) to clarify what they are thinking about a story.</p>	<p>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.</p>	<p>To generate literal recall questions of their own which go with the text they are reading, before, during and after reading.</p> <p>To use their own question words and begin to be able to change their questions as they progress through the text.</p> <p><b>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.</b></p>	<p>To generate a variety of questions, including retrieval and inferential questions to help them understand a text further.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	

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

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

		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