



Woolhampton Reading Progression

Reading – Word Reading	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and Decoding	To apply phonic knowledge and skills as the route to decode words.	To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.	To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.	To read fluently 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.
	To blend sounds in unfamiliar words using the GPCs that they have been taught.	To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.	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 knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*	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.*	
	To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.					
	To read words containing taught GPCs.	To accurately read most words of two or more syllables.	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.*			
	To read words containing -s, -es, -ing, -ed and -est endings.	To read most words containing common suffixes.*				
	To read words with contractions, e.g. I’m, I’ll and we’ll.					
Common Exception Words	To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.	To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.	To begin to read Y3/Y4 exception words.*	To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and sound and where these occur in the word.	To read most Y5/Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	
Fluency	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.	To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.	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.			
	To reread texts to build up fluency and confidence in word reading.	To reread these books to build up fluency and confidence in word reading.				
		To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.				

Reading – Comprehension	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding and Correcting Inaccuracies	<p>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>To check that the text makes sense to them as they read and to correct inaccurate reading.</p> <p>To explain clearly their understanding of what is read to them.</p>	<p>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>To check that the text makes sense to them as they read and to correct inaccurate reading.</p>	<p>To show understanding by checking the text makes sense.</p> <p>To ask questions to improve their understanding.</p>	<p>To show understanding by checking the text makes sense.</p> <p>To ask questions to improve their understanding.</p>	<p>To show understanding by checking the text makes sense.</p> <p>To ask questions to improve their understanding.</p>	<p>To show understanding by checking the text makes sense.</p> <p>To ask questions to improve their understanding.</p>
Range of reading	<p>To listen to and discuss a wide range of fiction, non-fiction and 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 listen to and participate in discussion about books, poems and other works that are read to them (at a level beyond at 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 make links between the text they are reading and other texts they have read (in texts that they can read independently).</p>	<p>To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>To use appropriate terminology when discussing texts (plot, character, setting).</p> <p>To make further links between texts and identify where the similarities are.</p>	<p>To discuss and compare texts from a wide variety of genres 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 read a wide range of genres, identifying the characteristics of 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 recommend texts to peers based on personal choice.</p>	<p>To read for pleasure, discussing, comparing and 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 guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.</p>
Poetry and performance	<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.</p> <p>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).</p> <p>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>

Vocabulary KS1: Draw upon knowledge of vocabulary in order to understand the text. KS2: Find and explain the meaning of words in context.	To discuss word meaning and link new meanings to those already known.	To discuss and clarify the meanings of words, linking new meanings to known vocabulary.	To check that a text makes sense to them, discussing their understanding and explaining the meaning of words in context.	To understand the meaning of a range of words in context. To use dictionaries to check the meaning of words that they have read.	To understand the meaning of a wide range of words in context. To be able to find synonyms and antonyms in a text for given words. To use dictionaries to check the meaning of words that they have read.	To explain the meaning of words given in context. To be able to suggest synonyms and antonyms for words given in context.
Inference KS1: Make inferences from the text. KS2: Make and justify inferences using evidence from the text.	To begin to make simple inferences on the basis of what is being said and done.	To make inferences on the basis of what is being said and done. To be able to ask and answer questions about a text.	To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.	To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.	To draw inferences from characters' feelings, thoughts and motives from their actions and to be able to justify their views with evidence. To consider the viewpoint of different characters.	To draw inferences from characters' feelings, thoughts and motives from their actions and to be able to justify their views with a range of evidence. To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). To discuss how characters change and develop through texts by drawing inferences based on indirect clues.
Prediction KS1: Predict what you think will happen based on the information that you have been given. KS2: Predict what might happen from the details given and implied.	To predict what might happen on the basis of what has been read so far.	To predict what might happen on the basis of what has been read so far in a text.	To justify predictions using evidence from the text.	To justify predictions from details stated and implied.	To make predictions based on details stated and implied, justifying them in detail with evidence from the text and from their wider knowledge.	To make predictions based on details stated and implied, justifying them in detail with evidence from the text and their wider knowledge of similar texts, or personal experiences.
Explain KS1: Explain your preferences, thoughts and opinions about the text. KS2: Identify/explain how information/narrative content is related and contributes to the meaning as a whole. Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text	To join in discussions about what they like and dislike about a text.	To discuss their favourite words and phrases. To ask and answer questions, and to give their opinions on the characters, settings and different types of text. To recognise simple recurring literary language in stories and poetry.	To discuss the author's choice of words and phrases for effect. To discuss how and why different texts are structured in different ways.	To discuss vocabulary and phrases used to capture the reader's interest and imagination. To recognise 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).	To discuss vocabulary used by the author to create effect including figurative language. To evaluate the use of author's language and explain how it has created an impact on the reader. To compare characters, settings and themes within a text. To discuss how and why authorial style, themes and features vary over a wide range of texts.	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. To compare characters, settings and themes within a text and across more than one text. To evaluate how structure and presentation contribute to meaning.

<p>Retrieve</p> <p>KS1: Identify/explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</p> <p>KS2: Retrieve and record key information/key details from fiction and non-fiction</p>	<p>To be able to answer questions about the text in discussion with the teacher.</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 be introduced to a range of non-fiction texts and recognise that these are different to fiction books.</p>	<p>To be able to identify whether a text is fiction or non-fiction based on their understanding that non-fiction texts are structured differently to fiction texts.</p> <p>To be able to identify the key features of non-fiction and fiction texts.</p> <p>To be able to answer questions related to when, where, how and why.</p>	<p>To retrieve and record information from non-fiction texts.</p> <p>To be able to answer a range of retrieval questions about a text.</p>	<p>To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.</p> <p>To be able to ask and answer question about a text and be able to justify their answers.</p> <p>To discuss the different features of different genres.</p>	<p>To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.</p> <p>To begin to distinguish between statements of fact and opinion.</p> <p>To be able to identify the genre of a text and explain how they know.</p> <p>To be able to answer questions about a text and provide evidence to justify their answers.</p>	<p>To retrieve, record and present information from non-fiction texts.</p> <p>To use non-fiction materials for purposeful 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 independently distinguish between opinions and facts and provided reasoned justification for these views.</p> <p>To be able to answer detailed questions about a text and provide evidence to support their answers.</p>
<p>Sequence (KS1)</p> <p>Sequence the key events in the story.</p> <p>Summarise (KS2)</p> <p>Summarise the main ideas from more than one paragraph</p>	<p>To retell familiar stories in order and in increasing detail.</p>	<p>To discuss the sequence of events in books and how items of information are related.</p>	<p>To be able to identify the main ideas within a paragraph or section of text and summarise these.</p>	<p>To identify main ideas drawn from more than one paragraph within a text and summarise these.</p>	<p>To summarise the main ideas from more than one paragraph, identifying key details that support these ideas.</p>	<p>To summarise the main ideas from more than one paragraph, identifying key details that support these ideas.</p>

** These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.*