



# Whiston Willis Primary Academy

Curriculum Progression  
Subject: Reading

		Word Reading ELG 9	Comprehension ELG 8
EYFS	LITERACY Educational Programmes	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Say a sound for each letter in the alphabet and at least 10 digraphs;</li> <li>- Read words consistent with their phonic knowledge by sound-blending;</li> <li>- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <p><b><u>Nursery</u></b>  <b>Understand the five key concepts about print:</b></p> <ul style="list-style-type: none"> <li>• print has meaning</li> <li>• print can have different purposes</li> <li>• we read English text from left to right and from top to bottom</li> <li>• the names of the different parts of a book</li> <li>• page sequencing</li> </ul> <p><b>Develop their phonological awareness, so that they can:</b></p> <ul style="list-style-type: none"> <li>• spot and suggest rhymes</li> <li>• count or clap syllables in a word</li> <li>• recognise words with the same initial sound, such as money and mother</li> </ul> <p><b><u>Reception</u></b></p> <ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them.</li> <li>• Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</li> <li>• Read some letter groups that each represent one sound and say sounds for them.</li> </ul>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</li> <li>- Anticipate – where appropriate – key events in stories;</li> <li>- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul> <p><b><u>Nursery</u></b></p> <ul style="list-style-type: none"> <li>• Engage in extended conversations about stories, learning new vocabulary.</li> </ul> <p><b><u>Reception</u></b></p> <ul style="list-style-type: none"> <li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>• Re-read what they have written to check that it makes sense.</li> </ul>
	<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy</p>		

	<p>recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p>	<ul style="list-style-type: none"> <li>• Read a few common exception words matched to the school's phonic programme.</li> <li>• Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</li> </ul>	
	<p>Word Recognition</p>		<p>Comprehension</p>

Year 1 and 2

- Can apply phonic knowledge and skills as the route to decode words
- Responds speedily with the correct sound to graphemes for all 40+ phonemes
- Reads accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- Recognises common exception words
- Reads words with –s, –es, –ing, –ed, –er and –est endings
- Decodes other words of more than one syllable that contain taught GPCs
- Reads words with contraction
- Rereads books to build up fluency and confidence in word reading
- Continues to apply phonic knowledge and skills as the route to decode words
- Reads accurately by blending the sounds in words that contain the graphemes taught so far
- Recognises alternative sounds for grapheme
- Reads accurately words of two or more syllables
- Reads further common exception words identifying unusual correspondences between spelling and sound
- Reads most words quickly and accurately, without overt sounding and blending
- Reads aloud books without undue hesitation
- Rereads known books

Word Recognition

- Listens to and can discuss a wide range of poems, stories and non-fiction
- Can link what they read or hear to their own experiences
- Can join in with predictable phrases
- Can recite by heart nursery rhymes and simple poems
- Discusses word meanings, linking new meanings to those already known
- Checks that the text makes sense to them as they read
- Self corrects inaccurate reading
- Discusses the significance of the title and events
- Makes simple inferences on the basis of what is being said and done
- Predicts what might happen on the basis of what has been read so far
- Participates in discussion about what is read to them with an adult
- Takes turns and listens to what others say
- Can discuss the sequence of events in books
- Retells a wider range of stories, fairy stories and traditional tales
- Has experience of non-fiction books that are structured in different ways
- Recognises simple recurring literary language in stories and poetry
- Recognises simple recurring literary language in stories and poetry
- Clarifies the meanings of words, linking new meanings to known vocabulary
- Tells you their favourite words and phrases
- Knows a repertoire of poems learnt by heart with appropriate intonation
- Draws on background information and vocabulary provided by the teacher
- Checks that the text makes sense to them as they read
- Answers and asks relevant questions
- Predicts what might happen on the basis of what has been read so far
- Participates in small group discussion about books

Comprehension

## Year 3 and 4

- Applies their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet
- Reads further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
- Applies their knowledge of root words, prefixes and suffixes to understand the meaning of new words they meet
- Reads unusual words fluently, noting the unusual correspondences between spelling and sound, and where these occur in the word

- Listens to a wide range of fiction, poetry, plays, non-fiction and reference books
- Reads books that are structured in different ways
- Reads for a range of purposes
- Uses dictionaries to check the meaning of words that they have read
- Reads a wide range of books, including fairy stories
- # Can retell stories read independently orally
- Identifies themes in some books to discuss
- Discusses words that capture the reader's interest
- Recognises some different forms of poetry
- Explains the meaning of words in context
- Asks questions to improve understanding of a text
- Draws inferences such as inferring characters' feelings
- Predicts what might happen from details stated
- Summarises main ideas drawn from more than one paragraph
- Identifies how presentation can contribute to meaning
- Retrieves information from non-fiction
- Participates in class discussion about books that are read to them
- Reads a wide range of fiction, poetry, plays, non-fiction and reference books
- Uses reference books to answer questions and navigates them using their features
- Navigates dictionaries efficiently to check the meaning of words that they have read
- Recognises familiar themes in stories
- Has knowledge of a wide range of fiction, including myths and legends
- Can retell narratives to an audience
- Prepares poems and play scripts to read aloud and to perform
- Discusses phrases that capture the reader's imagination
- Recognises some different forms of poetry in form and style
- Explains the meaning of unusual words using a variety of clues
- Asks questions to investigate author's intentions
- Draws inferences such as inferring characters' thoughts and motives
- Predicts what might happen from details implied
- Summarises main ideas succinctly
- Identifies how language and structure can contribute to meaning
- Retrieves and record information from non-fiction
- Participates in class discussion about books that are read to them



		Word Recognition	Comprehension
Year 5 and 6		<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Maintains positive attitudes to reading</li> <li>Can read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books</li> <li>Reads books for a range of purposes</li> <li>Makes comparisons within and across books</li> <li>Knows a wider range of poetry by heart</li> <li>Identifies themes in a wide range of fiction</li> <li>Explores the meaning of words in context using a variety of contextual clues and through grammatical knowledge</li> <li>Makes inferences and justifies with evidence</li> <li>Predicts what might happen from details stated and implied</li> <li>Distinguishes between statements of fact and opinion</li> <li>Retrieve, record and present information from non-fiction</li> <li>Participates 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</li> <li>Summarises the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</li> <li>Talks positively about reading to peers and younger children recommending books that they have read, giving reasons for their choices</li> <li>Demonstrates familiarity with 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</li> <li>Discusses themes and conventions in and across a wide range of writing</li> <li>Can answer questions (in written form) on and around texts, including non-fiction texts, succinctly</li> <li>Summarises the main ideas drawn from across a text</li> <li>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</li> <li>Provide reasoned justifications for their views on books and use the text to focus answers</li> <li>Distinguishes between statements of fact and opinion</li> <li>Retrieve, record and present information from non-fiction</li> </ul>

			<ul style="list-style-type: none"><li>• Participates 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</li></ul>
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