



## The Wolds Federation - Reading Progression Document

|                  | Reception                                                                                                                                                                                                             | Year 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Year 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Year 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Year 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Year 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Year 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| Decoding         | <ul style="list-style-type: none"> <li>use phonic knowledge to decode regular words and read them aloud accurately</li> <li>read and understand simple sentences</li> <li>read some common irregular words</li> </ul> | <ul style="list-style-type: none"> <li>apply phonic knowledge to decode words</li> <li>respond with the correct sound for graphemes for all 40+phonemes – including alternative sounds</li> <li>read accurately by blending taught GPCs</li> <li>read common exception words eg: the, said, once, she, friend, school</li> <li>read common suffixes -s, -es, -ing, -ed, -est</li> <li>read multi-syllable words containing taught GPCs</li> <li>read contractions such as I'm, can't, we'll.</li> <li>Know that apostrophes represent omitted letters</li> <li>read aloud phonically-decodable texts</li> <li>read pseudo words with accuracy – including vowel digraphs and trigraphs</li> </ul> | <ul style="list-style-type: none"> <li>apply phonic knowledge and skills consistently to decode quickly and accurately</li> <li>read accurately by blending, including alternative sounds for graphemes</li> <li>read multi-syllable words containing these graphemes</li> <li>read common suffixes such as: -ment, -less, -ness, -ful and -ly</li> <li>read exception words, noting unusual correspondences (including words from the Y2 Spelling appendix such as because, beautiful, everybody, should, whole, parents, money)</li> <li>read most words quickly and accurately without overt sounding and blending</li> <li>read some phonically-decodable books with fluency, sound out unfamiliar words automatically</li> <li>reread books to build up fluency and confidence</li> </ul> | <ul style="list-style-type: none"> <li>read with fluency a range of age appropriate text types – including fairy stories, myths and legends, poetry, plays, non-fiction books - reading at a speed sufficient for them to focus on understanding with some support</li> <li>read most common exception words by sight – including all those in the Y2 spelling appendix – noting unusual correspondence between spelling and sound</li> <li>know the full range of GPCs and use phonic skills consistently and automatically to address unfamiliar or challenging words</li> <li>determine the meaning of new words by sometimes applying knowledge of root words and their affixes eg: disagree, misbehave, incorrect</li> <li>prepare poems and play scripts to read aloud and perform – showing appropriate intonation and volume when reciting to reading aloud</li> </ul> | <ul style="list-style-type: none"> <li>read with fluency a range of age appropriate text types – including fairy stories, myths and legends, poetry, plays, non-fiction books – reading at a speed sufficient for them to focus on understanding</li> <li>read most common exception words effortlessly – noting unusual correspondence between spelling and sound</li> <li>know the full range of GPCs and use phonic skills consistently and automatically to address unfamiliar or challenging words with few errors</li> <li>determine the meaning of new words by sometimes applying knowledge of root words and their affixes eg information, invasion, enclosure, mountainous</li> <li>prepare poems and play scripts to read aloud and perform – demonstrating understanding by showing appropriate intonation and volume when reciting to reading aloud</li> </ul> | <ul style="list-style-type: none"> <li>fluently and automatically read a range of age-appropriate texts including both modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books</li> <li>determine the meaning of new words by applying morphological knowledge of root words and affixes eg: suspect/suspicious, change/changeable, receive/reception</li> <li>know securely the different pronunciations of words with the same letter-string eg: bought, rough, cough, though, plough</li> <li>use appropriate intonation, tone and volume when reciting or reading aloud to an audience with an intention to make the meaning clear</li> </ul> | <ul style="list-style-type: none"> <li>fluently and effortlessly read the full range of age-appropriate texts including both modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books</li> <li>determine the meaning of new words by applying morphological knowledge of root words and affixes eg: ambitious, infectious, observation, innocence</li> <li>use appropriate intonation, tone and volume when reciting or reading aloud to an audience making the meaning clear by how they present the text</li> </ul> |
| Range of reading | <ul style="list-style-type: none"> <li>listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</li> </ul>                                   | <ul style="list-style-type: none"> <li>listen to and discuss a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>listen to, discuss and express views about a wide range of fiction, poetry and plays – sometimes at a level</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>listen to, discuss and express views about a wide range of fiction, poetry and plays – beginning to justify comments</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>read a growing repertoire of texts – both fiction and nonfiction</li> </ul> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Recommended books:</p> <ul style="list-style-type: none"> <li>Wolf Brother</li> </ul> </div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>demonstrate a positive attitude by frequently reading a wide range of texts – both fiction and non-fiction</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |



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|                        | <p>Recommended books:</p> <ul style="list-style-type: none"> <li>• Dear Zoo</li> <li>• We're going on a bear hunt</li> <li>• Brown bear, brown bear, what do you see?</li> <li>• Jasper's beanstalk</li> <li>• The Very Hungry Caterpillar</li> <li>• Hairy Maclary from Donaldson's dairy</li> <li>• Each peach, pear, plum</li> <li>• The Gruffalo</li> <li>• Handa's surprise</li> <li>• Rosie's walk</li> <li>• Mr Gumpy's Outing</li> <li>• Can't you sleep, Little Bear?</li> <li>• Alfie gets in first</li> <li>• Where's Spot?</li> <li>• The elephant and the bad baby</li> <li>• Elmer</li> </ul> | <ul style="list-style-type: none"> <li>• link what they read or hear read to their own experiences</li> </ul> <p>Recommended books:</p> <ul style="list-style-type: none"> <li>• The Flower</li> <li>• Cops and robbers</li> <li>• Peace at last</li> <li>• Dogger</li> <li>• Beegu</li> <li>• Not now, Bernard</li> <li>• Funny bones</li> <li>• Gorilla</li> </ul> | <p>beyond that at which they can read independently</p> <p>Recommended books:</p> <ul style="list-style-type: none"> <li>• Tuesday</li> <li>• Where the wild things are</li> <li>• Traction Man is here</li> <li>• The bear and the piano</li> <li>• Amazing Grace</li> <li>• Douglas' deep sea diary</li> <li>• Flat Stanley</li> <li>• Mr Majeka</li> </ul> | <p>beyond that which they can read independently</p> <p>Recommended books:</p> <ul style="list-style-type: none"> <li>• The Hodgeheg</li> <li>• Hansel and Gretel</li> <li>• The Iron Man</li> <li>• The sheep pig</li> <li>• Butterfly Lion</li> <li>• The Twits</li> <li>• The hundred-mile an hour dog</li> <li>• The true story of the 3 little pigs</li> </ul> | <p>Recommended books:</p> <ul style="list-style-type: none"> <li>• Bill's new frock</li> <li>• The Firework Maker's daughter</li> <li>• A fairy tale</li> <li>• Stig of the dump</li> <li>• The BFG</li> <li>• Voices in the park</li> <li>• The demon headmaster</li> </ul> | <ul style="list-style-type: none"> <li>• Why the whales came</li> <li>• The day war came</li> <li>• Varjak Paw</li> <li>• FArTHER</li> <li>• There's a boy in the girl's bathroom</li> <li>• Kensuke's Kingdom</li> <li>• Journey to Jo'burg</li> </ul>                                                                                                  | <p>Recommended books:</p> <ul style="list-style-type: none"> <li>• Skellig</li> <li>• Wonder</li> <li>• The name of this book is secret</li> <li>• A boy called Hope</li> <li>• Illegal</li> <li>• The railway children</li> </ul>         |
| Familiarity with texts | <ul style="list-style-type: none"> <li>• listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>• become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>• recognise and join in with predictable phrases</li> </ul>                                                                                                            | <ul style="list-style-type: none"> <li>• become increasingly familiar with and retell a wide range of stories, fairy stories and traditional tales</li> <li>• recognise simple recurring literary language in stories and poetry</li> </ul>                                                                                                                   | <ul style="list-style-type: none"> <li>• identify themes and conventions in a range of books</li> </ul>                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>• identify themes and conventions in a range of books including the conventions of myths and play scripts and begin to make comparisons</li> </ul>                                                                                    | <ul style="list-style-type: none"> <li>• be familiar with a range of text types including modern fiction and fiction from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference books</li> <li>• discuss and comment on themes and conventions in various genres</li> </ul> | <ul style="list-style-type: none"> <li>• demonstrate familiarity with different texts types</li> <li>• accurately identify and comment on the features, themes and conventions across a range of texts and understand their use</li> </ul> |
| Poetry and performance | <ul style="list-style-type: none"> <li>•</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>• appreciate rhymes and poems, and recite some by heart</li> </ul>                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>• build up a repertoire of poems learnt by heart, appreciate these and recite some with appropriate intonation to make the meaning clear</li> </ul>                                                                                                                                                                    | <ul style="list-style-type: none"> <li>• recognise some different forms of poetry such as shape poems, free verse or narrative and explain their differences</li> </ul>                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>• recognise, compare and evaluate several different forms of poetry such as free verse, rhyming, shape, narrative, humorous etc...</li> </ul>                                                                                         | <ul style="list-style-type: none"> <li>• read and recite age-appropriate and more challenging poetry that has been learned by heart</li> </ul>                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>• demonstrate that they have learned a wide range of poetry by heart</li> </ul>                                                                                                                     |



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| Word meanings | <ul style="list-style-type: none"> <li></li> </ul>                                                                                    | <ul style="list-style-type: none"> <li>discuss word meanings, link new meanings to those already known</li> </ul>                                                                                                                                 | <ul style="list-style-type: none"> <li>discuss and clarify the meanings of words, linking new meanings to known vocabulary</li> <li>discuss favourite words and phrases</li> </ul>                                                                                                                                                          | <ul style="list-style-type: none"> <li>explain the meaning of words in context; use dictionaries to check meanings</li> <li>discuss words and phrases that capture the reader's interest and imagination</li> </ul>                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>explain the meaning of more words in context with greater precision; using dictionaries to check meanings independently</li> <li>discuss and explain words and phrases that capture the reader's interest and imagination</li> </ul>                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>discuss their understanding of the meaning of words in context – finding other words which are similar</li> </ul>                                                                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>explore finer meanings of words</li> <li>show, discuss and explore their understanding of the meaning of vocabulary in context</li> </ul>                                                                                                                                                                                                                                                                                                         |
| Understanding | <ul style="list-style-type: none"> <li>demonstrate their understanding when talking with others about what they have read.</li> </ul> | <ul style="list-style-type: none"> <li>draw on what they already know or on background information and vocabulary provided by the teacher</li> <li>check that the text makes sense to them as they read and correct inaccurate reading</li> </ul> | <ul style="list-style-type: none"> <li>discuss the sequence of events in books and how items of information are related</li> <li>draw on what they already know or on background information and vocabulary provided by the teacher</li> <li>check that the text makes sense to them as they read and correct inaccurate reading</li> </ul> | <ul style="list-style-type: none"> <li>check the text makes sense, reading to the punctuation and usually re-reading or self-checking</li> <li>explain and discuss their understanding of the text eg: explain events; describe a character's actions</li> <li>identify how language, structure and presentation contribute to meaning eg: trembling indicates that the child is scared; text box provides a list of quick facts</li> </ul> | <ul style="list-style-type: none"> <li>check that the text makes sense, reading to the punctuation and habitually re-reading</li> <li>explain and discuss their understanding of the text eg: describe a sequence of events; the way a character changes through the story etc...</li> <li>identify and summarise main ideas drawn from more than one paragraph eg: a persuasive message to recycle rubbish *identify how language, structure and presentation contribute to meaning including identifying key topics within paragraphs</li> </ul> | <ul style="list-style-type: none"> <li>provide straightforward explanations for the purpose of the language, structure and presentation of texts eg: use of bullet points; how a letter is set out; introductory paragraphs</li> <li>make comparisons within and across texts eg: compare two ghost stories</li> <li>distinguish fact from opinion with some accuracy and awareness of ambiguity</li> <li>summarise main ideas from more than one paragraph – identifying key details which support the main idea</li> </ul> | <ul style="list-style-type: none"> <li>identify language, structural and presentational features in texts and explain how they contribute to meaning</li> <li>use contextual evidence to make sense of the text</li> <li>make accurate and appropriate comparisons within and across different texts</li> <li>distinguish between fact and opinion accurately and discuss ambiguity between the two</li> <li>confidently summaries content drawn from more than one paragraph</li> </ul> |
| Inference     |                                                                                                                                       | <ul style="list-style-type: none"> <li>discuss the significance of the title and events</li> <li>make inferences on the basis of what is being said and done</li> </ul>                                                                           | <ul style="list-style-type: none"> <li>make inferences on the basis of what is being said and done</li> <li>answer and ask questions</li> </ul>                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>draw inferences and justify with evidence eg: characters' feelings, thoughts and motives from their actions or words</li> </ul>                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>draw inferences and justify with evidence eg: characters' feelings, thoughts and motives from their actions /words – and draw comparisons with little prompting</li> </ul>                                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>draw inferences and justify these with evidence from the text eg: explain how a character's feelings changed and how they know this</li> </ul>                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>make developed inferences and explain and justify with textual evidence to support their reasoning</li> </ul>                                                                                                                                                                                                                                                                                                                                     |



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| Prediction         | <ul style="list-style-type: none"> <li>listen to stories, accurately anticipating key events</li> </ul> | <ul style="list-style-type: none"> <li>predict what might happen on the basis of what has been read so far</li> </ul>                                                                                                 | <ul style="list-style-type: none"> <li>predict what might happen on the basis of what has been read so far</li> </ul>                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>predict what might happen from simple details both stated and implied</li> </ul>                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>make credible predictions about what might happen from details stated and implied</li> </ul>                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>make credible and insightful predictions</li> </ul>                                                                                                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>make credible and insightful predictions which are securely rooted in the text</li> </ul>                                                                                                                                                                                                                                                                                                                         |
| Authorial intent   |                                                                                                         | <ul style="list-style-type: none"> <li></li> </ul>                                                                                                                                                                    | <ul style="list-style-type: none"> <li></li> </ul>                                                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li></li> </ul>                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li></li> </ul>                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>discuss and evaluate how authors use language, including figurative language – and its effect on the reader</li> </ul>                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>identify the effect of language, including figurative; explain and evaluate its effect – including impact and suitability of choice</li> </ul>                                                                                                                                                                                                                                                                    |
| Non-fiction        |                                                                                                         | <ul style="list-style-type: none"> <li>listen to and discuss a range of non-fiction texts, draw on what they already know and on background information and vocabulary provided by the teacher</li> </ul>             | <ul style="list-style-type: none"> <li>be introduced to non-fiction books that are structured in different ways</li> </ul>                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>listen to and discuss a range of non-fiction and reference or text books that are structured in different ways; identify their characteristics and recognise typical presentational features</li> <li>retrieve and record information from non-fiction texts</li> </ul>                                                    | <ul style="list-style-type: none"> <li>listen to and discuss a range of non-fiction and reference or text books that are structured in different ways recognising typical presentational features</li> <li>know how information is signposted in reference book and use this to retrieve and record information from non-fiction / reference texts</li> </ul>             | <ul style="list-style-type: none"> <li>confidently retrieve, record and present information from nonfiction texts</li> </ul>                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>retrieve, record and present information from non-fiction texts – independently and creatively</li> </ul>                                                                                                                                                                                                                                                                                                         |
| Discussing reading |                                                                                                         | <ul style="list-style-type: none"> <li>participate in discussion about what is read to them, take turns and listen to what others say</li> <li>explain clearly their understanding of what is read to them</li> </ul> | <ul style="list-style-type: none"> <li>participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what other say</li> <li>explain and discuss their understanding of books, poems and other material, both those that they listen to and those they read for themselves</li> </ul> | <ul style="list-style-type: none"> <li>engage with a range of texts, making choices and explaining preferences; start to know preferred authors and text types; talk about books read both in and out of school</li> <li>during discussion about texts, ask questions to improve their understanding; take turns and listen to what others have to say</li> </ul> | <ul style="list-style-type: none"> <li>engage with a range of texts, making choices and explaining preferences; know some text types; talk about books read both in and out of school making textual references</li> <li>during discussion about texts, ask relevant questions to improve their understanding; take turns and build on what others have to say</li> </ul> | <ul style="list-style-type: none"> <li>recommend books to others – giving detailed reasons</li> <li>readily ask pertinent questions to enhance understanding</li> <li>participate confidently in discussion about books, expressing and justifying opinions, building on ideas and challenging others' views courteously</li> <li>explain what they know or have read – including through formal presentations and debates, using notes where necessary</li> </ul> | <ul style="list-style-type: none"> <li>state own preferences and recommend books to others – giving substantiated reasons</li> <li>pose hypotheses and ask probing questions to enhance understanding</li> <li>discuss books, expressing and justifying opinions, building ideas and challenging others' views courteously</li> <li>explain their understanding of what they have read – including through formal presentations and debates –</li> </ul> |



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|  |  |  |  |  |  |  | maintaining a focus on the topic |
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