



Westcliff Primary Academy

Whole School Progression Document-Reading

| Endpoints (Threshold Concepts) | Milestones | | | | | | |
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| | EYFS | KS1 | | LKS2 | | UKS2 | |
| | <i>Three- and four-year olds- Reception Early Learning Goals</i> | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Word Reading Phonics and Decoding | Pupils should be taught to: <i>Develop their phonological awareness so that they can:</i> <i>Spot and suggest rhymes</i> <i>Count or clap syllables in words</i> <i>Recognise words with the same initial sound, such as money and mother</i> <i>Read individual letters by saying</i> | Pupils should be taught to: Apply phonic knowledge and skills as the route to decode words. Blend sounds in unfamiliar words using the GPCs that they have been taught. Respond speedily, giving the correct sound to graphemes for all of the 40+ | Pupils should be taught to: Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. Read accurately by blending the sounds in words that contain the | Pupils should be taught to: Use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). Apply their growing knowledge of root words and | Pupils should be taught to: Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. Apply their knowledge of root words, prefixes and suffixes/word endings to read | Pupils should be taught to: Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. | Pupils should be taught to: 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 |

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| | <p>the sounds for them. Blend sounds into words, so that they can read short words made up of letter sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read simple phrases and sentences made up of words with known letter sound correspondences, and where necessary, a few exception words.</p> <p>Say a sound for each letter in the alphabet and at least 10 diagraphs.</p> <p>Read words consistent with their phonic knowledge by sound.</p> | <p>phonemes.</p> <p>Read words containing taught GPCs.</p> <p>Read words containing -s, -es, -ing, ed and -est endings. To read words with contractions, e.g. I'm, I'll and we'll.</p> | <p>graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>Accurately read most words of two or more syllables. To read most words containing common suffixes.</p> | <p>prefixes, including in-, im-, il-, ir-, dis-, mis-</p> <p>un-, re-, sub-, nter-, super-, anti- and auto-</p> <p>to begin to read aloud.*</p> <p>Apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion,</p> <p>-tion, -ssion and -cian,</p> <p>Begin to read aloud.</p> | <p>aloud fluently.</p> | <p>To apply their growing knowledge of root words, prefixes and suffixes/word endings, including</p> <p>-sion, -tion, -cial, -tial,</p> <p>-ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently</p> | <p>speed and skill, recognising their meaning through contextual cues.</p> |
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| | Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. | | | | | | |
| Common Exception Words | <p>Read a few common exception words- matched to Red Rose Phonics.</p> <p>Read some common irregular words</p> | 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 these occur in the word | To read most Y5/Y6 exception words, discussing the unusual correspondences between spelling and sound | To read all Y5/Y6 exception words, discussing the unusual correspondences between spelling and sound |
| Fluency | <p>Understand the five key concepts about print:</p> <p>Print has meaning</p> <p>The names of different parts of a book</p> <p>Print can have different purposes</p> | <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>Accurately read texts that are consistent with their developing phonic knowledge,</p> | <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>Read aloud books (closely matched to their improving phonic</p> | <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>At this stage, teaching comprehension skills should</p> | <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>At this stage, teaching comprehension skills should work alongside</p> | <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>At this stage, teaching comprehension skills should work alongside</p> | <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>At this stage, teaching comprehension skills should work alongside</p> |

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| | <p>Page sequencing</p> <p>We read English text from left to right and from top to bottom</p> <p>Blend sounds into words, so that they can read short words made up of letter- sound correspondences.</p> <p>Read simple phrases and sentences made up of words with known letter- sound correspondences and, where necessary, a few exception words.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Read aloud simple sentences and</p> | <p>that do not require them to use other strategies to work out words.</p> <p>Re read texts to build up fluency and confidence in word reading.</p> | <p>knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Re read these books to build up fluency and confidence in word reading.</p> <p>Read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</p> | <p>work alongside word reading and fluency.</p> <p>Any focus on word reading should support the development of vocabulary.</p> | <p>word reading and fluency.</p> <p>Any focus on word reading should support the development of vocabulary.</p> | <p>word reading and fluency.</p> <p>Any focus on word reading should support the development of vocabulary.</p> | <p>word reading and fluency.</p> <p>Any focus on word reading should support the development of vocabulary.</p> |
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| | books that are consistent with their phonic knowledge, including some common exception words. | | | | | | |
| <p>Understanding and Correcting Inaccuracies</p> <p>This concept involves understanding both literal and more subtle nuances of texts).</p> | <p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Listen to and talk about selected</p> | <p>Check that a text makes sense to them as they read and to self-correct where applicable</p> | <p>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Check that the text makes sense to them as they read.</p> | <p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of the words in context.</p> <p>Ask questions to improve their understanding of a text</p> | <p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of the words in context.</p> <p>Ask questions to improve their understanding of a text</p> | <p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of the words in context.</p> <p>Ask questions to improve their understanding of a text</p> <p>Recommend books that they have read to their peers, giving reasons for their choices.</p> | <p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of the words in context.</p> <p>Ask questions to improve their understanding of a text</p> <p>Recommend books that they have read to their peers, giving reasons for their choices.</p> |

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| | <p>non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> | | | | | | |
| <p>Comparing, Contrasting and Commenting</p> <p>This concept includes the ability to summarise</p> | <p>Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Retell the story, once they have</p> | <p>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>Link what they have read or have read to them to their own experiences.</p> <p>Retell familiar</p> | <p>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>Become</p> | <p>Recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Use appropriate terminology when discussing texts (plot, character, setting).</p> | <p>Discuss and compare texts from a wide variety of genres and writers.</p> <p>Read for a range of purposes.</p> <p>Identify themes and conventions in a wide range of books.</p> <p>Refer to authorial style, overall themes</p> | <p>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>Participate in discussions about books that are read to them</p> | <p>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> |

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| | <p>developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Demonstrate understanding of</p> | <p>stories in increasing detail.</p> <p>Join in with discussions about a text, taking turns and listening to what others say.</p> <p>Discuss the significance of titles and events.</p> | <p>increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p> <p>Discuss the sequence of events in books and how items of information are related.</p> <p>Recognise simple recurring literary language in stories and poetry.</p> <p>Ask and answer questions about a text.</p> <p>Make links between the text they are reading and other texts they have read (in texts that they can read independently).</p> | | <p>(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).</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Identify main ideas drawn from more than one paragraph and summarise these.</p> | <p>and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</p> <p>Identify main ideas drawn from more than one paragraph and to summarise these.</p> <p>Recommend texts to peers based on personal choice</p> | <p>Recognise more complex themes in what they read (such as loss or heroism).</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates</p> <p>Maintaining a focus on the topic and using notes where necessary.</p> <p>Listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in</p> |
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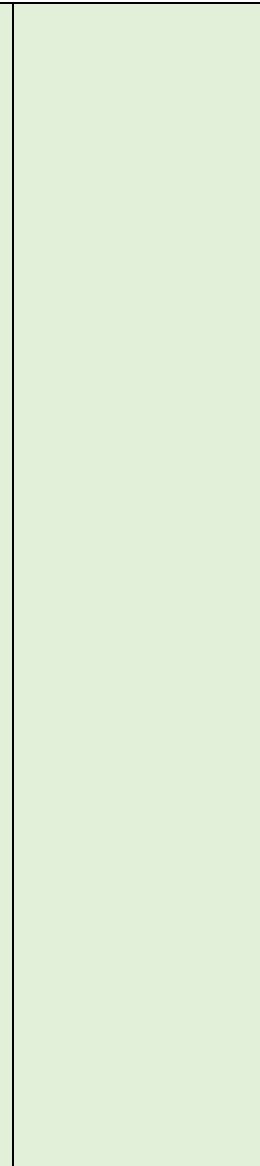
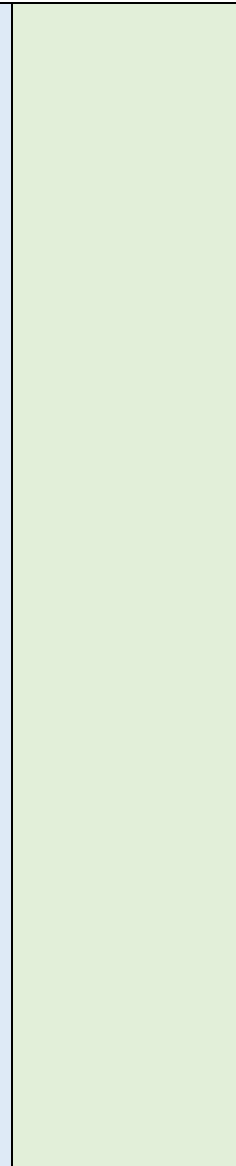
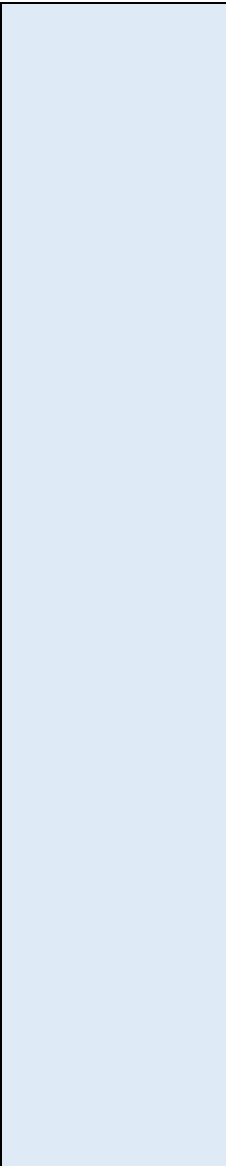
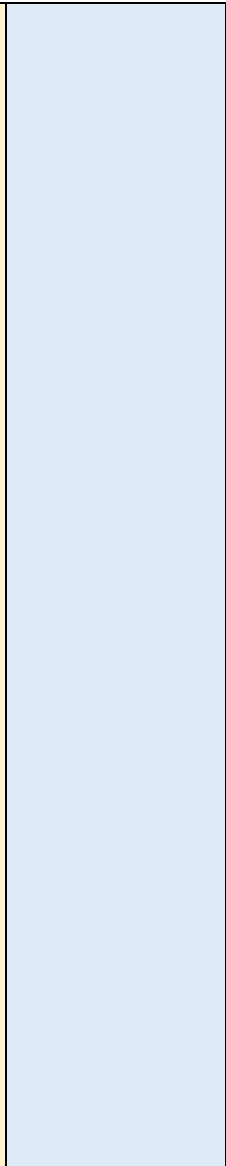
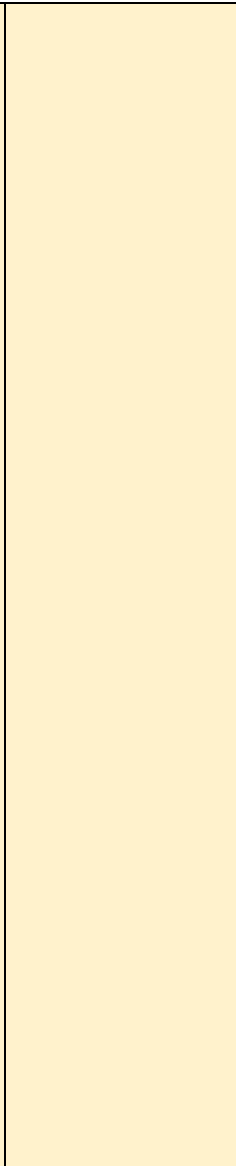
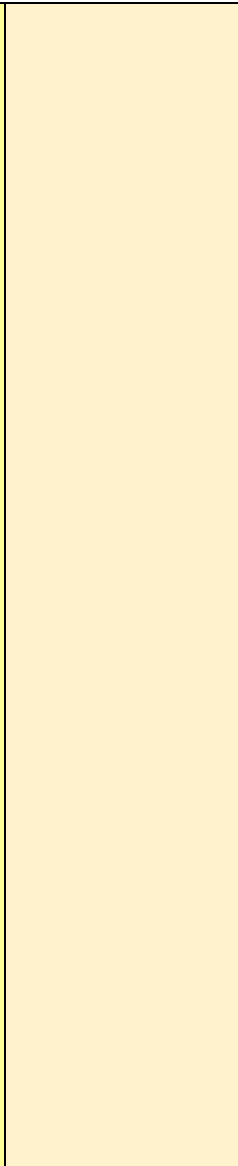
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| | what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. | | | | | | discussions. Draw out key information and to summarise the main ideas in a text. Distinguish independently between statements of fact and opinion, providing reasoned justifications for their views. Compare characters, settings and themes within a text and across more than one text. |
| Vocabulary (VIPERS) | Use a wider range of vocabulary Engage in extended conversations about stories, learning new vocabulary. | To discuss word meaning and link new meanings to those already known | Discuss and clarify the meanings of words, linking new meanings to known vocabulary. To discuss their favourite | Check that the text makes sense to them, discussing their understanding and explaining the meaning of | Discuss vocabulary used to capture readers' interest and imagination. | Discuss vocabulary used by the author to create effect including figurative language. Evaluate the | Analyse and evaluate the use of language, including figurative language and how it is used for effect, using |

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| | <p>Learn new vocabulary.</p> <p>Use new vocabulary throughout the day.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Offer</p> | | <p>words and phrases</p> | <p>words in context.</p> <p>Discuss authors' choice of words and phrases for effect.</p> | | <p>use of authors' language and explain how it has created an impact on the reader.</p> | <p>technical terminology such as metaphor, simile, analogy, imagery, style and effect.</p> |
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explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

Use and understand recently introduced vocabulary during discussions



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| | about stories, non-fiction, rhymes and poems and during role play. | | | | | | |
| Inference and Prediction (VIPERS) | <p>Understand 'why' questions.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Anticipate (where appropriate) key events in stories.</p> | <p>Begin to make simple inferences.</p> <p>Predict what might happen on the basis of what has been read so far</p> | <p>Make inferences on the basis of what is being said and done.</p> <p>Predict what might happen on the basis of what has been read so far in a text.</p> | <p>To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p> <p>To justify predictions using evidence from the text.</p> | <p>Draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.</p> <p>Justify predictions from details stated and implied.</p> | <p>Draw inferences from characters' feelings, thoughts and motives.</p> <p>Make predictions based on details stated and implied, justifying them in detail with evidence from the text.</p> | <p>Consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).</p> <p>Discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p> |
| Poetry and Performance | Sing a large repertoire of songs. | Recite simple poems by heart. | Continue to build up a repertoire of poems learnt by | To prepare and perform poems and play scripts | Recognise and discuss some different forms of poetry (e.g. | To continually show an awareness of audience when | To confidently perform texts (including poems learnt |

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| | <p>Know many rhymes, be able to talk about familiar books, and be able to tell along story.</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p>Remember and sing entire songs.</p> <p>Sing the melodic shape (moving melody, such as up and down</p> | | <p>heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.</p> | <p>that show some awareness of the audience when reading aloud.</p> <p>Begin to use appropriate intonation and volume when reading aloud.</p> | <p>free verse or narrative poetry).</p> <p>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>reading out loud using intonation, tone, volume and action.</p> | <p>by heart) using a wide range of devices to engage the audience and for effect.</p> |
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and down and up) of familiar songs.

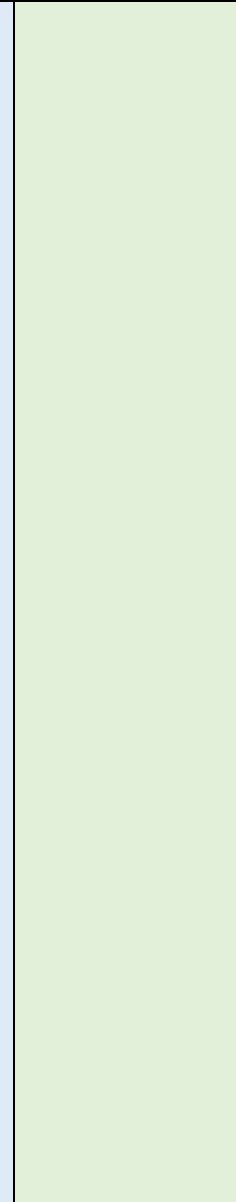
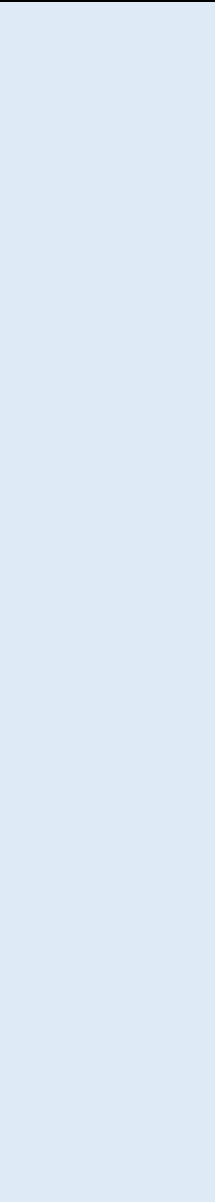
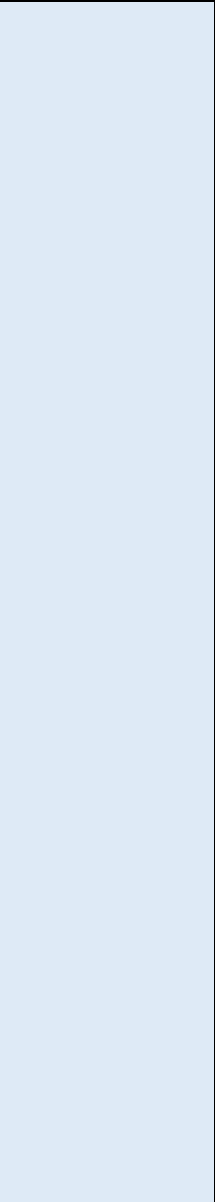
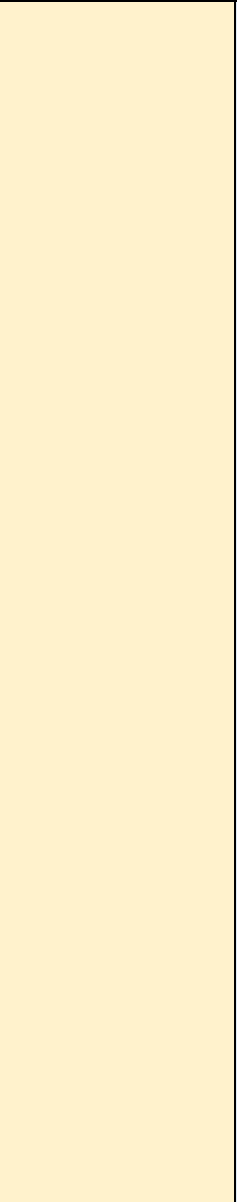
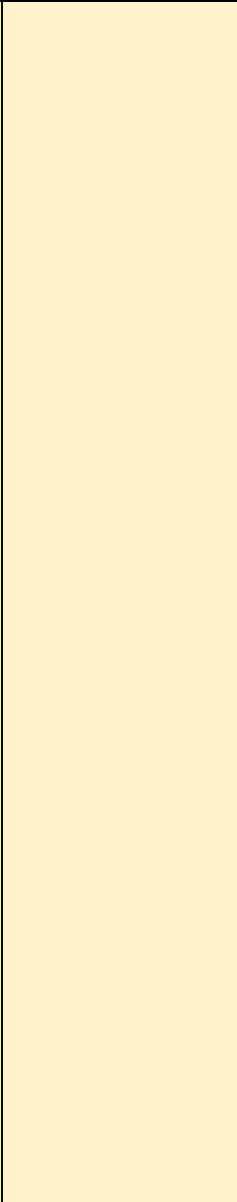
Create their own songs, or improvise a song around one they know.

Engage in story times.

Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.

Learn rhymes, poems and songs.

Sing in a group or on their own, increasingly matching the pitch and following the melody.

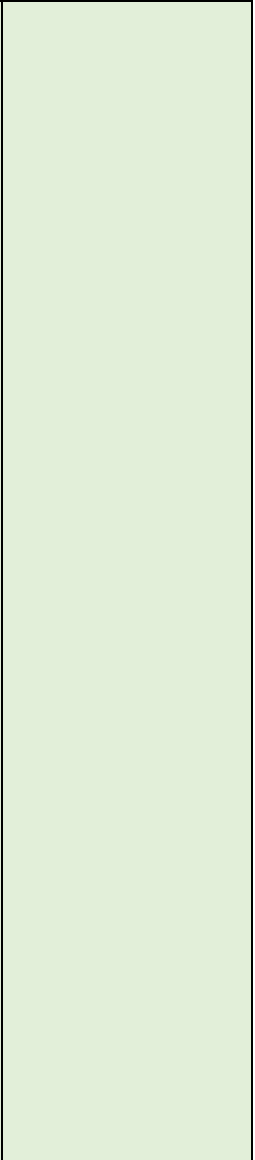
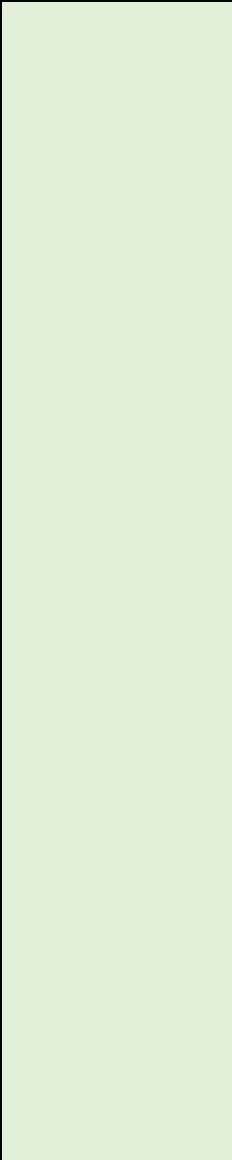
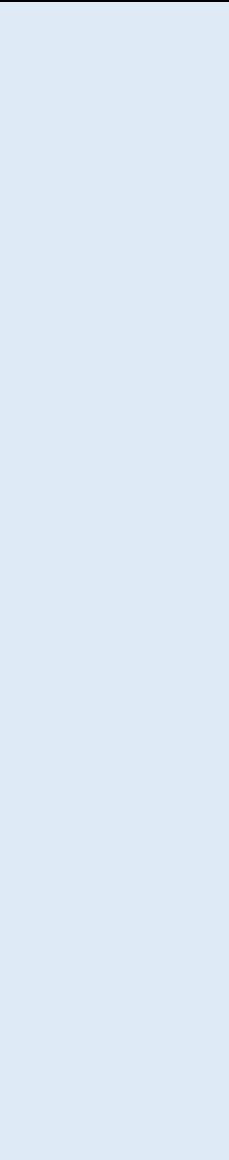
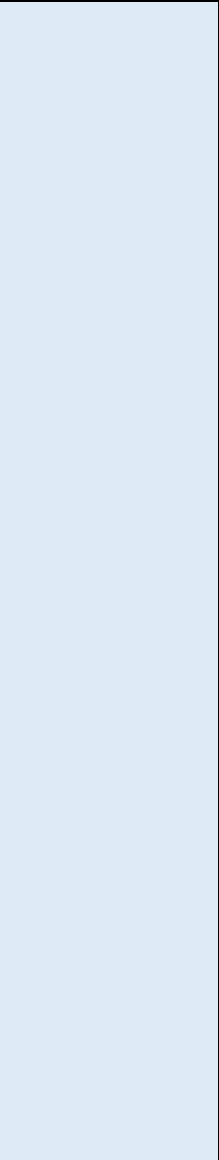
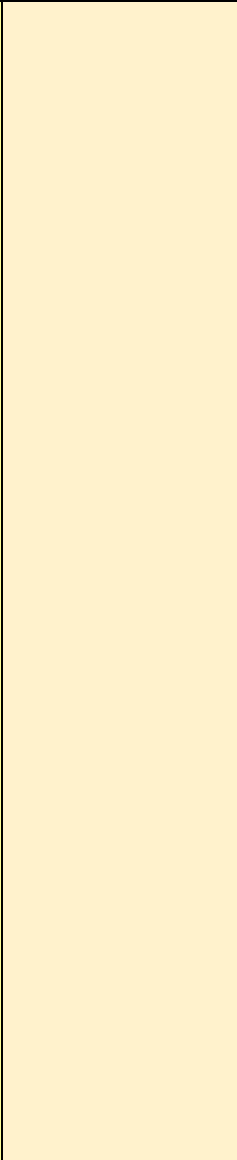


Develop story lines in through role/pretend play.

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

Make use of props and materials when role playing characters in narratives and stories.

Invent, adapt, and recount narratives and stories with their peers and their teacher.



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| | Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music. | | | | | | |
| Non-Fiction | <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when</p> | Recognise that non-fiction books are often structured in different way. | Begin to explore a variety of non-fiction texts, discussing structure and features. | Retrieve and record information from non-fiction texts. | <p>To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.</p> <p>Use dictionaries to check the meaning of unfamiliar vocabulary.</p> | <p>To use knowledge of texts and organisation devices, to retrieve, record and discuss information from fiction and non-fiction texts.</p> | <p>Retrieve and record and present information from non-fiction texts.</p> <p>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</p> |

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| | <p><i>appropriate</i></p> <p><i>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play</i></p> | | | | | | <p><i>gallery or museum visit or reading a theatre programme or review).</i></p> |
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An excellent reader will have:

- Excellent phonic knowledge and skills.
- Fluency and accuracy in reading across a wide range of contexts throughout the curriculum.
- Knowledge of an extensive and rich vocabulary.
- Excellent comprehension of texts.
- The motivation to read for both study and for pleasure.
- Extensive knowledge through having read a rich and varied range of texts.