Reading Progression of knowledge and skills

"We never tire of the friendships we form with books." Charles Dickens

Reading after phonics

We use Master Readers from Year 2 which is designed to develop reading fluency, comprehension and vocabulary knowledge through a whole-class, mastery model. From Year 2 to Year 6, once the children have secure early reading skills, all pupils participate in daily 30-minute lessons focusing on:

- Reading aloud and listening to high-quality, diverse core texts.
- Explicit vocabulary instruction to enhance word knowledge and usage.
- Shared discussion of comprehension strategies, such as predicting, inferring, summarising and retrieving.
- Guided and independent practice with comprehension questions.

The structure ensures that all children receive equitable exposure to high-quality texts, reading strategies and rich discussions.

MONDAY	TUESDAY	WEDNESDAY & THURSDAY	FRIDAY
Whole class shared reading of chosen text	Book Club	Visual Starter Comprehension Questions	Review

We take a systematic and structured approach, aligned with the National Curriculum for English (2014, updated 2021), which states that pupils should develop the habit of reading widely and often, for both pleasure and information.

Reading Strategies

Our core reading strategies are derived directly from the National Curriculum and include:

- Prediction
- Retrieval
- Inference
- Vocabulary

Children become active readers, capable of analysing and discussing texts critically. They also develop speaking and listening skills, which underpin their ability to express ideas and engage in collaborative learning. Teachers receive regular CPD and termly coaching sessions to ensure high-quality reading instruction is consistent and impactful.



Reading Across the School

- Carefully selected texts support learning in all subjects, helping children access complex ideas and knowledge.
- Staff promote reading for pleasure through library sessions, author events, book recommendations and daily reading aloud.
- Targeted interventions ensure children who need extra help receive timely, effective support.

Word reading - Decoding and common exception words						
Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Beginning to recognise some written names of peers, siblings or 'Mummy' / 'Daddy', for example Continuing a rhyming string and identifying alliteration Reading individual letters by saying the sounds for them Blending sounds into words to read short words made up of known letter-sound correspondences Reading some letter groups that each represent one sound and say sing the sounds Read a few common exception words matched with RWI Reading simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words Re-reading books to build up confidence in word reading, fluency, understanding and enjoyment.	Using knowledge to blend sounds together to read words, including phonemes Responding speedily with the correct sound to graphemes for all 40 plus phonemes, including where applicable, alternative sounds for graphemes Reading common exception words Reading accurately by blending words containing GPCs that have been taught. Reading familiar endings to words (-s, -es, -ing, -ed, -er, -est) Reading words containing the 'un' prefix Reading words with contractions and understanding that apostrophes represent the omitted letter(s)	Continuing to apply phonic knowledge and skills as the root to decode words until automatic decoding has become embedded and reading is fluent Reading accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes Reading further common exception words noting unusual correspondence between spelling and sound and where these occur in the word Reading aloud books closely matched to improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation	Using phonic knowledge to decode quickly and accurately (may still need support for reading longer words) Applying growing knowledge of root words prefixes and suffixes (etymology and morphology) to begin to read aloud and to understand the meaning of new words they meet Beginning to read Y3/Y4 common exception words (pages 11-17) English appendix 1: Spelling	Reading most words fluently, attempting to decode any unfamiliar words with increasing speed and skill. Applying knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud fluently and to understand the meaning of new words they meet Reading all of the Y3/Y4 common exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (pages 11-17) English appendix 1: Spelling	Reading fluently, decoding any unfamiliar words with speed and skill, recognising their meaning through contextual cues Applying growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud fluently and to understand the meaning of new words they meet Reading most Y5/ Y6 common exception words, noting the unusual correspondences between the spelling and sound and where these occur in the word (pages 18-26) English appendix 1: Spelling	Read most words effortlessly and work out how to pronounce unfamiliar words with increasing automaticity, recognising their meaning through contextual clues Reading fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes and their etymology and morphology Reading all of the Y5/ Y6 common exception words, noting the unusual correspondences between the spelling and sound and where these occur in the word pages 18-26) English appendix 1: Spelling

	Reading other words of more than one syllable that contain taught GPCs. Beginning to spot errors in decoding and attempt to self-correct. Beginning to be aware of, and use, alternative sounds for graphemes. Using reading experiences to support reading of unfamiliar words using strategies other than phonological decoding. Reading aloud accurately books that are consistent with developing phonic knowledge and that do not require other strategies to work out words. Re-reading these books to build up fluency and confidence in word reading.					
Please also refer to the Little Wandle progression document:						

Reading for pleasure and discussing tests - Book Talk

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Enjoying an increasing range of print and digital books, both fiction and nonfiction. Using vocabulary and forms of speech that are increasingly influenced by my experiences of reading. Describing main story settings, events and principal characters in increasing detail. Re-enact and reinvent stories they have heard in play. Understanding that information can be retrieved from books, computers and mobile digital devices. Able to recall and discuss stories or information that has been read to them or that they have read to themselves.	Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that which can be read independently. Encouraged to link what has been heard being read to their own experiences. Becoming increasingly familiar with key stories, fairy stories and traditional tales, retelling them and considering their characteristics. Recognising and joining in with predictable phrases. Learning to appreciate rhymes and poems and recite some by heart. Discussing word meanings, linking new meanings to those already known. Drawing on what is already known or on background information and vocabulary provided by the teacher to understand a text. Checking that the text makes sense during reading and correcting inaccurate reading. Discussing the significance of the title and events.	Beginning to participate in discussions about both books that are read to them and those they can read for themselves, by taking turns and listening to what others say. Continue to build a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. Reading non-fiction books that are structured in different ways. Drawing on what is already known or on background information and vocabulary provided by the teacher to understand a text. Checking that the text makes sense during reading and correcting inaccurate reading. Ask and answer questions about what is being read.	Beginning to participate in discussions about both books that are read to them and those they can read for themselves, by taking turns and listening to what others say. Developing an understanding of how to identify themes (big ideas) and conventions (key features of similar texts) in a wide range of books. Checking that the book makes sense to them by asking questions and exploring the meaning of words in context. Asking questions to improve understanding of the text. Identifying how language, structure, and presentation contribute to meaning. Discussing likes and dislikes about a text they have read and providing a reason.	Participate in discussions about both books that are read to them and those they can read for themselves, by taking turns and listening to what others say. Identifying themes (big ideas) and conventions (key features of similar texts) in a wide range of books and making comparisons to other texts. Checking that the book makes sense to them by asking questions, discussing their understanding and exploring the meaning of words in context within discussions. Asking questions to improve understanding of the text and articulate how this has supported understanding. Identifying how language, structure, and presentation contribute to meaning. Discussing preferences in the type of texts they read and providing a reason.	Participate in discussions about both books that are read to them and those they can read for themselves, beginning to respond to other people's opinions. Identifying and discussing themes (big ideas) and conventions (key features of similar texts) in and across a wide range of written material and making comparisons across them. Checking that the book makes sense to them by asking questions, discussing their understanding and exploring the meaning of words in context both in discussions and independently. Asking a range of questions linking to key reading skills to improve understanding of the text. Explaining how language, structure, and presentation contribute to meaning. Discussing reading preferences in detail and recommending books that they have read, giving reasons for their recommendations.	Participate in discussions about both books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. Identifying and discussing themes (big ideas) and conventions (key features of similar texts) in and across a wide range of written material, making comparisons across them and providing reasoning. Checking that the book makes sense to them by asking questions aloud and to themselves, discussing their understanding and exploring the meaning of words in context both in discussions and independently. Asking a range of questions linking to key reading skills to improve and deepen understanding of the different texts read. Explaining how language, structure, and presentation contribute to meaning. Discussing reading preferences in detail and recommending books/series/authors/genres that they have read, giving reasons for their recommendations. Explaining and discussing their understanding of what they have

	Making inferences based on what is being said and done. Predicting what might happen based on what has been read so far.				Explaining and discussing their understanding of what they have read, including through formal presentations and debates. Distinguishing between statements of fact and opinion.	read, including through formal presentations and debates. Distinguishing between statements of fact and opinion and use them to support my viewpoint.

Inference and deduction					
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Make simple inferences on the basis of what is being said and done.	Make inferences on the basis of what is being said and done. Use pictures or words to make inferences.	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying this with one piece of evidence from a specific part of the text.	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying this with more than one piece of evidence from a larger part of the text.	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying this with multiple pieces of evidence taken from across the text.	Drawing inferences about characters, discussing and providing evidence for the way they change and develop throughout the text and participating in discussion about this.

Prediction					
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Beginning to make simple predictions based on what's been read so far in a story and own life experiences.	Make logical predictions about what might happen on the basis of what has been read so far and give some explanation for my predictions. Ask and answer questions to support prediction. Predict what might happen on the basis of what has been read in terms of plot, character and language so far.	Predicting what might happen based on what has been read and discussed, providing some evidence for justification.	Predicting what might happen from details stated and implied by the author, discussing evidence for justification.	Predicting what might happen from details stated and implied by the author, finding and justifying reasons for the prediction via relevant evidence from the text.	Predicting what might happen from details stated and implied by the author, confidently finding and justifying reasons for the prediction and adapting predictions during reading or in line with new information presented.

Vocabulary					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Discuss word meanings, linking new meanings to those already known. Discuss their favourite words and phrases. Draw upon knowledge of vocabulary to understand the text. Join in with predictable phrases. Use some vocabulary provided by the teacher.	Discuss and clarify the meaning of words; linking new meanings to known vocabulary. Discuss their favourite words and phrases. Draw upon knowledge of vocabulary to understand the text. Recognise some recurring language in stories and poems and join in with them. Use and expand on vocabulary provided by the teacher.	Using simple dictionaries to find and check the meaning of words that they have read. Identifying and discussing new vocabulary from reading. Exploring the meaning of words and making accurate substitutions within written and oral learning. Understand how language choice helps to build meaning for the reader. Identifying and discussing words and phrases that capture the reader's interest and imagination.	Using dictionaries to find and check the meaning of words that they have read. Identifying, discussing and sharing new vocabulary from reading. Identifying some alternative words using a thesaurus in order to aid understanding of the word read. Discuss why the author has used certain words and the effect that these have on the reader. Identifying and discussing words and phrases that capture the reader's interest and imagination and provide reasoning.	Knowing when to use dictionaries to check the meaning of words that they have read to improve understanding. Identifying, discussing and sharing a range of new vocabulary from reading and using it within own writing and discussion. Identifying alternative words using a thesaurus to independently check meaning aid understanding of word read, using these in both written and oral learning. Discuss how the author's use of language impacts the reader (authorial technique). Identify and discuss the way that the author uses language to build meaning or mood, beginning to identify and understand the use of figurative language.	Independently choosing when to use a dictionary to check the meaning of words to gain a deeper understanding of what they have read. Identifying, discussing and sharing a wide range of new vocabulary from reading, using within own writing and discussion and understanding how the meaning may change depending on the context. Independently and accurately using a thesaurus to gain greater understanding of word meaning and broaden vocabulary range. Demonstrating broad vocabulary range in both written and oral learning. Discuss and evaluate how the author's use of language impacts the reader providing justification for opinion (authorial technique). Identify, discuss and evaluate how authors use language, including figurative language, considering how it affects the meaning and mood of the text and its impact on the reader.

Summarising and sequencing					
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Sequence the main events of a story. Beginning to discuss how events are linked.	Sequence the events of the story. Beginning to discuss how events are linked, focusing on the main content of the story.	Identifying the main ideas from a given paragraph and begin to develop strategies to summarise these ideas orally. Beginning to distinguish between the more important and less important ideas of a text.	Identifying the main ideas from more than one paragraph and can summarise these ideas. Identifying the more important parts of a text and how they link to the overall theme (big idea) to summarise.	Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. Identifying the most important themes (big ideas) and conventions (key features of similar texts) of a text, making connections across the text to summarise.	Summarising the main ideas from parts of a text, making links to the text as a whole and evaluating/analysing these various ideas and key details. Summarising entire texts as well as chapters and paragraphs, considering themes (big ideas) and conventions (key features of similar texts) and doing so in succinct and concise way, making connections across the text to summarise.

Reading a wide range of fiction and non-fiction texts			
Year 3	**Year 4**	**Year 5**	**Year 6**
Listening to and discussing a wide range of fiction, poetry, plays, non-fiction, reference books or textbooks, fairy tales, myths and legends. Retelling some of these orally. Reading books that are structured in different ways and reading for a range of purposes. Utilising the school library. Read frequently and widely to develop fluency, reading aloud to self if required. Reading for pleasure, selecting own book and substantiating choice - reading two texts by the same author/along the same theme. Being exposed to 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. Being exposed to a range of sources including nonfiction, reference books, newspapers and articles (could be online) in and out of school.	Listening to and discussing a wide range of fiction, poetry, plays, non-fiction, reference books or textbooks, fairy tales, myths and legends, both in and out of school. Retelling some of these orally and developing preferences to themselves. Reading books that are structured in different ways and reading for a range of purposes. Utilising the school library and developing an understanding of literary preferences. Read frequently and widely to develop fluency, developing the ability to read silently to self. Reading for pleasure, widely within a genre, theme or a series of books by the same author - building reading stamina with book choices. Increasing their 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. Increasing their familiarity with a range of sources including non-fiction, reference books, newspapers and articles (could be online) in and out of school.	Expanding their reading repertoire by reading and discussing a wider range of fiction, poetry, plays, non-fiction, reference books or textbooks, making informed choices about them based on preferences - sometimes shared. Reading books that are structured in different ways and reading for a range of purposes. Utilising the school library with an increasing understanding of their literary preferences. Read frequently and widely with increasing fluency both inside and outside of school. Reading for pleasure, building reading stamina with books choices from a wide breadth and depth of literature sometimes with contrasting themes and ideas. Developing their knowledge of 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. Reading from a range of sources including nonfiction, reference books, newspapers and articles (could be online) in and out of school.	Expanding their reading repertoire by reading and discussing a wider range of fiction, poetry, plays, non-fiction, reference books or textbooks, making informed choices about them and discussing them in detail with others. Reading books that are structured in different ways and reading for a range of purposes. Utilising the school library, being able to share and articulate clearly their literary preferences. Read frequently and widely with fluency both inside and out of school both for pleasure and for information. Regularly and consistently choosing to read for pleasure with a good reading stamina. Selecting books from a wide breadth and depth of literature, being able to articulate thoughts about contrasting themes and ideas. Developing preferences, making links between and discussing a wide range of books, including myths, legends and traditional stories, modern fiction from our literary heritage, and books from other cultures and traditions. Reading from a range of sources including nonfiction, reference books, newspapers and articles (could be online) in and out of school.

Understanding and analysing how texts are structured			
Year 3	**Year 4**	**Year 5**	**Year 6**
Identifying lists within a text. Identifying and noting the difference between titles and subtitles, headings and subheadings. Identifying images and captions with an understanding of their purpose. Identifying speech and the way it is organised within a text. Identifying and reading blurbs with an understanding of their purpose. Identifying the contents page and understanding its purpose. Identifying sentences and paragraphs within texts. Understand the difference between fiction and nonfiction texts and identify the differing structures.	Identifying lists within a text and how numbers can be used to organise them. Identifying and noting the difference between titles and subtitles, headings and subheadings and using them to support understanding. Identifying images and captions and using them to support understanding with an understanding of their purpose. Identifying speech and the way it is organised within a text. Identifying and reading blurbs to support with book selection with an understanding of their purpose. Identifying the contents page, understanding its purpose and using it to effectively read a text. Understanding the purpose of paragraphs within a text. Understand the difference between fiction and nonfiction texts and articulate why these texts are structured differently.	Identifying and understanding the purpose of lists within a text and how numbers and bullet points can be used to organise them. Confidently identifying, understanding the purpose of and using titles, subtitles, headings, subheadings, images, captions, blurbs and contents to support understanding. Understanding the purpose of and how texts utilise graphs, flow charts and graphic organisers. Identifying an index and understanding its purpose within a text. Identifying a glossary and understanding its purpose within a text.	Identifying and understanding the purpose of lists within a text and how numbers and bullet points can be used to organise them - articulating how this supports the reader. Confidently identifying, understanding the purpose of and using titles, subtitles, headings, subheadings, images, captions, blurbs and contents to support understanding. Understanding the purpose of and how texts utilise graphs, flow charts and graphic organisers. Identifying an index, understanding its purpose within a text and using it with confidence. Identifying a glossary, understanding its purpose within a text and using it with confidence. Understanding and being able to articulate the difference in the structure of speech in a play script and a fiction text.

Fluency			
Year 3	**Year 4**	**Year 5**	**Year 6**
Reading aloud accurately at a good pace. Beginning to use punctuation to read with appropriate expression. 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.	Reading aloud accurately at a good pace. Beginning to use punctuation to read with appropriate expression. 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.	Reading aloud accurately and fluently with confidence at speaking pace. Using meaning and punctuation for intonation and emphasis. 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. .	Reading aloud accurately and fluently with confidence at speaking pace. Using meaning and punctuation for intonation and emphasis. 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.

Poetry: Selecting and reciting			
Year 3	**Year 4**	**Year 5**	**Year 6**
Recognising some different forms of poetry e.g. free verse or narrative poetry. Preparing poems and play scripts to read aloud and to perform, showing some awareness of the audience. Reading aloud some learned poetry using rhythm and action. Forming opinions on likes and dislikes of poetry.	Recognising and discussing some different forms of poetry e.g. free verse or narrative poetry. Preparing poems and play scripts to read aloud and to perform, showing awareness of the audience and understanding through intonation, tone, volume and action. Reciting some learned poetry using rhythm and action. Developing and sharing opinions on likes and dislikes of poetry.	Recognising and discussing some different forms of poetry and expressing a preference. Preparing poems and play scripts to read aloud and to perform, using tone, intonation, volume, eye contact and pace and attention to the needs of the audience, ensuring meaning is clear. Learning a wider range of poetry by heart - using visuals or notes to support if needed. Sharing opinions on poetry of interest and providing justifications.	Recognising and discussing some different forms of poetry and expressing a preference with justification. Preparing poems and play scripts to read aloud and to perform, using tone, intonation, volume, eye contact and pace and attention to the needs of the audience, ensuring meaning is clear. Learning a wider range of poetry by heart without the use of visual notes. Sharing opinions on poetry of interest, providing justifications and responding to the justification of others.