

Woodhouse Primary School - Reading Progression of Skills

	YR	Y1	Y2	Y3	Y4	Y5	Y6						
Word reading – decoding	<p><b>Reading ELG:</b> Say a sound for each letter in the alphabet and at least 10 digraphs</p> <p><b>Reading ELG:</b> Read words consistent with their phonic knowledge by sound blending</p> <p><b>Reading ELG:</b> Read aloud simple sentences and books that are consistent with their phonic knowledge including some common exception words</p> <p><b>Little Wandle:</b> Can read the Letter and Sounds Phase 2, 3 and 4 Tricky Words as Identified by Little Wandle Letters and Sounds Revised: <b>Phase 2</b> - is I the put* pull* full* as and has his her go no to into she push* he of we me be <b>Phase 3</b> - was you they my by all are sure pure <b>Phase 4</b> - said so have like some come love do were here little says there when what one out today</p> <p>Know all letters of the alphabet and the sounds which they most commonly represent</p> <p>Children can segment and blend to read:</p> <ul style="list-style-type: none"> <li>Phase 2 CV words – if am on up</li> <li>Phase 2 CVC words – mat peg tin lock cup</li> <li>Phase 3 CCVC words e.g. <b>chop shed them</b></li> <li>Phase 3 CVVC words e.g. <b>wait food hurt pair seem foot town pure</b></li> </ul>	<p>Apply phonic knowledge and skills as the route to decode words</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word - Recap from Reception: is I the put* pull* full* as and has his her go no to into she push* he of we me be was you they my by all are sure pure said so have like some come love do were here little says there when what one out today)</p> <p>Learn new Phase 5 Tricky Words (Little Wandle Letters and Sounds Revised) oh their people Mr Mrs looked called asked your could would should our house mouse water want any many again who whole where two school call different thought through friend work once laugh busy beautiful pretty hour move improve parents shoe</p> <p>Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</p>	<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>Read accurately words of two or more syllables that contain the same graphemes as above</p> <p>Read words containing common suffixes (–ment, –ness, –ful, –less, –ly, –ing, –ed, –er, –est, –s, –es</p> <p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word (<i>door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas</i>)</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word:</p> <table border="1"> <thead> <tr> <th>Y3</th> <th>Y4</th> </tr> </thead> <tbody> <tr> <td>accident(ally) actual(ly) address answer appear arrive build centre circle decide different difficult disappear early earth eight/eighth exercise experience experiment extreme February forward (s) fruit group guide heart height history imagine increase important interest learn length medicine natural</td> <td>believe bicycle breath breathe busy/business calendar caught century certain complete consider continue describe enough famous favourite grammar heard island knowledge library material mention minute naughty occasion(ally) opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes</td> </tr> </tbody> </table>	Y3	Y4	accident(ally) actual(ly) address answer appear arrive build centre circle decide different difficult disappear early earth eight/eighth exercise experience experiment extreme February forward (s) fruit group guide heart height history imagine increase important interest learn length medicine natural	believe bicycle breath breathe busy/business calendar caught century certain complete consider continue describe enough famous favourite grammar heard island knowledge library material mention minute naughty 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	<p><b>sight card join dinner road fork near</b></p> <ul style="list-style-type: none"> <li>Phase 3 CVCC words e.g. – <b>song buzz</b></li> <li>Phase 4 CVCC words e.g. lamp jump best chest sink tenth pond shelf</li> <li>Phase 4 CCVC words e.g. green plug train grip float spill stop clap</li> </ul>	<p>Read other words of more than one syllable that contain taught GPCs</p> <p>Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</p> <p>Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p> <p>Re-read these books to build up their fluency and confidence in word reading</p>	<p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>Re-read these books to build up their fluency and confidence in word reading</p>	<p>notice often pressure promise purpose quarter recent sentence special strange weight</p>	<p>probably question regular reign remember separate straight strength suppose surprise therefore though/although thought through various woman/women</p>	<p>sincere(ly) soldier stomach suggest symbol system thorough variety vehicle</p>	<p>restaurant sacrifice secretary signature sufficient temperature twelfth vegetable yacht</p>
<p>Range of reading</p>	<p><b>Comprehension ELG:</b> Demonstrate understanding of what has been read to them by retelling stories and narrative using their own words and recently introduced vocabulary</p> <p><b>Comprehension ELG:</b> Anticipate where appropriate key events in stories</p> <p><b>Comprehension ELG:</b> Use and understand recently introduced vocabulary in discussion about stories, non-fiction, rhymes and poems and during role play</p> <p><b>Listening, Attention and Understanding ELG:</b> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussion and during small group interactions</p>	<p>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>Being encouraged to link what they read or heard read to their own experiences</p>	<p>Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p>	<p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Reading books that are structured in different ways and reading for a range of purposes</p>		<p>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Reading books that are structured in different ways and reading for a range of purposes</p>	<p>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Reading books that are structured in different ways and reading for a range of purposes</p> <p>Making comparisons within and across books</p>

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<p>Familiarity with different text types</p>	<p><b>Comprehension ELG:</b> Use and understand recently introduced vocabulary in discussion about stories, non-fiction, rhymes and poems and during role play</p> <p><b>Comprehension ELG:</b> Anticipate where appropriate key events in stories</p>	<p>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>Recognising and joining in with predictable phrases</p>	<p>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>Recognising simple recurring literary language in stories</p>	<p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>Identifying themes and conventions in a wide range of books</p> <p>Y3 – myths and legends Y4 – fairy stories</p>	<p>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</p> <p>Identifying and discussing themes and conventions in and across a wide range of writing</p> <p>Y5 - myths, legends and traditional stories, fiction from our literary heritage, and books from other cultures and traditions</p> <p>Y6 - traditional stories, modern fiction, fiction from our literary heritage</p>
<p>Poetry and performance</p>	<p><b>Comprehension ELG:</b> Use and understand recently introduced vocabulary in discussion about stories, non-fiction, rhymes and poems and during role play</p> <p><b>Expressive Arts and Designs ELG:</b> Perform songs, rhymes, stories and poems with others and try to move in time with music</p> <p><b>Speaking ELG:</b> Offer explanations about why things might happen making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</p>	<p>Learning to appreciate rhymes and poems, and to recite some by heart</p>	<p>Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p>Recognising simple recurring literary language in poetry</p>	<p>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>Y3/4 – poems Y4 – play scripts</p> <p>Recognising some different forms of poetry [for example, free verse, narrative poetry]</p>	<p>Learning a wider range of poetry by heart</p> <p>Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p>
<p>Non-Fiction</p>	<p><b>Comprehension ELG:</b> Use and understand recently introduced vocabulary in discussion about stories, non-fiction, rhymes and poems and during role play</p>	<p><b>Woodhouse objective:</b> Introduction to non-fiction books as fact books</p>	<p>Being introduced to non-fiction books that are structured in different ways</p>	<p>Retrieve and record information from non-fiction</p>	<p>Retrieve, record and present information from non-fiction</p> <p>Distinguish between statements of fact and opinion</p>
<p>Vocabulary, Word Meaning and Word choices</p>	<p><b>Comprehension ELG:</b> Use and understand recently introduced vocabulary in discussion about stories, non-</p>	<p>Discussing word meanings, linking new meanings to those already known</p>	<p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p>	<p>Using dictionaries to check the meaning of words that they have read</p> <p>Discussing words and phrases that</p>	<p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>

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	<p>fiction, rhymes and poems and during role play</p> <p><b>Speaking ELG:</b> Offer explanations about why things might happen making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</p> <p><b>Speaking ELG:</b> Participate in whole class, small group and one to one discussion offering their own ideas using recently introduced vocabulary</p>		<p>Discussing their favourite words and phrases</p>	<p>capture the reader's interest and imagination</p> <p>Checking that the text makes sense to them and explaining the meaning of words in context</p>	<p>Checking that the book makes sense to them and exploring the meaning of words in context</p>
Retrieval and understanding	<p><b>Listening, Attention and Understanding ELG:</b> Makes comments about what they have heard and asks questions to clarify their understanding</p>	<p>Checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p>	<p>Checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Asking and answering questions</p> <p>Discussing the sequence of events in books and how items of information are related</p>	<p>Checking that the text makes sense to them, discussing their understanding</p> <p>Asking questions to improve their understanding of a text</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these</p> <p>Identifying how language, structure, and presentation contribute to meaning</p>	<p>Checking that the book makes sense to them, discussing their understanding</p> <p>Asking questions to improve their understanding</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>Identifying how language, structure and presentation contribute to meaning</p>
Inference and predict	<p><b>Comprehension ELG:</b> Demonstrate understanding of what has been read to them by retelling stories and narrative using their own words and recently introduced vocabulary</p> <p><b>Speaking ELG:</b> Offers explanations for why things might happen making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems</p>	<p>Making inferences on the basis of what is being said and done</p> <p>Predicting what might happen on the basis of what has been read so far</p>	<p>Making inferences on the basis of what is being said and done</p> <p>Predicting what might happen on the basis of what has been read so far answering and asking questions</p>	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Predicting what might happen from details stated and implied</p>	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Predicting what might happen from details stated and implied</p>

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	<p>where appropriate.</p> <p><b>Comprehension ELG:</b> Anticipate where appropriate key events in stories</p>				
Discussing reading	<p><b>Listening, Attention and Understanding ELG:</b> Makes comments about what they have heard and asks questions to clarify their understanding</p> <p><b>Listening, Attention and Understanding ELG:</b> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussion and during small group interactions</p>	<p>Discussing the significance of the title and events</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>Explain clearly their understanding of what is read to them</p>	<p>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 others say</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>	<p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</p>	<p>Recommending books that they have read to their peers, giving reasons for their choices</p> <p>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>Provide reasoned justifications for their views</p>