



Darley Dene Primary School - Reading Progression

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word Reading - Phonics and Decoding							
<p>To enjoy rhyming and rhythmic activities.</p> <p>To show an awareness of rhyme and alliteration.</p> <p>To recognise rhythm in spoken words.</p> <p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>To know that print carries meaning and, in</p>	<p>Use phonic knowledge to decode regular words</p> <p>To continue a rhyming string.</p> <p>To hear and say the initial sound in words.</p> <p>To segment the sounds in simple words and blend them together and know which letter represents some of them.</p> <p>To link sounds to letters, naming</p>	<p>Apply phonic knowledge to decode</p> <p>Respond with correct sound to graphemes for all 40+ phonemes</p> <p>Blend sounds in unfamiliar words containing GPCs already taught</p> <p>Read other words of more than one syllable</p> <p>Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -</p>	<p>Continue to apply phonic knowledge to decode until reading is fluent</p> <p>Read accurately (words of two or more syllables) by blending sounds, recognising alternative sounds for graphemes</p> <p>Read words containing common suffixes</p>	<p>Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and understand new words including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin.</p> <p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown</p>	<p>Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud fluently.</p> <p>-tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly.</p> <p>To read most words fluently and attempt to decode any</p>	<p>Continue to apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and understand new words</p> <p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through</p>	<p>Confidently Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and understand new words</p> <p>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 speed and skill, recognising their</p>

English, is read from left to right and top to bottom.	<p>and sounding the letters of the alphabet.</p> <p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p><i>Read words consistent with their phonic knowledge by sound-blending</i></p>	est endings		words).	unfamiliar words with increasing speed and skill.	contextual cues.	meaning through contextual.
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	<p><i>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</i></p> <p><i>Say a sound for each letter in the alphabet and at least 10 digraphs.</i></p>						
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Word Reading - CEW

	<p>Read regular words aloud accurately</p> <p>Read some common irregular words</p>	<p>Read common exception words -noting unusual correspondences.</p>	<p>Read further common exception words-noting unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>Read further exception words (3 and 4)</p>	<p>Read further exception words discussing the unusual correspondences between spelling and sound (3 and 4)</p>	<p>To read most Y5/Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the</p>	<p>To read all Y5/Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word</p>
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						word.	
Word Reading - Fluency							
<p>To show interest in illustrations and print in books and print in the environment.</p> <p>To recognise familiar words and signs such as their own name and advertising logos.</p> <p>To look and handle books independently (holds books the correct way up and turns pages).</p>	<p>Read and understand simple sentences</p> <p>To begin to break the flow of speech into words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Read words with contractions and understand role of apostrophe</p> <p>Read aloud accurately books that are consistent with taught phonic knowledge and re-read to build fluency</p>	<p>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>To reread these books to build up fluency and confidence in word reading.</p> <p>To read words accurately and fluently without overt sounding and blending, e.g.</p>	<p>Note unusual correspondence between spelling and sound</p>	<p>At this point, the focus should be comprehension rather than word reading as children should be reading fluently and interventions should be in place for those that are not.</p>		

			at over 90 words per minute, in age-appropriate texts.				
Book banding							
Little Wandle Foundations to Phonics	Little Wandle Phase 2,3,4	Little Wandle Phase 5	Purple Gold White	Lime Copper Topaz	Ruby Emerald	Sapphire Diamond Pearl	Diamond Pearl Free Reader
Comprehension - Understanding and correcting inaccuracies							

<p>Demonstrate understanding when talking with others about what they have read</p> <p>To listen to stories with increasing attention and recall.</p> <p>To anticipate key events and phrases in rhymes and stories.</p> <p>To begin to be aware of the way stories are structured.</p> <p>To describe main story settings, events and principal characters.</p>	<p>To enjoy an increasing range of books.</p> <p>To follow a story without pictures or props.</p> <p>To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p>	<p>Listen to a wide range of challenging stories, poems and non-fiction</p> <p>Discuss these and make links to own experiences drawing on what they know</p> <p>Become familiar with and retell key stories, fairy stories and traditional tales</p> <p>Join in with predictable phrases</p> <p>Discuss significance of titles/events</p>	<p>Read a wider range of fairy stories, traditional tales and recognise simple recurring language</p> <p>Discuss sequence of events in books</p> <p>Ask and answer questions</p> <p>Participate in discussions about texts, explaining their understanding</p> <p>Take turns in high-quality discussions about what they have heard/read</p> <p>To make links between the text</p>	<p>Listen to a wide range of challenging stories, poems, plays, non-fiction and reference books, myths, legends and fairy stories</p> <p>Retell some stories orally</p> <p>To use appropriate terminology when discussing texts (plot, character, setting).</p> <p>Take turns in high-quality discussions about what they have heard/read</p>	<p>Listen to a wide range of challenging stories, poems, plays, non-fiction and reference books, myths, legends and fairy stories and discuss and compare them</p> <p>Retell some stories orally in depth</p> <p>Identify themes and conventions</p> <p>To refer to authorial style, overall themes (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</p>	<p>Increase familiarity with wide range of myths, legends, traditional stories, modern fiction, fiction from literary heritage and books from other cultures</p> <p>Recommend books to peers and give reasons</p> <p>Identify and discuss themes and conventions of increasingly complex texts.</p> <p>Make comparisons within and across books</p> <p>Discuss books and courteously challenge others</p>	<p>To read for pleasure, discussing, comparing and evaluating in depth across a wide range of myths, legends, traditional stories, modern fiction, fiction from literary heritage and books from other cultures</p> <p>Recommend books to peers and give justified complex reasons</p> <p>Identify and discuss themes and conventions including more complex themes such as loss or heroism.</p> <p>Make comparisons within and across books comparing characters, settings and themes within</p>
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<p>To build up vocabulary that reflects the breadth of their experiences.</p>	<p>To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>To use vocabulary and forms of speech that are increasingly influenced by their experiences.</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>Discuss meanings of new words/vocab provided</p>	<p>Discuss and clarify meaning of new words/phrases</p> <p>To discuss their favourite words and phrases.</p>	<p>Use dictionaries to check meanings</p> <p>Discuss words and phrases that capture the reader's interest</p> <p>To check that the text makes sense to them, discussing their understanding</p>	<p>Discuss words and phrases that capture the reader's interest</p>	<p>Discuss and explore meanings of words in context</p> <p>Evaluate authors' use of figurative language and explain how it has created an impact on the reader.</p>	<p>Discuss and explore meanings of words in context of increasing complexity</p> <p>Evaluate authors' use of figurative language analysing and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery and style.</p>
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Inference and Prediction							
<p>To suggest how a story might end.</p> <p>To begin to understand 'why' and 'how' questions.</p>	<p>To answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	<p>Predict and infer based on what they know and the text</p> <p>To begin to make simple inferences.</p>	<p>Make predictions and inferences on the basis of what is being said and done.</p>	<p>Begin to infer characters' feelings, thoughts and motives and justify using evidence</p> <p>Predict what might happen from details stated and implied</p>	<p>Infer characters' feelings, thoughts and motives and justify using evidence</p> <p>Make reasoned predictions of what might happen clearly derived from details both stated and implied</p>	<p>Infer characters' feelings, thoughts and motives and justify using evidence with increasing accuracy and complexity.</p> <p>To make predictions based on details stated and implied, justifying them in detail with evidence from the text.</p>	<p>Infer characters' feelings, thoughts and motives and justify using evidence considering different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).</p> <p>To discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p>
Poetry and Performance							
<p>To listen to and join in with stories and poems, one-to-one and also in small groups.</p>	<p>To play cooperatively as part of a group to develop and act out a narrative.</p>	<p>Recite some poems/rhymes by heart</p> <p>Poetry covered:</p>	<p>Continue to learn/present poems by heart</p> <p>Poetry covered: Acrostic, shape,</p>	<p>Perform poems and playscripts for audience (using appropriate intonation, tone,</p>	<p>Perform poems and playscripts for audience (using appropriate intonation,</p>	<p>To continually show an awareness of the audience when performing</p>	<p>To confidently, perform poems and playscripts for audience (using appropriate intonation, tone,</p>

<p>To join in with repeated refrains in rhymes and stories.</p> <p>To use intonation, rhythm and phrasing to make the meaning clear to others.</p>	<p>To express themselves effectively, showing awareness of listeners' needs.</p>	<p>Rhyming, patterned or poetry around a theme and an alliterative list poem.</p>	<p>nonsense/ humorous and performance.</p>	<p>volume and action)</p> <p>Recognise different forms of poetry</p> <p>Poetry covered: Free verse, haiku and tanka and performance.</p>	<p>tone, volume and action)</p> <p>showing awareness of the audience when reading aloud.</p> <p>Recognise different forms of poetry(e.g. free verse or narrative poetry).</p> <p>Poetry covered: Limericks, metaphor, narrative with rhyme.</p>	<p>poems and playscripts for audience (using appropriate intonation, tone, volume to convey meaning)</p> <p>To learn a wider range of poetry by heart.</p> <p>Poetry covered: Simile and metaphor, personification, cinquain and performance.</p>	<p>volume to convey meaning)</p> <p>Poetry covered: Sonnets, blank verse and narrative.</p>
Non-fiction - Structure, Organisation and Retrieval							
<p>To know that information can be relayed in the form of print.</p>	<p>To know that information can be retrieved from books and computers.</p>	<p>Retrieve and record information from non-fiction</p> <p>Listen to and discuss a wide range of non-fiction at a level</p>	<p>Retrieve and record information from non-fiction</p> <p>recognising that non-fiction books are often</p>	<p>Retrieve and record information from non-fiction using contents and glossary to locate it.</p>	<p>Retrieve and record information from non-fiction using all of the organisational</p>	<p>Identify how language, structure and presentation contribute to meaning</p> <p>To use knowledge of</p>	<p>Identify how language, structure and presentation contribute to meaning and give examples to support understanding.</p>

		beyond that at which they can read independently.	structured in different ways.		devices available Use dictionaries to check meanings of words that they have read.	texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts. Distinguish between fact and opinion	To retrieve, record and present information from non-fiction texts confidently and efficiently. To recognise and distinguish between fact and opinion providing reasoned justifications for their views.
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Highlighted Text = Sonar Objectives

Italicized Text = ELGs