



Reading Knowledge and Skills Progression Map

Our Vision

We want all of our community to have equal opportunities to experience life in all its fulness (John 10: 10). We encourage all community members to “be the best we can be” in every aspect of their lives as we grow in, and reflect on, the Christian virtues of Faith, Hope and Love (1Corinthians 13).

Our Intent

Our curriculum has been carefully designed for all children to reach their potential both academically and personally. Our values underpin all that we do.



We aim to develop a love of reading in all of our children by ensuring that reading is an enjoyable and meaningful experience. From the start of the Early Years, we teach early reading, using the Little Wandle SSP. Over their time in the school, we ensure that our children to develop a range of reading strategies to support them to become confident, fluent and independent readers across the curriculum. We aim to provide a language rich environment and use a range of high-quality texts to develop and extend children’s vocabulary through shared and whole class reading.

Please refer to KS1 and KS2 Planning Reading Documents and Question Prompts

Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding	<p>Refer to Little Wandle SPP Progression Map</p> <ul style="list-style-type: none"> Read sounds and words from Phase 3 confidently Blend sounds so that they can read short words made up of taught GPCs Blend the taught sounds to read CVC, CVCC and CCVC words from Phase 4 confidently Identify taught GPCs including some digraphs Read some taught common exception words Read simple phrases and sentences made up of words with known GPCs and, where necessary, a few common exception words Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words 	<p>Refer to Little Wandle SPP Progression Map</p> <ul style="list-style-type: none"> Read GPC's and words from Phases 3 and 4 confidently Read GPCs and words from Phase 5 confidently Apply phonic knowledge to read all 40+ phonemes including alternative sounds for graphemes Read accurately by blending taught GPCs in unfamiliar words Read Year 1 common exception words noting unusual correspondences between spelling and sound (identifying where they appear) Read polysyllabic words that contain taught GPCs Read common suffixes (-s, -es, -ing, -ed, -er and -est) Read contractions and understand that the apostrophe represents the omitted letter(s) Read aloud phonically-decodable texts 	<p>Refer to Little Wandle SPP catch-up planning</p> <ul style="list-style-type: none"> Apply phonic decoding until automatic decoding has become embedded and reading is accurate and fluent Read common suffixes (-ed, -ing, -er, -est, -y, -er, -ment, -ful, -ness, -less, -ly) Read accurately by blending, including alternative sounds for graphemes Read Year 2 common exception words, noting unusual correspondences Read aloud books matched to phonic knowledge by sounding out unfamiliar words automatically Read polysyllabic words that contain taught GPCs 	<ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words they meet Read further exception words, noting unusual correspondences between spelling and sound and where these occur in the word Decode most unfamiliar words outside their spoken vocabulary, making a good approximation of the pronunciation. 	<ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words they meet Read further exception words, noting unusual correspondences between spelling and sound and where these occur in the word (linked to spelling English Appendix 1) Decode securely, becoming independent and fluent readers 	<ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet 	<ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet
Fluency and Prosody	<ul style="list-style-type: none"> Recognise and read their name automatically Join in with a refrain Recite some familiar rhymes and songs by heart Recite rhymes to a given rhythm e.g., by marching or 	<ul style="list-style-type: none"> Read 60+ words per minute and talk about what they have just read to show understanding Read words containing taught GPCs quickly and accurately without overt sounding and blending Re-read phonically decodable books to build 	<ul style="list-style-type: none"> Read 90+ words per minute and talk about what they have just read to show understanding Continue to apply phonic knowledge and skills until automatic decoding has become embedded and reading is fluent 	<ul style="list-style-type: none"> Read 110+ words per minute and talk about what they have just read to show understanding Use phonic knowledge to decode quickly and accurately when reading Read age-appropriate texts accurately and at a speed that is sufficient 	<ul style="list-style-type: none"> Read 120+ words per minute and talk about what they have just read to show understanding Use phonic knowledge to decode quickly and accurately when reading Read fluently and with appropriate speed, 	<ul style="list-style-type: none"> Read a text between 130 to 140 words per minute and talk about what they have just read to show understanding Read aloud a range of age-appropriate texts accurately, fluently and at an appropriate 	<ul style="list-style-type: none"> Read a text of 140+ words per minute and talk about what they have just read to show understanding. Read age-appropriate texts fluently and with confidence Notice and respond to punctuation and

	<ul style="list-style-type: none"> clapping to the beat Begin to read words and simple sentences, showing their understanding by the way they say it Recognise and read some common exception words with automaticity 	<ul style="list-style-type: none"> up fluency and confidence in word reading With support, notice sentence punctuation Develop some fluency and expression, pausing at full stops Read common exception words for Year 1 with automaticity Read aloud, checking that it 'sounds right' and that the text makes sense to them Recognise and join in with predictable phrases Learn to appreciate rhymes and poems, and to recite some by heart (feeling the effects of aural devices, e.g. rhyme, repetition, alliteration, onomatopoeia etc) 	<ul style="list-style-type: none"> Read unfamiliar words quickly and accurately without overt sounding and blending Read common exception words for Year 2 with automaticity Note punctuation to read with appropriate expression Check that the text makes sense to them as they read and correct inaccurate reading Re-read books to build fluency and confidence Use expression appropriately to support meaning Recite familiar poems by heart 	<ul style="list-style-type: none"> for them to focus on understanding, without overt sounding out When reading aloud, speak audibly and with growing fluency Recite poems by heart Begin to read silently 	<ul style="list-style-type: none"> without overt sounding out, working out the pronunciation of unfamiliar words (decoding) and recognising familiar words With support, notice where commas create phrasing within sentences Read with expression, using punctuation to support meaning, including multi-clause sentences Recite poems by heart, with growing awareness of the audience Read silently 	<ul style="list-style-type: none"> pace Work out the pronunciation of unfamiliar words Read with appropriate intonation to show their understanding Take note of more sophisticated punctuation (e.g., of parenthesis) and use expression accordingly Recite a wider range of poetry by heart, using appropriate intonation and volume Read silently then discuss what they have been reading 	<ul style="list-style-type: none"> phrasing when reading aloud Learn and recite a wider range of poetry by heart, showing understanding through intonation, tone and volume so that the meaning is clear to the audience Read silently then discuss what they have been reading
Literal Understanding and Retrieval	<ul style="list-style-type: none"> Understand how to listen carefully Respond to stories, rhymes and songs with actions, relevant comments and questions Recall key events from a story that has been read to them Point to information on the page in order to locate an answer that can be found easily in the text Recognise and read their name Recognise, point to, or find and read aloud words and phrases they have learned Talk about elements of a topic using newly introduced vocabulary Talk about and respond with questions to non- 	<ul style="list-style-type: none"> Understand both the books they can already read accurately and fluently and those they listen to by: *Drawing on what they already know or on background information and vocabulary provided by the teacher *Checking that the text makes sense to them as they read and correct inaccurate reading Explain clearly their understanding of what is read to them from a variety of texts including poems, non-fiction and stories e.g., key characters/place/events Retrieve answers to simple literal questions – who, what, where, when, which, who, how 	<ul style="list-style-type: none"> Answer and ask questions Draw on what they already know or on background information and vocabulary provided by the teacher Discuss the sequence of events in books and how items of information are related Begin to scan for key words in the text to locate answers Begin to analyse the wording of a question to decide what to look for e.g., What did Charlie find in the chocolate bar? Key words: Charlie, find, chocolate bar Begin to locate the 	<ul style="list-style-type: none"> Ask questions to improve their understanding of the text Identify main ideas drawn from more than one paragraph and summarise these With support, skim a whole text to decide in which paragraph or section of text the answer may be located With support, scan a paragraph or section to retrieve information, using the text to support their answer where necessary Check the accuracy of what they are retrieving by reading around the words or phrases they find 	<ul style="list-style-type: none"> Ask questions to improve their understanding of the text Identify main ideas drawn from more than one paragraph and summarise these Develop retrieval skills across a wider range of text types Retrieve information across the whole text from texts of increasing length Skim a whole text to decide in which paragraph or section of text the answer may be located Scan a paragraph or section to retrieve information, using the text to support their answer where 	<ul style="list-style-type: none"> Ask questions to develop their understanding Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas Retrieve key details and begin to find quotations from the text Use skimming, scanning and text marking to support answers to locate and retrieve information accurately Scan for synonyms or alternative phrases to support retrieval where the wording in the question does not match the wording in 	<ul style="list-style-type: none"> Ask questions to develop their understanding Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas Independently locate information and provide reasoned justifications for their views Distinguish between statements of fact and opinion Routinely find accurate quotations from the whole text Retrieve and summarise details to support opinions and predictions Use skimming,

	<p>fiction books; recalling some facts with increasing explanation and vocabulary in response to questions</p>	<ul style="list-style-type: none"> • Answer simple retrieval questions about a text and find evidence to support answers • Link what they read or what is read to them to their own experiences, drawing out themes e.g. happiness or jealousy from birth of a new sibling) • Discuss the significance of title/ headings/ layout and events (i.e. be able to identify themes or conventions e.g. of a letter). 	<p>answer where the wording of the question does not match the wording in the text</p> <ul style="list-style-type: none"> • Use subheadings and other organisational features to navigate paragraphs in information texts • Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves 		necessary	<p>the text</p> <ul style="list-style-type: none"> • Locate the author/poet's viewpoint, either explicitly stated, or through words and phrases • Distinguish between statements of fact and opinion 	<p>scanning and text marking to support answers to questions which require analysis of mood, setting or character and to support own viewpoint</p>
Inference	<ul style="list-style-type: none"> • Begin to interpret stories, rhymes and poetry, making suggestions for actions and events (using images and text) • Begin to understand the feelings of characters in texts they listen to e.g. why Little Bear might want his mummy at bedtime when the text does not explicitly say so • Use pictures in texts which provide clues • Show awareness of the mood of a setting, such as a scary forest or a funny event e.g. The Enormous Turnip 	<ul style="list-style-type: none"> • Make simple inferences on the basis of what is being said and done • Make basic inferences about ca characters feelings by using what they say as evidence • Begin to explain their understanding of what is read to them, beyond that which is explicitly stated • Discuss the significance of the title and key events 	<ul style="list-style-type: none"> • Make inferences about characters and events on the basis of what they say and do • Make inferences to answer 'how' and 'why' questions about the feelings of characters and the reasons for these feelings, based on their personal experiences e.g., Why might owl be afraid of the dark? • Explain their understanding of what is read to them, beyond that which is explicitly stated • Ask and answer questions and modify answers as the story progresses 	<ul style="list-style-type: none"> • With support, make inferences such as inferring characters' feelings, thoughts and motives from their stated actions • Begin to justify inferences by referencing a specific point in the text • Begin to make inferences about reasons for actions or events based on characters' feelings, thoughts and motives 	<ul style="list-style-type: none"> • Draw inferences such as inferring characters' feelings, thoughts and motives from their stated actions • Justify inferences with evidence from the text • Make inferences about reasons for actions or events based on characters' feelings, thoughts and motives • Begin to ask simple inference questions 	<ul style="list-style-type: none"> • Draw inferences independently, such as inferring characters' feelings, thoughts and motives from their actions and justify inferences with evidence • Use figurative language to infer meaning • Begin to draw evidence from more than one part of the text 	<ul style="list-style-type: none"> • Draw inferences with confidence, fluency and independence, such as inferring characters' feelings, thoughts and motives from their actions and justify inferences with evidence, including quotations which illustrate the point • Discuss how characters change and develop through the text by drawing inferences based on implied actions • Draw evidence from more than one part of the text to justify inferences
Prediction	<ul style="list-style-type: none"> • Talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words • Guess what might happen next 	<ul style="list-style-type: none"> • Predict what might happen next in a sequenced story on the basis of what has been read so far • Make simple predictions based on both the story and their own life experience • Begin to explain their 	<ul style="list-style-type: none"> • Predict what might happen in a story on the basis of what has been read so far • Make predictions using their own knowledge and experiences, as well as what has happened so far • Provide explanations 	<ul style="list-style-type: none"> • Predict what might happen from implied details or from other stories they have read • Begin to justify predictions using evidence from the text • Use prior knowledge to make and justify predictions 	<ul style="list-style-type: none"> • Predict what might happen from details stated and implied • Justify predictions using evidence from the text • Use more than one piece of evidence to justify their prediction* 	<ul style="list-style-type: none"> • Predict what might happen from details stated and implied, both before and after key events • Support predictions with relevant evidence from the text • Confirm and modify predictions as they 	<ul style="list-style-type: none"> • Predict what might happen from details stated and implied, both before and after key events • Predict what might happen, using prior knowledge and text features • Support predictions by

		ideas	for their predictions			continue to read	using relevant evidence from the text
							<ul style="list-style-type: none"> Confirm and modify predictions in the light of new information
Vocabulary	<ul style="list-style-type: none"> Discuss favourite words and phrases Recognise and begin to predict rhyming words in a rhyming text 	<ul style="list-style-type: none"> Show understanding of vocabulary by discussing favourite words and phrases Identify nouns, verbs and adjectives when reading Discuss word meanings, linking new meanings to those already known Link the meaning of new words to those already known Recognise and predict rhyming words in a rhyming text Recognise simple recurring literary language in stories and poetry 	<ul style="list-style-type: none"> Locate and discuss favourite words and phrases Identify nouns, verbs and adjectives when reading Discuss and clarify the meanings of words and link new meanings to known vocabulary Recognise recurring literary language in stories and poetry 	<ul style="list-style-type: none"> Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context Discuss words and phrases that capture the reader's interest and imagination Identify and discuss vocabulary within the text that is used to describe the setting or character Identify how language, structure, and presentation contribute to meaning Identify word classes taught and discuss the meaning of these words Use dictionaries to check the meaning of words that they have read 	<ul style="list-style-type: none"> Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context Discuss words and phrases that capture the reader's interest and imagination, identifying words in the texts that help create mood and effect Identify how language, structure, and presentation contribute to meaning Identify word classes taught and discuss the meaning of these words Use dictionaries to check the meaning of words that they have read 	<ul style="list-style-type: none"> Discuss their understanding and work out the meaning of words in context Identify how language, structure and presentation contribute to meaning Discuss and evaluate how authors use language, including figurative language and consider the impact on the reader Understand more challenging vocabulary and its meaning within the context, sometimes supported by a dictionary or thesaurus 	<ul style="list-style-type: none"> Discuss their understanding and explain the meaning of words in context Identify how language, structure and presentation contribute to meaning Discuss and evaluate how authors use language, including figurative language and consider the impact on the reader Understand challenging vocabulary and its meaning within the context, sometimes supported by a dictionary or thesaurus
Responding to Texts	<ul style="list-style-type: none"> Talk about and respond to stories (rhymes and songs) with actions, relevant comments and questions Talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words. Begin to interpret stories, rhymes and poetry; making suggestions about reasons for actions and 	<ul style="list-style-type: none"> Participate in discussion about what is read to them, taking turns and listening to what others say Explain clearly their understanding of what is read to them 	<ul style="list-style-type: none"> Participate in discussion about books that are read to them and those that they can read for themselves by taking turns and listening to what others say Make links between a current book and those already read Begin to identify and explain the message in a story 	<ul style="list-style-type: none"> Participate in discussion about both books, poems and other works that are read to them and those they can read for themselves by taking turns and listening to what others say With support, begin to identify themes across a text e.g. loyalty and treachery in The Lion, The Witch and The Wardrobe Identify and explain morals and messages in a story 	<ul style="list-style-type: none"> Participate in discussion about both books, poems and other works that are read to them and those they can read for themselves by taking turns and listening to what others say Identify themes across a text Identify and explain morals and messages in a story 	<ul style="list-style-type: none"> Recommend books that they have read to their peers and give reasons for their choices Participate in discussions about books, building on their own and others' ideas and challenging views courteously Identify and discuss themes across a wide range of texts – fiction, non-fiction and poetry Make comparisons within and across texts Explain and discuss 	<ul style="list-style-type: none"> Recommend books that they have read to their peers, giving reasons for their choices Participate in discussions about books, building on their own and others' ideas and challenging views courteously Maintain focus on the subject under discussion, using notes where necessary Identify and discuss themes across a wide range of texts – fiction,

	<ul style="list-style-type: none"> events. Talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions. 					<ul style="list-style-type: none"> their understanding of what they have read, including through formal presentations and debates Provide reasoned justifications for their views Start to identify literary techniques used in different types of poetry (e.g. internal rhyme or rhythm; alliteration and onomatopoeia; metaphor and simile; personification; unusual word combinations, use of pattern/repetition; expressive vocabulary; assonance and dissonance; use of punctuation to add meaning; expressive and figurative vocabulary) 	<ul style="list-style-type: none"> non-fiction and poetry Note developments across a text, e.g., of a character or relationship Make comparisons within and across texts, using evaluative skills Explain and discuss their understanding of what they have read, including through formal presentations and debates Provide reasoned justifications for their views Identify and discuss literary techniques used in different types of poetry (e.g. internal rhyme or rhythm; alliteration and onomatopoeia; metaphor and simile; personification; unusual word combinations, use of pattern/repetition; expressive vocabulary; assonance and dissonance; use of punctuation to add meaning; expressive and figurative vocabulary)
Range of reading	<ul style="list-style-type: none"> Talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words Begin to interpret stories, rhymes and poetry; making suggestions for actions and events (images and text) 	<ul style="list-style-type: none"> Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. <p>Non-fiction:</p>	<ul style="list-style-type: none"> Listen to, discuss and express 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 Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales 	<ul style="list-style-type: none"> Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Read books that are structured in different ways and read for a range of purposes Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of 	<ul style="list-style-type: none"> Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Read books that are structured in different ways and reading for a range of purposes Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of 	<ul style="list-style-type: none"> Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Read books/texts that are structured in different ways and read for a range of purposes Increase their familiarity with a wide range of books, including myths, 	<ul style="list-style-type: none"> Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Read books/texts that are structured in different ways and read for a range of purposes Increase their familiarity with a wide range of books, including myths,

	<p>Non-fiction:</p> <ul style="list-style-type: none"> Know and explain some differences between fiction and non-fiction books. <p>Poetry:</p> <ul style="list-style-type: none"> Recognise and begin to predict rhyming words in a rhyming text Talk about and respond to rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words Listen and sing nursery rhymes and songs, recalling whole songs and rhymes singing some independently and performing in groups / independently for others. (C&L) 	<ul style="list-style-type: none"> Understand that non-fiction books do not always need to be read from start to finish. Begin to use a contents page to locate information Understand and use alphabetical order (to retrieve information) <p>Poetry:</p> <ul style="list-style-type: none"> Listen to and discuss a wide range of poems at a level beyond that at which they can read independently and identify patterns of language and repeated words and phrases Be encouraged to link what they read or hear read to their own experiences Learn to appreciate rhymes and poems, and to recite some by heart Recognise and predict rhyming words in a rhyming text Recognise and join in with predictable phrases Explain the effect of patterns of language and repeated words and phrases 	<p>Non-fiction:</p> <ul style="list-style-type: none"> Begin to recognise and understand the layout and key features of a non-fiction text Be introduced to non-fiction books that are structured in different ways Use contents pages and a glossary to locate information Retrieve information from a nonfiction text <p>Poetry:</p> <ul style="list-style-type: none"> Recognise and predict rhyming words in a rhyming text Recognise simple recurring literary language in poetry Continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear Understand and discuss a poet's choice of words and phrases. 	<p>these orally</p> <ul style="list-style-type: none"> Identify themes and conventions in a wide range of books <p>Non-fiction:</p> <ul style="list-style-type: none"> Identify key features of non-fiction texts and discuss how these aid the reader (e.g., headings, sub-heading, bullet points, index, contents page and glossary) Retrieve and record information from non-fiction texts using conventions such as headings, sub-headings, index, contents page and glossary <p>Poetry:</p> <ul style="list-style-type: none"> Begin to recognise different forms of poetry Begin to recognise and discuss the structure of some different forms of poetry Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action Recognise rhyme/rhythm; use of alliteration and onomatopoeia; Begin to recognise simile; interesting word combinations and use of pattern/repetition 	<p>these orally</p> <ul style="list-style-type: none"> Identify themes and conventions in a wide range of books <p>Non-fiction:</p> <ul style="list-style-type: none"> Retrieve and record information from non-fiction texts across a wide range of subjects using conventions such as headings, sub-headings, index, contents page and glossary Identify key features of non-fiction texts and discuss how these aid the reader (e.g., headings, sub-heading, bullet points, index, contents page and glossary) <p>Poetry:</p> <ul style="list-style-type: none"> Recognise and discuss the structure of some different forms of poetry Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and actions Explore the use of portmanteau and nonsense words in poems Explore the imagery and atmosphere created in a poem Investigate poetic structure and devices in a poem 	<p>legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <ul style="list-style-type: none"> Identify and discuss themes & conventions in and across a wide range of writing <p>Non-fiction:</p> <ul style="list-style-type: none"> Retrieve, record and present information from non-fiction texts Read, understand and explain subject-specific vocabulary linked to the Year 5 curriculum <p>Poetry:</p> <ul style="list-style-type: none"> Learn a wider range of poetry by heart, 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>legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <ul style="list-style-type: none"> Identify and discuss themes & conventions in and across a wide range of writing <p>Non-fiction:</p> <ul style="list-style-type: none"> Retrieve, record and present information from non-fiction texts Read, understand and explain subject-specific vocabulary linked to the Year 6 curriculum <p>Poetry:</p> <ul style="list-style-type: none"> Learn a wider range of poetry by heart, 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
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