



Long Term Progression Reading

| INTENT | IMPLEMENTATION |
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| English Our children will: <ul style="list-style-type: none"> - learn and use new vocabulary - be fluent readers who have a love of reading - understand what they read and interrogate texts - plan, write fluently and edit with purpose | We teach phonics through Little Wandle Letters and Sounds. This is taught at least every day to our children who need phonics. We start teaching from the start of Reception. We teach Reading skills Little Wandle Letters and Sounds and then, using a very similar format, through use of our 50 Inspiring Reads for our children who are working on fluency and wider reading. |

| | Autumn 1 | Autumn 2 | Spring 2 | Spring 2 | Summer 1 | Summer 2 |
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| R | For more detailed objectives and progression see Little Wandle plans In Reception, Little Wandle shows the progression of reading and phonic skills and knowledge. The planned repetition of the following is built in to each half term using a wide range of quality texts. <ul style="list-style-type: none"> • Listen to, talk about and respond to stories, rhymes and songs with actions, comments and questions • Recall key events of a story • Talk about elements of a topic using new vocabulary using a range of conjunctions • Begin to interpret stories, rhymes and poetry, suggesting actions for events • Talk about and respond to stories, rhymes and poetry, anticipating key events. | | | | | |
| Y1 | For more detailed objectives and progression see Little Wandle plans In Year 1, Little Wandle shows the progression of reading and phonic skills and knowledge. The planned repetition of the following is built in to each half term using a wide range of quality texts. <ul style="list-style-type: none"> • Listening to and discuss a wide range of poems • Become increasingly familiar with and retell a wide range of stories and traditional tales • Recognise simple recurring literary language • Retelling stories • Listening to and reciting poetry • Discuss and exploring word meanings • Predict what might happen on the basis of what has been read so far. | | | | | |
| Y2 | Once phase 5 Little Wandle completed: <ul style="list-style-type: none"> • apply phonic decoding until automatic and reading is fluent • read common suffixes (-ed, -ing, -er, -est, -y, er, -ment, -ful, -ness, less, -ly) • re-read books to build up fluency and confidence • note punctuation to read with appropriate expression • 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 containing above graphemes • check that the text makes sense to them as they read and correct inaccurate reading • read most words quickly & accurately without overt sounding and blending • participate in discussion about books, poems & other works that are read to them & those that they can read for themselves by taking turns and listening to what others say • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves | | | | | |

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| | <p>draw on what they already know or on background information and vocabulary provided by the teacher</p> <p>discuss and clarify the meanings of words and link new meanings to known vocabulary</p> <p>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</p> <p>predict what might happen on the basis of what has been read so far</p> | <p>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</p> <p>discuss the sequence of events in books and how items of information are related</p> <p>answer and ask questions</p> <p>be introduced to non-fiction books that are structured in different ways</p> | <p>make links between a current book and those already read</p> <p>make inferences on the basis of what is being said and done</p> <p>answer and ask questions</p> <p>predict what might happen on the basis of what has been read so far</p> <p>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</p> | <p>discuss the sequence of events in books and how items of information are related</p> <p>be introduced to non-fiction books that are structured in different ways</p> <p>draw on what they already know or on background information and vocabulary provided by the teacher</p> <p>answer and ask questions</p> | <p>make links between a current book and those already read</p> <p>discuss and clarify the meanings of words and link new meanings to known vocabulary</p> <p>be introduced to non-fiction books that are structured in different ways</p> <p>make inferences on the basis of what is being said and done</p> | <p>draw on what they already know or on background information and vocabulary provided by the teacher</p> <p>make inferences on the basis of what is being said and done</p> <p>answer and ask questions</p> <p>predict what might happen on the basis of what has been read so far</p> |
| Y3 | <p>draw inferences such as inferring characters' feelings, thoughts and motives from their actions</p> <p>use dictionaries to check the meaning of words that they have read (with support)</p> <p>retrieve and record information from non-fiction texts</p> <p>identify how language, structure, and presentation contribute to meaning</p> <p>check that the text makes sense to them, discuss their understanding and explain the meaning of words in context</p> <p>ask questions to improve their understanding of a text</p> <p>increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally</p> | <p>participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say</p> <p>use dictionaries to check the meaning of words that they have read (with support)</p> <p>predict what might happen from details stated and implied</p> <p>draw inferences such as inferring characters' feelings, thoughts and motives from their actions</p> <p>check that the text makes sense to them, discuss their understanding and explain the meaning of words in context</p> <p>ask questions to improve their understanding of a text</p> <p>prepare poems and play</p> | <p>participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say</p> <p>retrieve and record information from non-fiction texts</p> <p>use dictionaries to check the meaning of words that they have read (with reminders)</p> <p>identify main ideas drawn from more than one paragraph and summarise these</p> <p>identify morals and messages in a story</p> <p>check that the text makes sense to them, discuss their understanding and explain the meaning of words in context</p> <p>ask questions to improve their understanding of a text</p> | <p>participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say</p> <p>predict what might happen from details stated and implied</p> <p>use dictionaries to check the meaning of words that they have read (with reminders)</p> <p>draw inferences such as inferring characters' feelings, thoughts and motives from their actions</p> <p>check that the text makes sense to them, discuss their understanding and explain the meaning of words in context</p> <p>ask questions to improve their understanding of a text</p> | <p>participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say</p> <p>retrieve and record information from non-fiction texts</p> <p>use dictionaries to check the meaning of words that they have read (with reminders)</p> <p>draw inferences such as inferring characters' feelings, thoughts and motives from their actions</p> <p>check that the text makes sense to them, discuss their understanding and explain the meaning of words in context</p> <p>ask questions to improve their understanding of a text</p> | <p>participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say</p> <p>predict what might happen from details stated and implied</p> <p>use dictionaries to check the meaning of words that they have read (with reminders)</p> <p>identify main ideas drawn from more than one paragraph and summarise these</p> <p>check that the text makes sense to them, discuss their understanding and explain the meaning of words in context</p> <p>ask questions to improve their understanding of a text</p> |

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| | <p>listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>read books that are structured in different ways and reading for a range of purposes</p> | <p>scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>recognise some different forms of poetry</p> <p>increase their familiarity with a wide range of books, including fairystories, myths and legends, and retell some of these orally</p> <p>identify themes and conventions in a wide range of books</p> <p>listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>read books that are structured in different ways and reading for a range of purposes</p> | <p>increase their familiarity with a wide range of books, including fairystories, myths and legends, and retell some of these orally</p> <p>listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>read books that are structured in different ways and reading for a range of purposes</p> | <p>prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>recognise some different forms of poetry</p> <p>increase their familiarity with a wide range of books, including fairystories, myths and legends, and retell some of these orally</p> <p>identify themes and conventions in a wide range of books</p> <p>listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>read books that are structured in different ways and reading for a range of purposes</p> | <p>increase their familiarity with a wide range of books, including fairystories, myths and legends, and retell some of these orally</p> <p>listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>read books that are structured in different ways and reading for a range of purposes</p> | <p>prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>recognise some different forms of poetry</p> <p>increase their familiarity with a wide range of books, including fairystories, myths and legends, and retell some of these orally</p> <p>identify themes and conventions in a wide range of books</p> <p>listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>read books that are structured in different ways and reading for a range of purposes</p> |
| Y4 | <p>participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say</p> <p>retrieve and record information from non-fiction texts</p> <p>check that the text makes sense to them, discuss their understanding and explain the meaning of words in context</p> <p>ask questions to improve their understanding of a text</p> <p>identify main ideas drawn from more than one paragraph and summarise</p> | <p>participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say</p> <p>prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>recognise some different forms of poetry</p> <p>predict what might happen from details stated and implied</p> <p>check that the text makes sense to them, discuss their understanding and explain the meaning of words in context</p> <p>ask questions to improve their understanding of a text</p> <p>check that the text makes</p> | <p>participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say</p> <p>predict what might happen from details stated and implied</p> <p>check that the text makes sense to them, discuss their understanding and explain the meaning of words in context</p> <p>ask questions to improve their understanding of a text</p> <p>identify main ideas drawn</p> | <p>participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say</p> <p>prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>recognise some different forms of poetry</p> <p>check that the text makes sense to them, discuss their understanding and explain</p> | <p>participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say</p> <p>predict what might happen from details stated and implied</p> <p>check that the text makes sense to them, discuss their understanding and explain the meaning of words in context</p> <p>ask questions to improve their understanding of a text</p> <p>increase their familiarity with</p> | <p>participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say</p> <p>prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>recognise some different forms of poetry</p> <p>check that the text makes sense to them, discuss their understanding and explain the meaning of words in</p> |

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| | these | <p>sense to them, discuss their understanding and explain the meaning of words in context</p> <p>ask questions to improve their understanding of a text</p> | <p>from more than one paragraph and summarise these</p> <p>increase their familiarity with a wide range of books, including fairystories, myths and legends, and retell some of these orally</p> | <p>the meaning of words in context</p> <p>ask questions to improve their understanding of a text</p> | <p>a wide range of books, including fairystories, myths and legends, and retell some of these orally</p> | <p>context</p> <p>ask questions to improve their understanding of a text</p> |
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