



## Woodrow Reading Progression

	Year R	Year 1	Year 2	Year 3	Year 4
<b>Decoding</b>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs; (ELG Word Reading)</p> <p>Read words consistent with their phonic knowledge by soundblending; (ELG Word Reading)</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. (ELG Word Reading)</p> <p>Read some letter groups that each represent one sound and say sounds for them. (Development Matters - Reception Reading)</p>	<p>Apply phonic knowledge to decode words</p> <p>Read aloud phonically-decodable texts</p> <p>Re-read books to build fluency and confidence</p> <p>Read simple sentences and understand the meaning including what a pronoun is (extra)</p> <p>Speedily read all 40+ letters /groups for 40+ phonemes including alternative sounds for graphemes</p> <p>Read Year 1 common exception words noting unusual correspondences between spelling and sound (identifying where they appear)</p> <p>Read polysyllabic words containing taught GPCs</p> <p>read common suffixes (-s, -es, -ing, -ed, -er and -est)</p> <p>Read contractions and understand that the apostrophe represents the omitted letter(s)</p> <p>Read accurately by blending taught GPCs</p>	<p>Apply phonic decoding until automatic and reading is fluent</p> <p>Read common suffixes (-ed, -ing,-er, -est, -y, -er, -ment, -ful, -ness, -less, -ly</p> <p>Re-read books to build up fluency and confidence in word reading</p> <p>Note punctuation to read with appropriate expression</p> <p>Read accurately by blending, including alternative sounds for graphemes</p> <p>Read Year 2 common exception words, noting unusual correspondences</p> <p>Read aloud books matched to phonic knowledge by sounding out unfamiliar words automatically</p> <p>Read polysyllabic words containing above graphemes</p> <p>Read most words quickly &amp; accurately without overt sounding and blending</p>	<p>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</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>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</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>

		Develop some fluency and expression, pausing at full stops			
<b>Range of reading</b>	<p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. (ELG Word Reading)</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound</p> <p>Learn rhymes, poems and songs. (Development Matters C&amp;L)</p> <p>Engage in non-fiction books</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. (Development Matters C&amp;L)</p>	Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	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	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
<b>Familiarity with texts</b>	<p>Engage in story times (Development Matters C&amp;L)</p> <p>Listen to and talk about stories to build familiarity and understanding (Development Matters C&amp;L)</p> <p>Read aloud, ensuring books are consistent with their developing phonic knowledge.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p>	<p>Recognise and join in with predictable phrases</p> <p>Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p>	<p>Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales</p> <p>Recognise simple recurring literary language in stories and poetry</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>identify themes and conventions in a wide range of books</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>identify themes and conventions in a wide range of books</p>

	<p>(Development Matters - Literacy)</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. (Development Matters C&amp;L)</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. (ELG Comprehension)</p> <p>Anticipate (where appropriate) key events in stories. (ELG Comprehension)</p> <p>Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play. (ELG Comprehension)</p>				
<b>Poetry and performance</b>	<p>Listen carefully to rhymes and songs, paying attention to how they sound</p> <p>Learn rhymes, poems and songs. (Development Matters C&amp;L)</p>	<p>Learn to appreciate rhymes and poems, and to recite some by heart</p>	<p>Continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear</p>	<p>Show understanding through intonation, tone, volume and action</p> <p>Recognise some different forms of poetry</p>	<p>Show understanding through intonation, tone, volume and action</p> <p>Recognise some different forms of poetry</p>
<b>Word meanings</b>	<p>Use and understand recently introduced vocabulary during discussions about stories,</p>	<p>Discuss word meanings and link new meanings to words already known</p>	<p>Discuss and clarify the meanings of words and link new meanings to known vocabulary discuss their</p>	<p>Use dictionaries to check the meaning of words that they have read</p>	<p>Use dictionaries to check the meaning of words that they have read</p>

	<p>nonfiction, rhymes and poems and during role play. (ELG Comprehension)          Learn new vocabulary.          Use new vocabulary through the day.          Use new vocabulary in different contexts.          (Development Matters C&amp;L)</p>		<p>favourite words and phrases</p>		
<b>Understanding</b>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. (ELG C&amp;L)          Make comments about what they have heard and ask questions to clarify their understanding. (ELG C&amp;L)          Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. (ELG Comprehension)</p>	<p>Draw on what they already know or on background information and vocabulary provided by the teacher          Be encouraged to link what they read or hear read to their own experiences          Check that the text makes sense to them as they read and correct inaccurate reading          Answer simple retrieval questions about a text</p>	<p>Discuss the sequence of events in books and how items of information are related          Draw on what they already know or on background information and vocabulary provided by the teacher          Make links between a current book and those already read          Check that the text makes sense to them as they read and correct inaccurate reading</p>	<p>Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context          Ask questions to improve their understanding of a text          Identify main ideas drawn from more than one paragraph and summarise these          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          Ask questions to improve their understanding of a text          Identify main ideas drawn from more than one paragraph and summarise these          Identify morals and messages in a story</p>
<b>Inference</b>	<p>Begin to interpret stories, rhymes and poetry; making suggestions for actions and events (images and text).(LIT)</p>	<p>Discuss the significance of the title and events          Make inferences on the basis of what is being said and done</p>	<p>Make inferences on the basis of what is being said and done          Answer and ask questions</p>	<p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions          Justify inferences with evidence</p>	<p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions          Justify inferences with evidence</p>
<b>Prediction</b>	<p>Anticipate (where appropriate) key events in</p>	<p>Predict what might happen on the basis of what has been read so far</p>	<p>Predict what might happen on the basis of what has been read so far</p>	<p>Predict what might happen from details stated and implied</p>	<p>Predict what might happen from details stated and implied</p>

	stories. (ELG Comprehension)				
<b>Authorial intent</b>				Discuss words and phrases that capture the reader's interest and imagination Identify how language, structure, and presentation contribute to meaning	Discuss words and phrases that capture the reader's interest and imagination Identify how language, structure, and presentation contribute to meaning
<b>Non-fiction</b>	Engage in non-fiction books Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. (Development Matters C&L)	Listen to and discuss a wide range of non-fiction at a level beyond that at which they can read independently	Be introduced to non-fiction books that are structured in different ways	Retrieve and record information from non-fiction texts	Retrieve and record information from non-fiction texts
<b>Discussing reading</b>	Listen to and talk about stories to build familiarity and understanding (Development Matters C&L) Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. (Development Matters C&L) Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. (ELG C&L) Make comments about what they have heard and ask questions to clarify	Participate in discussion about what is read to them by taking turns and listening to what others say Explain clearly their understanding of what is read to them	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	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	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