Reading Curriculum Progression Document

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS **Key Texts:** Little Wandle texts which are part of our SSP. Key stories to promote love of reading: The Smartest Giant in Town, Giraffes can't Dance.	By the end of Term 1: *children can recognise initial sounds (SATPIN) and think of other words that have the same beginning sound.	By the end of Term 2: *children can use increasing phonic knowledge to decode some regular words. * and read them aloud accurately.	They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words.	By the end of Term 4: *children can read and understand some simple sentences with support. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words.	By the end of Term 5: *children can read and understand simple sentences with support. *use phonic knowledge to decode regular words most of the time. *read regular words aloud with increasing accuracy. *read some common irregular words.	By the end of Term 6: *children can read and understand simple sentences with independence. *use phonic knowledge to decode regular words. *read regular words aloud accurately. *read many common irregular words.
Year 1 **Key Texts:** Little Wandle texts which are part of our SSP. Key stories to promote love of reading: Katie in London,	By the end of Term 1: * children apply phonic knowledge and skills in order to decode some words. *find pleasure in reading both independently and through sharing texts with others.	By the end of Term 2: *children apply phonic knowledge and skills in order to decode many words. *children can read some common exception words, noting unusual correspondence between spelling	By the end of Term 3: *children apply phonic knowledge and skills in order to decode most decodable words. *children can read many common exception words, noting unusual correspondence between spelling	By the end of Term 4: *children can read words containing taught GPCs and 's', 'es', 'ing', 'ed', 'er' and 'est' endings. *children can read most common exception words, noting unusual correspondence between spelling	By the end of Term 5: *children can read words with contractions. *read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. *predict what might happen on the basis	By the end of Term 6: * children can read books aloud accurately, using their phonic knowledge. *read words of more than one syllable that contain taught GPCs. *make inferences based on what

	*recognise key stories, such as fairy stories and traditional tales, retelling them and identifying their particular characteristics. *check that the text makes sense to them as they read, and self-correct errors.	and sound and where these occur in the word. *link what they read or hear to their own experiences. *take turns and listen to what others say, when discussing texts that have been read to them. *recognise/join in with rhymes and predictable phrases within poems and texts.	and sound and where these occur in the word. *respond speedily with the correct sound to graphemes for all 40+ phonemes. *share and discuss a wide range of poems, stories and non-fiction at a level beyond that which they can read independently.	and sound and where these occur in the word. *respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.	of what has been read so far. *discuss word meanings, linking new meanings to those already known.	characters say and do. *explain clearly their understanding of what is being read to them
Year 2 **Key texts:** Owl Babies 2.4 Handa's surprising Day 2.4 The Elves and the Shoemakers 2.4 The Cherokee Little People 2.4 The Chain of Giving 2.5 The Beaver's Tail 2.7 Into the Forest 2.5 Poles Apart 2.6 Voices in the Park 2.8 Toffee and Pie 2.9	By the end of Term 1: *children can read accurately by blending the sounds in words of graphemes taught so far (some). * check that the text makes sense to them as they read, correcting inaccurate reading but maintaining fluency. *listen to and discuss a wide range of fiction, non-	By the end of Term 2: *children can read accurately by blending the sounds in words of graphemes taught so far (many). *Ask relevant questions about a text. *draw on their own knowledge, background information and vocabulary provided by the teacher.	By the end of Term 3: *children can read accurately by blending the sounds in words of graphemes taught so far (most). *Ask relevant questions about a text and suggest possible answers. * understand the features of non-fiction books.	By the end of Term 4: *children can recognise alternative sounds for graphemes. *read words containing common suffixes. *understand and discuss the sequence of events in books and how parts of the text are related.	By the end of Term 5: *children can read words of two or more syllables that contain the graphemes that have been taught. *read further common exception words. *discuss and clarify the meanings of words, linking new meanings to known vocabulary. Make thoughtful predictions and use	By the end of Term 6: *children can read most words quickly and accurately, without relying on sounding and blending. *apply phonic knowledge and skills so that decoding is automatic and reading is fluent. *make inferences based on characters and events in the text.

The Tale of Sir Spiffing Biffing 2.9 Amazing Whales 3.0 The Whales Song 3.0 Lost and Found 2.9 Where the Wild Things are 3.5 Harry the Poisonous Centipede 3.7	fiction and poetry at a level beyond which they can read independently.				evidence from the text to support this.	*build up a repertoire of poems learnt by heart and performed with expression.
Year 3 **Key texts:** The Cat Who Wanted to Go Home 4.0 Krindlekrax 4.0 Horse Pie 4.0 George's Marvellous Medicine 4.0 Fantastic Mr Fox 4.1 That Rabbit Belongs to Emily Brown 4.1 Esio Trot 4.4 The Twits 4.4	By the end of Term 1: *children can read the 'I' sound spelt 'y' elsewhere than at the end of words (myth, pyramid). *read the 'ou' sound (touch, trouble, double). *begin to identify themes and conventions in a range of books. *ask questions to develop their understanding of a text.	By the end of Term 2: *children can read and understand prefixes (in un dis im ir re sub inter super anti auto). *retrieve information from fiction and non-fiction texts.	By the end of Term 3: *read and understand words with a variety of suffixes (sure ture sion ion ian ation). *prepare texts to read aloud and perform (intonation, tone, volume and action). *recognise some different forms of poetry (e.g. free verse, narrative).	By the end of Term 4: * read words with /k/ sound spelt 'ch' as in chemist, scheme. *read words with 'ch' as in chef, machine. *summarise the main ideas of more than one paragraph.	By the end of Term 5: *read words ending with 'gue' as in league and 'que' as in antique. *explain the meaning of words in context.	By the end of Term 6: *read words with 'sc' as in science, fascinate. *read words with 'ei' 'eigh' or 'ey' as in vein, eight, obey. *infer characters' feelings, thoughts and motives from their actions and begin to refer to the text.
Year 4 **Key texts:** Charlotte's Web 4.4 Explorer 4.5 Wolf Wilder 4.5	By the end of Term 1: *begin to apply their growing knowledge of root	By the end of Term 2: *apply their growing knowledge of root words,	By the end of Term 3: *use their knowledge of root words, prefixes and	By the end of Term 4: *read further exception words, noting the unusual	By the end of Term 5: *begin to read and understand a wide	By the end of Term 6: *read and understand a wide

The Girl Savage 4.7 The Iron Man 4.7 Charlie and the Chocolate Factory 4.8	words, prefixes and suffixes to read aloud with fluency and expression. *use dictionaries to identify the meaning of words they have read. *identify themes and conventions in a wide range of books.	prefixes and suffixes to read aloud with fluency and expression. *summarise the main ideas of a text.	suffixes to understand the meaning of new words they encounter. *predict what might happen from details that have been stated.	correspondences between spelling and sound. *predict what might happen from details that have been implied.	range of homophones. *draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and begin to justify these inferences with evidence from the text.	range of homophones. *draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify these inferences with evidence from the text.
Year 5 **Key texts:** Private Peaceful 5.2 The Firework-Maker's Daughter 5.3 The Canterbury Tales 5.4 101 Dalmatians 5.4 The Boy at the Back of the Class 5.4 Stig of the Dump 5.5 The Secret Garden 5.7	By the end of Term 1: use their knowledge of root words to identify the meaning of some words in context.	By the end of Term 2: *begin to understand how prefixes and suffixes alter/enhance the meaning of words.	By the end of Term 3: use their knowledge of root words to identify the meaning of many words in context.	By the end of Term 4: *understand how prefixes and suffixes alter/enhance the meaning of words.	By the end of Term 5: *use their knowledge of root words to identify the meaning of most words in context.	By the end of Term 6: *read words clearly and accurately.
Year 6 **Key texts:** The Lion, the Witch and the Wardrobe 5.7 The War Horse 5.9	By the end of Term 1: *begin to use their knowledge of root words, prefixes and suffixes to gain	By the end of Term 2: *begin to use their increasing knowledge of root words, prefixes and suffixes to gain	By the end of Term 3: *confidently use their knowledge of root words, prefixes and suffixes to gain	By the end of Term 4: *demonstrate an interest and growing knowledge of where words originate.	By the end of Term 5: *confidently evaluate how authors use language, including figurative language,	By the end of Term 6: *use their knowledge of how authors use language, to make

The Wolves of Willoughby Chase 6.5	accurate meaning from any text. *to identify key vocabulary in a range of questions and locate the answers within a range of age-appropriate texts.	accurate meaning from any text. *know how to answer a range of questions appropriately (find and copy one word, one mark and 3 mark questions.	accurate meaning from any text. *distinguish between fact and opinion.	*begin to evaluate how authors use language, including figurative language, considering the impact on the reader.	considering the impact on the reader.	informed decisions about what to read. *identify and discuss themes and conventions in and across a wide range of fiction, non-fiction and poetry.