

Little Wandle Progression Document

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation stage	Environmental sounds <ul style="list-style-type: none"> • Listen to and identify environmental sounds • Use the voice to sing at different volumes • Guess and make animal noises Instrumental sounds	Environmental sounds <ul style="list-style-type: none"> • Listen to and identify instrumental sounds • Remember and repeat rhythms • Copy loud and quiet sounds Body percussion	Environmental sounds <ul style="list-style-type: none"> • Perform songs with actions • Identify body sounds • Use the voice to make sounds • Move the body in response to an instrument Rhythm, rhyme & alliteration	Environmental sounds <ul style="list-style-type: none"> • Join in with story phrases and perform actions • Move in time to a beat • Continue a rhyming string • Recognise some initial sounds, e.g. box /b/ • Identify people or objects beginning with a given sound 	Environmental sounds <ul style="list-style-type: none"> • Make sounds with the voice and practise robot talk, e.g. c-a-t • Describe voice sounds, e.g. loud, quiet, high, low • Use the voice to add sounds to a story 	Environmental sounds <ul style="list-style-type: none"> • Understand ‘sound talk’ words that are segmented, e.g. c-oa-t • Sound out and clap CVC words • Count phonemes in a word, e.g. b-i-g (1, 2, 3) • Identify objects with 3 phonemes, e.g. f-i-sh
Foundation stage skills	<ul style="list-style-type: none"> • Listening attentively. • Exploring and experimenting with sounds and words. • Distinguishing between different sounds in the environment and sounds in words (phonemes) 		<ul style="list-style-type: none"> • Developing understanding of rhyme and alliteration and the rich rhythm of stories. • Discriminating phonemes. • Talking about and joining in with stories, poems, rhymes and new vocabulary. • Showing an awareness of rhyme and alliteration. • Reproducing audibly, the phonemes they hear, in order, all through the word. • Using sound-talk to segment words into p 		<ul style="list-style-type: none"> • Showing an awareness of rhyme and alliteration. • Reproducing audibly, the phonemes they hear, in order, all through the word. • Using sound-talk to segment words into phonemes. • Beginning to orally blend. 	
Reception graphemes taught though Little Wandle	Phase 2 S a t p i n m d g o c k c k e u r h b f l	Phase 2 ff ll ss j v w x y z zz qu, ch sh th ng nk <ul style="list-style-type: none"> • words with s /s/ added at the end (hats sits) • words ending s /z/ (his) and with s /z/ added at the end (bags) 	Phase 3 ai ee igh oa oo oo ar or ur ow oi ear air er words with double letters: dd mm tt bb rr gg pp ff <ul style="list-style-type: none"> • longer words (multi-syllabic) 	review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear er air <ul style="list-style-type: none"> • words with double letters longer words • words with two or more digraphs • longer words words ending in -ing compound words • longer words words with s in 	<ul style="list-style-type: none"> • short vowels CVCC • short vowels CVCC CCVC • short vowels CCVCC • short vowels CCCVC • short vowels CCCVCC longer words • longer words compound words • root words ending in: -ing, 	<ul style="list-style-type: none"> • long vowel sounds CVCC • long vowel sounds CCVC • long vowel sounds CCVC • long vowel sounds CCCVC • long vowel sounds CCVCC Phase 4 words ending -s /s/ Phase 4 words ending -s /z/ Phase 4 words ending -es longer word

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				the middle /z/ s words ending –s words with –es at end /z/	–ed /t/, –ed /id/ /ed/ –est	root word ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ Phase 4 words ending in: –s /s/, –s /z/, –es longer words
Reception tricky words taught through Little Wandle	Is, I, the	Put, pull, full, as, and, has, her, his, go, no, to, into, she push*, he, of, we, me, be	Was, you, they, my, by, all, pure, sure, are	Review all tricky words so far	Said, so, have like, some, come, love, do, were, here, little, says, there, when, what, one, out, today	Review all taught words
Reception word Reading	<p align="center">Throughout Reception Focus On:</p> <p>Recognise relationship between the spoken and written word Develop an understanding of environmental print to inform, advise and instruct Recognise words in print remain the same when repeated *Words shown below need to be in line with phonics scheme being followed by your school. Children will acquire an increased amount of grapheme-phoneme correspondences (GPC) across the reception year. It is important to encourage the application of subject skills and knowledge skills and knowledge when reading words containing taught GPC. This may take place in both during teacher-led activities (e.g. 100% decodable Guided Reading <i>and</i> Shared Reading books) and across the provision as part of a broad and balanced EYFS provision.</p>					
Reception word reading	<ul style="list-style-type: none"> •Understand 1:1 correspondence of each spoken word to a written word separated by a space •Left to right direction of print •Recognise words in print remain the same when repeated <p>Teach tricky words for reading: (follow Little Wandle progression for these words)</p>	Build on Previous Term & Focus on: *Secure previous unit high frequency words and teach: Teach tricky words for reading: (follow Little Wandle progression for these words)	Build on Previous Term & Focus on: *Secure previous unit high frequency words and teach: Teach tricky words for reading: (follow Little Wandle progression for these words)	Build on Previous Term & Focus on: *Secure previous unit high frequency words and teach: Teach tricky words for reading: (follow Little Wandle progression for these words)	Build on Previous Term & Focus on: *Secure previous unit high frequency words and teach: Teach tricky words for reading: (follow Little Wandle progression for these words)	Build on Previous Term & Focus on: *Secure previous unit high frequency words and teach: Teach tricky words for reading: (follow Little Wandle progression for these words)

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Reception reading skills	Building on Previous year and throughout Year R Focus on: <ul style="list-style-type: none"> •Recognise that words are constructed from phonemes (sounds) and that phonemes are represented by graphemes (written letters) •Recognising high-frequency words •Self-correction using phonics first strategy 	Build on Previous Term & Focus on: <ul style="list-style-type: none"> •Read simple captions •Recognising increased amount of high-frequency words •Show an awareness of full stops when reading •Self-correction using phonics <p>Identify simple text features such as titles and pictures to indicate what the text is about</p>	Build on Previous Term & Focus on: <ul style="list-style-type: none"> •Read simple captions <p>Recognise an increased amount of high-frequency words</p> <ul style="list-style-type: none"> •Show an awareness of full stops when reading •Show an awareness of the difference between stories and information texts •Choose reading materials and explain what the text is about and why they like it •Use prior knowledge to help understanding •Self-correction using phonics •Read accuracy 	Build on Previous Term & Focus on: <ul style="list-style-type: none"> •Read captions •Recognising increased amount of high-frequency words •Show an awareness of full stops and question marks when reading •Show an awareness of the difference between stories and information texts •Choose reading materials and explain what the text is about and why they like it •Use prior knowledge to help understanding •Self-correction using phonics •Re-read sentence •Read sentences accurately and fluently 	Build on Previous Term & Focus on: <ul style="list-style-type: none"> •Read captions •Recognising increased amount of high-frequency words •Show an awareness of full stops and question marks when reading •Show an awareness of the difference between stories and information texts •Choose reading materials and explain what the text is about and why they like it •Use prior knowledge to help understanding •Self-correction using phonics •Re-read sentence •Read sentences accurately and fluently 	Build on Previous Term & Focus on: <p>Read captions</p> <ul style="list-style-type: none"> •Recognising increased amount of high-frequency words •Show an awareness of full stops and question marks when reading •Show an awareness of the difference between stories and information texts •Choose reading materials and explain what the text is about and why they like it •Use prior knowledge to help understanding •Self-correction using phonics •Re-read sentence •Read sentences accurately and fluently
Development Matters	<ul style="list-style-type: none"> •Continue a rhyming string Hear and say the initial sound in words •Segment the sounds in simple words and blend them together and know which letters represent some of them •Link sounds to letters, naming and sounding the letters of the alphabet 	<ul style="list-style-type: none"> •Continue a rhyming string Hear and say the initial sound in words •Segment the sounds in simple words and blend them together and know which letters represent some of them •Link sounds to letters, naming and sounding the letters of the alphabet •Begin to read words and simple sentences 	<ul style="list-style-type: none"> •Use vocabulary and forms of speech that are increasingly influenced by their experiences of books •Read and understand simple sentences •Use phonic knowledge to decode regular words and read them aloud accurately •Read some common irregular words 	<ul style="list-style-type: none"> •Read phonically regular words of more than 1 syllable •Read some common irregular words •Use phonic knowledge to decode regular words and read them aloud accurately 	<ul style="list-style-type: none"> •Enjoy an increasing range of books •Know that information can be retrieved from books and computers •Read many irregular but high frequency words •Use phonic, semantic and syntactic knowledge to understand 	<ul style="list-style-type: none"> •Enjoy an increasing range of books •Knows that information can be retrieved from books and computers •Read many irregular but high frequency words •Use phonic, semantic and syntactic knowledge to understand

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	<ul style="list-style-type: none"> •Begin to read words and simple sentences 		<ul style="list-style-type: none"> •Demonstrate understanding when talking with others about what they have read 		unfamiliar vocabulary <ul style="list-style-type: none"> •Demonstrate understanding when talking with others about what they have read •Describe the main events in the simple stories they have read 	unfamiliar vocabulary <ul style="list-style-type: none"> •Demonstrate understanding when talking with others about what they have read •Describe the main events in the simple stories they have read
Year 1 graphemes taught through Little Wandle	<p>review Phase 3 GPCs ai ee igh oa oo ar or ur oo ow oi ear air er</p> <ul style="list-style-type: none"> • /z/ s –es words with two or more digraphs e.g. queen thicker <p>Phase 4: CVCC CCVC CCVCC CCCVC Phase 4 with long vowels</p> <p>Phase 5 (new learning) /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each</p> <ul style="list-style-type: none"> • review longer words 	<p>/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn</p> <p>/oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he</p> <p>/ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute</p> <p>/ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw</p> <p>Grow the code: /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /ee/ e ie e-e ea /oo/ /yoo/ ew u-e u ue</p>	<p>/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder</p> <p>/igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone</p> <p>/l/ le al apple metal /s/ c ice /v/ ve give</p> <p>/u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey</p> <p>Grow the code: /oo/ u ew ue u-e ui ou oo fruit soup /ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa</p>	<p>/ur/ or word /oo/ u oul awful would /air/ are share /or/ au aur oor al author dinosaur floor walk</p> <p>/ch/ tch match /ch/ ture adventure /ar/ al half* /ar/ a father*</p> <p>/or/ a water</p> <p>Schwa in longer words: different /o/ a want /air/ ear ere bear there</p> <p>/ur/ ear learn /r/ wr wrist /s/ st sc whistle science Schwa at the end of words: actor</p> <p>/c/ ch school /sh/ ch chef /z/ /s/ ce se ze freeze</p>	<p>ay play a-e shake ea each e he</p> <p>ie pie i-e time o go o-e home</p> <p>ue blue rescue ew chew new u-e rude cute aw claw</p> <p>ea head ir bird ou cloud oy toy</p> <p>i tiger a paper ow snow u unicorn</p> <p>ph phone wh wheel ie shield g giant</p>	<p>/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer</p> <p>/zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large</p> <p>/sh/ ti ssi si ci potion mission mansion delicious</p> <p>/or/ augh our oar ore daughter pour oar more</p> <p>review</p>

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Year 1 tricky words taught through Little Wandle	Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today	their people oh your Mr Mrs Ms ask* could would should our house mouse water want	any many again who whole where two school call different thought through friend work	once laugh because eye	Review previously taught words	busy beautiful pretty hour move improve parents shoe
Year 1 reading	<p style="text-align: center;">•Throughout Year 1 Focus on:</p> <p style="text-align: center;">Read words containing taught GPCs</p> <p style="text-align: center;">Read other words of more than one syllable that contain taught GPCs</p> <p style="text-align: center;">Apply phonic knowledge and skills as the route to decode words with increasing accuracy and fluency</p> <p style="text-align: center;">Read all capital letters and the days of the week</p> <p style="text-align: center;">Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes and many alternative sounds for graphemes</p> <p style="text-align: center;">Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p style="text-align: center;">Read aloud accurately decodable books that are consistent with their developing phonic knowledge</p> <p style="text-align: center;">Re-read books to build up fluency and confidence</p> <p style="text-align: center;">Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</p>					
Year 1 word reading	<ul style="list-style-type: none"> •Read <i>some</i> common exception words, noting unusual correspondences between spelling and sound and where these occur in the word •Teach –s, –es endings 	<ul style="list-style-type: none"> •Read <i>some</i> common exception words, noting unusual correspondences between spelling and sound and where these occur in the word •Reinforce –s, –es endings and teach –er endings 	<ul style="list-style-type: none"> Read <i>most</i> common exception words, noting unusual correspondences between spelling and sound and where these occur in the word •Reinforce –s, –es, –er endings and teach –ing endings 	<ul style="list-style-type: none"> Read <i>most</i> common exception words, noting unusual correspondences between spelling and sound and where these occur in the word •Reinforce –s, –es, –er endings and teach –ing endings 	<ul style="list-style-type: none"> Read <i>most</i> common exception words, noting unusual correspondences between spelling and sound and where these occur in the word •Reinforce –s, –es, –er, –ing endings and teach –ed endings 	<ul style="list-style-type: none"> Read <i>most</i> common exception words, noting unusual correspondences between spelling and sound and where these occur in the word •Reinforce –s, –es, –er, –ing endings and teach –ed endings
Year 1 comprehension	<p style="text-align: center;">Throughout Year 1 Focus on:</p> <ul style="list-style-type: none"> •Listen to and discuss poems, stories and non-fiction at a level beyond that at which they can read independently • Link what they read or hear read to their own experiences •Recognise and join in with predictable phrases with increased confidence 					

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	<ul style="list-style-type: none"> •Recite by heart many poems •Participate in discussion and explain clearly about what is read to them, taking turns and listening to what others say 					
Year 1 comprehension	Build on Previous Year & Focus on: <ul style="list-style-type: none"> •Become familiar with stories, retelling them and considering their particular characteristics •Check that the text makes sense to them as they read and correcting inaccurate reading 	Build on Previous Term & Focus on: <ul style="list-style-type: none"> •Become familiar with several key fairy stories, retelling them and considering their particular characteristics •Draw on what they already know or on background information and vocabulary provided by the teacher •Discuss word meanings and link new meanings to those already known •Predict what might happen on the basis of what has been read so far 	Build on Previous Term & Focus on: <ul style="list-style-type: none"> •Become familiar with stories, retelling them and considering their particular characteristics •Discuss significant events in stories •Predict what might happen on the basis of what has been read so far 	Build on Previous Term & Focus on: <ul style="list-style-type: none"> •Become familiar with several key traditional tales, retelling them and considering their particular characteristics •Make inferences on the basis of what is being said and done 	Build on Previous Term & Focus on: <ul style="list-style-type: none"> •Become familiar with stories, retelling them and considering their particular characteristics •Make inferences on the basis of what is being said and done 	Build on Previous Term & Focus on: <ul style="list-style-type: none"> •Become familiar with several key stories and poems, retelling them and considering their particular characteristics •Make inferences on the basis of what is being said and done
Year 2 Reading	Apply and embedded phonic knowledge and skills as the route to decode <ul style="list-style-type: none"> •Read some common exception words •Read most words containing common suffixes – ly 	Build on Previous Term & Focus on: <ul style="list-style-type: none"> •Decoding automatically and build fluency •Read some common exception words •Read most words containing common suffixes -er -est 	Build on Previous Term & Focus on: <ul style="list-style-type: none"> •Re-read books to build fluency and confidence •Read most common exception words •Read most words containing common suffixes - ful 	Build on Previous Term & Focus on: <ul style="list-style-type: none"> •Sound out most unfamiliar words accurately, without undue hesitation •Read accurately most words of two or more syllables •Read most common exception words •Read most words accurately without overt sounding and blending 	Build on Previous Term & Focus on: <ul style="list-style-type: none"> •Read most words containing common suffixes – ness •Read all common exception words with automaticity •Read sufficiently fluently to allow a focus on understanding •Read accurately most words of two or more syllables 	Build on Previous Term & Focus on: <ul style="list-style-type: none"> •Read most words containing common suffixes – ness •Read all common exception words with automaticity •Read sufficiently fluently to allow a focus on understanding •Read accurately most words of two or more syllables

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Year 2 comprehension	<p align="center">Throughout Year 2 Focus on:</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 which they can read independently •Discuss their favourite words and phrases using some of them in their writing •Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear •Make some inferences on the basis of what is being said and done across the book and drawing on other books they have read (building on from YR1 Greater Depth) 					
Year 2 comprehension	<p>Build on Previous Year & Focus on:</p> <ul style="list-style-type: none"> •Check the text makes sense to them and correct inaccurate reading •Answer and ask questions •Make some predictions of what might happen on the basis of what has been read so far •Understand many non-fiction books that are structured in different ways 	<p>Build on Previous Term & Focus on:</p> <ul style="list-style-type: none"> •Demonstrate familiarity with and retell a wide range of fairy stories •Discuss an increasing amount of word meanings in context, linking meanings to those already known •Sometimes discuss alternative meaning of the same word (e.g. through exploration of synonyms and the same word used in different contexts, building on from YR1 Greater Depth) •Make some predictions of what might happen on the basis of what has been read so far 	<p>Build on Previous Term & Focus on:</p> <ul style="list-style-type: none"> •Explain what has happened so far in what they have listened to or read •Discuss the sequence of events in books and how many items of information are related •Understand many non-fiction books that are structured in different ways 	<p>Build on Previous Term & Focus on:</p> <ul style="list-style-type: none"> •Demonstrate familiarity with and retell a wide range of traditional tales •Recognise simple recurring literary language in stories and poetry and draw upon these for their writing •Make some inferences on the basis of what is being said and done across the book and drawing on other books they have read (building on from YR1 Greater Depth) 	<p>Build on Previous Term & Focus on:</p> <ul style="list-style-type: none"> •Discuss their favourite words and phrases using some of them in their writing •Make some inferences on the basis of what is being said and done across the book and drawing on other books they have read (building on from YR1 Greater Depth) •Understand many non-fiction books that are structured in different ways 	<p>Build on Previous Term & Focus on:</p> <ul style="list-style-type: none"> •Demonstrate familiarity with and retell a wide range of stories and plays •Discuss their favourite words and phrases using some of them in their writing •Show good understanding of books they have read and listened to drawing on what they already know, with background information and vocabulary provided by the teacher
Year 2 reading skills and strategies	<p align="center">Apply the following reading strategies with increasing independence:</p> <ul style="list-style-type: none"> •Building on phonics subject skills and knowledge •Connect prior knowledge with context •Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families •Locate and discuss words and pre taught vocabulary to find out what the text is about 					

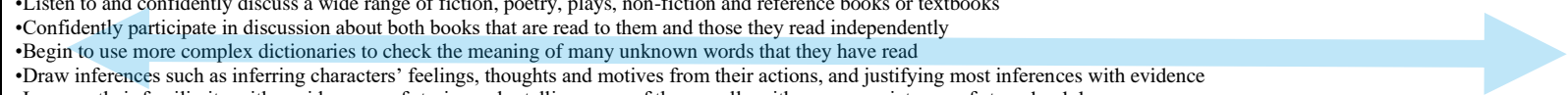
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	•Connect prior knowledge to context					
Year 2 reading skills and strategies	Build on Previous Year & Focus on: <ul style="list-style-type: none"> •Recognise and read <i>many</i> common exception words •Read sentences with increasing accuracy and fluency •Self-correction words •Read aloud with attention to punctuation, including full stops, question, exclamation <i>and</i> intonation 	Build on Previous Term & Focus on: <ul style="list-style-type: none"> •Recognise and read <i>many</i> common exception words •Read sentences with increasing accuracy and fluency •Self-correction words •Read aloud with attention to punctuation, including full stops, question, exclamation <i>and</i> intonation 	Build on Previous Term & Focus on: <ul style="list-style-type: none"> •Recognise and read <i>most</i> common exception words •Read a range of texts with increasing accuracy and fluency •Self-correction, including re-reading and reading ahead •Look for specific information in texts using contents and glossaries •Identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information •Re-reading sentences for clarity 	Build on Previous Term & Focus on: <ul style="list-style-type: none"> •Recognise and read <i>most</i> common exception words •Read a range of texts with increasing accuracy and fluency •Self-correction, including re-reading and reading ahead •Re-reading sentences for clarity 	Build on Previous Term & Focus on: <ul style="list-style-type: none"> •Recognise and read <i>all</i> common exception words with automaticity •Read a range of texts with increasing accuracy and fluency •Self-correction, including re-reading and reading ahead •Talk about book preferences •Identify how texts are organised, <i>e.g. lists, numbered points, tables and bullet points</i> 	Build on Previous Term & Focus on: <ul style="list-style-type: none"> •Recognise and read <i>all</i> common exception words with automaticity •Read a range of texts with increasing accuracy and fluency •Self-correction, including re-reading and reading ahead •Talk about book preferences
Year 3 Reading	<ul style="list-style-type: none"> •Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 					
Year 3 Reading						

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Year 3 comprehension	Building on Previous Year and throughout Year 3 focus on: <ul style="list-style-type: none"> •Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks •Participate in discussion about both books that are read to them and those they can read for themselves •Use dictionaries to check the meaning of many unknown words that they have read •Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence •Increase their familiarity with a wide range of books and retell some of these orally 					
Year 3 comprehension	Build on Previous Year & Focus on: <ul style="list-style-type: none"> •Read a range of books that are structured in different ways and read for a range of purposes •Identify how language, structure and presentation contribute to meaning •Check that the text makes sense to them, discuss their understanding and explain the meaning of some words in context •Predict what might happen from details stated and some which are implied •Retrieve and record some information from non-fiction 	Build on Previous Term & Focus on: <ul style="list-style-type: none"> • Increase their familiarity with a wide range of stories •Use dictionaries to check the meaning of many unknown words that they have read •Predict what might happen from details stated and some which are implied •Recognise some different forms of poetry [for example, free verse, narrative poetry] •Ask some questions to improve their understanding of a text •Prepare short poems to read aloud and to perform, showing some understanding through intonation, tone, volume and action 	Build on Previous Term & Focus on: <ul style="list-style-type: none"> •Read a range of books that are structured in different ways and read for a range of purposes •Identify how language and structure contribute to meaning •Identify main ideas drawn from more than one paragraph and summarise these •Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence •Retrieve and record some information from non-fiction 	Build on Previous Term & Focus on: <ul style="list-style-type: none"> •Increase their familiarity with a wide range of books, including fairy stories •Identify simple themes and conventions in an increasing range of books •Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence •Recognise some different forms of poetry [for example, free verse, narrative poetry] •Prepare short poems to read aloud and to perform, showing some understanding through intonation, tone, volume and action 	Build on Previous Term & Focus on: <ul style="list-style-type: none"> •Read a range of books that are structured in different ways and read for a range of purposes •Identify simple themes and conventions in an increasing range of books •Discuss some words and phrases that capture the reader's interest and imagination •Identify how language and structure contribute to meaning •Retrieve and record some information from non-fiction 	Build on Previous Term & Focus on: <ul style="list-style-type: none"> • Increase their familiarity with a wide range of books •Identify simple themes and conventions in an increasing range of books •Discuss some words and phrases that capture the reader's interest and imagination •Recognise some different forms of poetry [for example, free verse, narrative poetry] •Prepare short plays to read aloud and to perform, showing some understanding through intonation, tone, volume and action
Year 3 reading skills	Building on phonics subject skills and knowledge <ul style="list-style-type: none"> •Connect prior knowledge with context •Locate and discuss words and pre taught vocabulary to find out what the text is about 					

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	<ul style="list-style-type: none"> •Use a range of strategies to make meaning from words and sentences, including building on knowledge of phonics, word roots, text organisation and prior knowledge of context •Read a range of texts with increasing accuracy and fluency •Develop fluent and enthusiasm for reading and read widely and frequently •Develop views about what is read with support •Develop positive attitudes to reading and understanding of what is read 					
Year 3 reading skills	Build on Previous Year & Focus on: <ul style="list-style-type: none"> •Recognise and read <i>many Year 3&4 Word List</i> words •Read aloud using punctuation to aid expression including speech •Self-correction, including re-reading and reading ahead •Skim to gain an overview of a text, e.g. topic, purpose •Identify different purposes of texts, <i>e.g. to inform, instruct, explain</i> •Read short information texts independently with concentration 	Build on Previous Term & Focus on: <ul style="list-style-type: none"> •Recognise and read <i>many Year 3&4 Word List</i> words •Read aloud using punctuation to aid expression including speech •Self-correction, including re-reading and reading ahead 	Build on Previous Term & Focus on: <ul style="list-style-type: none"> •Recognise and read <i>most Year 3&4 Word List</i> words •Skim to gain an overview of a text, e.g. topic, purpose •Identify how texts are organised, <i>e.g. lists, numbered points, diagrams with arrows, tables and bullet points</i> •Look for specific information in texts using contents, indexes, glossaries, dictionaries •Identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information •Re-reading sentences for clarity 	Build on Previous Term & Focus on: <ul style="list-style-type: none"> •Recognise and read <i>most Year 3&4 Word List</i> words •Read aloud with attention to punctuation, including full stops, question, exclamation and speech marks <i>and</i> intonation •Re-reading sentences for clarity 	Build on Previous Term & Focus on: <ul style="list-style-type: none"> •Recognise and read <i>all Year 3&4 Word List</i> words with automaticity •Enhance understanding in information text through, <i>e.g. illustration, photographs, diagrams and charts</i> •Skim to gain an overview of a text, e.g. topic, purpose •Look for specific information in texts using contents, indexes, glossaries, dictionaries 	Build on Previous Term & Focus on: <ul style="list-style-type: none"> •Recognise and read <i>all Year 3&4 Word List</i> words with automaticity •Read aloud with attention to punctuation, including full stops, question, exclamation and speech marks <i>and</i> intonation
Year 4 Reading	Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word					
Year 4 comprehension	<p style="text-align: center;">Building on Previous Year and throughout Year 4 focus on:</p> <ul style="list-style-type: none"> •Listen to and confidently discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks •Confidently participate in discussion about both books that are read to them and those they read independently •Begin to use more complex dictionaries to check the meaning of many unknown words that they have read •Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying most inferences with evidence •Increase their familiarity with a wide range of stories and retelling some of these orally with an appropriate use of story-book language 					


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	Build on Previous Year & Focus on: <ul style="list-style-type: none"> •Read a wide range of books that are structured in different ways and read for a range of purposes •Identify how language, structure and presentation contribute to meaning •Check that the text makes sense to them, discuss most of their understanding and explain the meaning of many words in context, asking questions to improve their understanding of a text •Predict what might happen from details stated and implied •Confidently retrieve and record information from non-fiction 	Build on Previous Term & Focus on: <ul style="list-style-type: none"> •Increase their familiarity with a wide range of stories and retelling some of these orally with an appropriate use of story-book language •Predict what might happen from details stated and implied •Ask some questions to improve their understanding of the text •Recognise a range of poetic forms [for example, free verse, narrative poetry] •Prepare poems to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action 	Build on Previous Term & Focus on: <ul style="list-style-type: none"> •Read a wide range of books that are structured in different ways and read for a range of purposes •Identify main ideas drawn from more than two paragraphs and summarise these •Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying most inferences with evidence •Identify how language, structure and presentation contribute to meaning •Confidently retrieve and record information from non-fiction 	Build on Previous Term & Focus on: <ul style="list-style-type: none"> •Increase their familiarity with a wide range of myths and legends, and retelling some of these orally with an appropriate use of story-book language •Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying most inferences with evidence •Identify themes and conventions in an increasing range of books •Prepare poems to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action •Recognise a range of poetic forms [for example, free verse, narrative poetry] 	Build on Previous Term & Focus on: <ul style="list-style-type: none"> •Read a wide range of books that are structured in different ways and read for a range of purposes •Discuss many words and phrases that capture the reader's interest and imagination •Identify how language, structure and presentation contribute to meaning •Identify themes and conventions in an increasing range of books •Confidently retrieve and record information from non-fiction 	Build on Previous Term & Focus on: <ul style="list-style-type: none"> •Increase their familiarity with a wide range of stories and plays and retelling some of these orally with an appropriate use of story-book language •Discuss many words and phrases that capture the reader's interest and imagination •Identify themes and conventions in an increasing range of books •Prepare play scripts to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action •Recognise a range of poetic forms [for example, free verse, narrative poetry]
Year 4 reading skills	<p style="text-align: center;">Building on Previous year and throughout Year 4 Focus on:</p> <ul style="list-style-type: none"> •Recognise and read <i>all Year 3&4</i> Word List words with automaticity •Read texts, including those with few visual clues, increased independence and concentration •Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, text organisation and prior knowledge of context •With increased independence develop views about what is read •Develop positive attitudes to reading and understanding of what is read 					
Year 4 reading skills	Build on Previous Year & Focus on: <ul style="list-style-type: none"> •Recognise and read Year 3&4 Word List •Read aloud using punctuation to aid expression including speech •Self-correction, including re-reading and reading ahead •Skim to gain an overview of a text, e.g. topic, purpose 	Build on Previous Term & Focus on: <ul style="list-style-type: none"> •Recognise and read Year 3&4 Word List •Read aloud using punctuation to aid expression including speech •Self-correction, including re-reading and reading ahead 	Build on Previous Term & Focus on: <ul style="list-style-type: none"> •Recognise and read Year 3&4 Word List •Skim to gain the gist of a text or the main idea in a chapter •Scan for specific information using a variety of features in texts, e.g. <i>titles, illustrations, pre</i> 	Build on Previous Term & Focus on: <ul style="list-style-type: none"> •Recognise and read Year 3&4 Word List •Read aloud with attention to and increasing range of punctuation, including full stops, question, exclamation and speech marks <i>and</i> intonation 	Build on Previous Term & Focus on: <ul style="list-style-type: none"> •Recognise and read Year 3&4 Word List •Enhance understanding in information text through, e.g. <i>illustration, photographs, diagrams and charts</i> •Look for specific information in texts using 	Build on Previous Term & Focus on: <ul style="list-style-type: none"> •Recognise and read Year 3&4 Word List •Read aloud with attention to and increasing range of punctuation, including full stops, question, exclamation and speech marks <i>and</i> intonation

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	<ul style="list-style-type: none"> •Read short information texts independently with concentration •Identify how texts differ in purpose, structure and layout •Identify different purposes of texts, <i>e.g. to inform, instruct, explain, persuade, recount</i> 		<i>taught vocabulary, bold print, captions, bullet points</i> <ul style="list-style-type: none"> •Identify how texts are organised, <i>e.g. lists, numbered points, diagrams with arrows, tables and bullet points</i> •Identify and use text features, <i>e.g. titles, headings and pictures</i>, to locate and understand specific information •Look for specific information in texts using contents, indexes, glossaries, dictionaries •Re-reading sentences for clarity 	<ul style="list-style-type: none"> •Re-reading sentences for clarity 	contents, indexes, glossaries, dictionaries <ul style="list-style-type: none"> •Identify different purposes of texts, <i>e.g. to inform, instruct, explain, persuade, recount</i> •Skim to gain the gist of a text or the main idea in a chapter 	
Year 5 Reading						
Year 5 comprehension	<p style="text-align: center;">Building on Previous Year and throughout Year 5 focus on:</p> <div style="display: flex; align-items: center; justify-content: space-between;"> <ul style="list-style-type: none"> •Read and discuss a range of fiction, poetry, plays, non-fiction and reference books •Recommend books that they have read to their peers, giving simple reasons for their choices •Learn a wider range of age appropriate poetry by heart •With occasional prompting, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence </div>					
Year 5 comprehension	Build on Previous Year & Focus on: <ul style="list-style-type: none"> •Read books that are structured in different ways and read for a range of purposes •Make comparisons within and across books <i>e.g. plot, genre and theme</i> •Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context 	Build on Previous Term & Focus on: <ul style="list-style-type: none"> •Increase their familiarity with a wide range of books, including modern fiction •Make comparisons within and across books <i>e.g. plot, genre and theme</i> •Predict what might happen from details stated and implied •Participate in discussions about books that are read to them and 	Build on Previous Term & Focus on: <ul style="list-style-type: none"> •Make comparisons within and across books <i>e.g. plot, genre and theme</i> •Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging some views 	Build on Previous Term & Focus on: <ul style="list-style-type: none"> •Increase their familiarity with a wide range of books, including myths and legends •Identify and discuss themes and conventions in and across a wide range of writing •Participate in discussions about books that are read to them and those they 	Build on Previous Term & Focus on: <ul style="list-style-type: none"> •Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary •Identify and discuss themes and conventions in and 	Build on Previous Term & Focus on: <ul style="list-style-type: none"> •Increase their familiarity with a wide range of books, including books from other cultures and traditions •Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic

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	<ul style="list-style-type: none"> •Predict what might happen from details stated and implied •Identify how language, structure and presentation contribute to meaning •Retrieve, record and present some information from fiction and non-fiction •Distinguishing between statements of fact and opinion 	<p>those they can read for themselves</p> <ul style="list-style-type: none"> •Ask questions to improve their understanding •Prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience 	<ul style="list-style-type: none"> •With support, locate relevant information in a text, summarise the main ideas drawn from more than one paragraph and identifying key details that support the main ideas •Identify how language, structure and presentation contribute to meaning •With occasional prompting, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<p>can read for themselves, building on their own and others' ideas and challenging some views</p> <ul style="list-style-type: none"> •With occasional prompting, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence •Provide reasoned justifications for their views •Prepare plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience 	<p>across a wide range of writing</p> <ul style="list-style-type: none"> •Identify how language, structure and presentation contribute to meaning •Identify, discuss and evaluate the difference between literal and figurative language, commenting on the effectiveness of the author's language to create mood and build tension and the impact on the reader •Provide reasoned justifications for their views 	<p>and using notes where necessary</p> <ul style="list-style-type: none"> •Identify and discuss themes and conventions in and across a wide range of writing •Identify, discuss and evaluate the difference between literal and figurative language, commenting on the effectiveness of the author's language to create mood and build tension and the impact on the reader •Provide reasoned justifications for their views •Prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
Year 5 reading skills	<p>Building on Previous year and throughout Year 5 Focus on:</p> <ul style="list-style-type: none"> •Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context •Read extended texts independently for sustained periods •Self-correction, including re-reading and reading ahead •Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, text organisation and prior knowledge of context 					

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	•Reading widely and frequently for pleasure and information					
Year 5 reading skills	Build on Previous Year & Focus on: <ul style="list-style-type: none"> •Recognise <i>many Year 5&6</i> Word List words with automaticity •Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences •Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning •Connecting prior knowledge and textual information to make inferences and predictions •Scan to find specific details using graphic and textual organisers, <i>e.g. sub-headings, diagrams etc</i> •Use information on-screen and on paper 	Build on Previous Term & Focus on: <ul style="list-style-type: none"> •Recognise and read <i>many Year 5&6</i> Word List words with automaticity •Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences •Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning •Connecting prior knowledge and textual information to make inferences and predictions •Read closely, annotating for specific purposes 	Build on Previous Term & Focus on: <ul style="list-style-type: none"> •Recognise and read <i>most Year 5&6</i> Word List words with automaticity •Use a range of strategies for skimming, <i>e.g. finding key words or phrases, gist, main ideas, themes</i> •Identify features of texts, <i>e.g. introduction to topic, sequence, illustrations, degree of formality</i> •Finding the main idea of a text •Use information on-screen and on paper •Read closely, annotating for specific purposes 	Build on Previous Term & Focus on: <ul style="list-style-type: none"> •Recognise and read <i>most Year 5&6</i> Word List words with automaticity •Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences •Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning •Read closely, annotating for specific purposes •Use a range of strategies for skimming, <i>e.g. finding key words or phrases, gist, main ideas, themes</i> 	Build on Previous Term & Focus on: <ul style="list-style-type: none"> •Recognise and read <i>all Year 5&6</i> Word List words with automaticity •Identify features of texts, <i>e.g. introduction to topic, sequence, illustrations, degree of formality</i> •Use information on-screen and on paper •Read closely, annotating for specific purposes •Use a range of strategies for skimming, <i>e.g. finding key words or phrases, gist, main ideas, themes</i> 	Build on Previous Term & Focus on: <ul style="list-style-type: none"> •Recognise and read <i>all Year 5&6</i> Word List words with automaticity •Read closely, annotating for specific purposes •Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences •Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning •Use a range of strategies for skimming, <i>e.g. finding key words or phrases, gist, main ideas, themes</i>
Year 6 Reading Word reading	Apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words					
Year 6 reading comprehension	Building on Previous Year and throughout Year 6 focus on: <ul style="list-style-type: none"> •read and discuss a range of fiction, poetry, plays, non-fiction and reference books or text books •Recommend books that they have read to their peers, giving simple reasons for their choices 					

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	<ul style="list-style-type: none"> •Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence •Increase their familiarity with a wide range of books •Learn a wider range of poetry by heart 					
Year 6 reading comprehension	Build on Previous Year & Focus on: <ul style="list-style-type: none"> •Read books that are structured in different ways and read for a range of purposes •Make comparisons within and across books e.g. plot, genre and theme •Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context •Predict what might happen from details stated and implied •Retrieve, record and present information from non-fiction •Identify how language, structure and presentation contribute to meaning 	Build on Previous Term & Focus on: <ul style="list-style-type: none"> •Increase their familiarity with a wide range of books, including modern fiction •Make comparisons within and across books e.g. plot, genre and theme •Predict what might happen from details stated and implied •Ask questions to improve their understanding •Prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience •Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views 	Build on Previous Term & Focus on: <ul style="list-style-type: none"> •Make comparisons within and across books e.g. plot, genre and theme •Summarise the main ideas drawn from more than one paragraph and identifying key details that support the main ideas •Distinguishing between statements of fact and opinion •Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence •Identify how language, structure and presentation contribute to meaning •Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views 	Build on Previous Term & Focus on: <ul style="list-style-type: none"> •Increase their familiarity with a wide range of books, including fiction from our literary heritage •Identify and discuss themes and conventions in and across a wide range of writing •Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence •Provide reasoned justifications for their views •Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views •Prepare plays to read aloud and to perform, showing understanding 	Build on Previous Term & Focus on: <ul style="list-style-type: none"> •Identify and discuss themes and conventions in and across a wide range of writing •Discuss and evaluate how authors use language, including figurative language considering the impact on the reader •Provide reasoned justification for their views •Identify how language, structure and presentation contribute to meaning •Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary 	Build on Previous Term & Focus on: <ul style="list-style-type: none"> •Increase their familiarity with a wide range of books, including traditional tales •Identify and discuss themes and conventions in and across a wide range of writing •Discuss and evaluate the how authors use language, including figurative language considering the impact on the reader •Provide reasoned justification for their views •Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary •Prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so

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				through intonation, tone and volume so that the meaning is clear to an audience		that the meaning is clear to an audience
Year 6 reading skills	Building on Previous year and throughout Year 6 Focus on: <ul style="list-style-type: none"> •Recognise and read <i>all Year 5&6</i> Word List words with automaticity •Make meaning from words and sentences, including knowledge of phonics, word roots, word families, •Make meaning from text organisation •Make meaning by drawing on prior knowledge •Read increasingly complex texts independently for sustained periods •Find the main idea of a paragraph and text 					
Year 6 reading skills	Build on Previous Year & Focus on: <ul style="list-style-type: none"> •Recognise <i>all Year 5&6</i> Word List words with automaticity •Identify how punctuation relates to sentence structure and how meaning is constructed in multi-clause sentences •Read closely, annotating for specific purposes •Use a range of strategies for finding and locating information e.g. skimming scanning for detail •Connecting prior knowledge and textual information to make inferences and predictions 	Build on Previous Year & Focus on: <ul style="list-style-type: none"> •Recognise <i>all Year 5&6</i> Word List words with automaticity •Identify how punctuation relates to sentence structure and how meaning is constructed in multi-clause sentences •Read closely, annotating for specific purposes •Connecting prior knowledge and textual information to make inferences and predictions 	Build on Previous Term & Focus on: <ul style="list-style-type: none"> •Recognise <i>all Year 5&6</i> Word List words with automaticity •Increase understanding of how punctuation can vary and affect sentence structure and meaning, help avoid ambiguity •Use a range of strategies for finding and locating information e.g. skimming scanning for detail •Summarising a text •Secure responses and understanding through re-reading and cross-check information •Read closely, annotating for specific purposes 	Build on Previous Term & Focus on: <ul style="list-style-type: none"> •Recognise <i>all Year 5&6</i> Word List words with automaticity •Increase understanding of how punctuation can vary and affect sentence structure and meaning, help avoid ambiguity •Secure responses through re-reading and cross-check information •Read closely, annotating for specific purposes •Use a range of strategies for skimming, e.g. <i>finding key words or phrases, gist, main ideas, themes</i> 	Consolidate and embed all skills not secured and focus on: <ul style="list-style-type: none"> •Recognise <i>all Year 5&6</i> Word List words with automaticity •Read closely, annotating for specific purposes •Confidently use a range of strategies for finding and locating information e.g. skimming scanning for detail •Use a range of strategies for skimming, e.g. <i>finding key words or phrases, gist, main ideas, themes</i> 	Consolidate and embed all skills not secured and focus on: <ul style="list-style-type: none"> •Recognise <i>all Year 5&6</i> Word List words with automaticity •Read closely, annotating for specific purposes •Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences •Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning •Use a range of strategies for skimming, e.g. <i>finding key words or</i>

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						<i>phrases, gist, main ideas, themes</i>
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