

Progression of knowledge, understanding and skills in Reading Windmills YR Class						
	T1	T2	T3	T4	T5	T6
<b>Decode / word-reading:</b> phonics tricky words alphabet use of dictionary  80 – 120 words	See LW overview for GPCs	See LW overview for GPCs	See LW overview for GPCs	See LW overview for GPCs	See LW overview for GPCs	See LW overview for GPCs
<b>Literal Understanding and Retrieval:</b> vocabulary characters settings events information justify using text	Recognise and read their name.	Recognise and read their name.  Recall key facts from a story read to them.	Recognise, point to, find words which has been taught.  Recall key facts from a story read to them	Recognise, point to, find words which has been taught.  Use visual literacy to find information from a picture.	Use visual literacy to find information from a picture.  Recall key facts from a story read to them	Use visual literacy to find information from a picture.  Recall key facts from a story read to them
<b>Inferential understanding:</b> prediction sequencing events summary nuanced vocabulary		Begin to understand feelings of characters in a text that they listen to.	Begin to understand feelings of characters in a text that they listen to.  Guess would could happen next.	Use pictures in texts which give clues.  Guess would could happen next.	Use pictures in texts which give clues.  Feel the mood of a setting.	Feel the mood of a setting.
<b>Respond to text:</b> evaluation response to author authorial effect and intent effect of vocabulary	Children show pleasure in stories being read to them.  Sometimes look at a book out of choice.	Children show pleasure in stories being read to them.  Sometimes read a familiar text aloud to themselves.	Enjoy sharing poems and rhymes together.  May pick a favourite character.	Enjoy sharing poems and rhymes together.  May pick a favourite character.	Point to part of the text in answer to questions.  Knows how the picture relates to the story.	Point to part of the text in answer to questions.  Knows how the picture relates to the story.

<p><b>Fluency and phrasing:</b> reading at 90% accuracy without overt segmenting and blending automaticity phrasing appropriate to meaning</p> <p><b>25wpm</b></p>	<p>Recognise and read their name automatically.</p>	<p>Join in with refrain during group recitation.</p> <p>Recite familiar rhymes and song by heart.</p> <p>Sing the alphabet with support.</p>	<p>Join in with refrain during group recitation.</p> <p>Recite familiar rhymes and song by heart.</p> <p>Sing the alphabet with support.</p> <p>Begin to read words and simple sentences.</p>	<p>Sight read familiar words in the environment.</p> <p>Begin to read words and simple sentences. Showing understanding by the way they say it.</p>	<p>Sight read familiar words in the environment.</p> <p>Begin to read words and simple sentences. Showing understanding by the way they say it.</p>	<p>Begin to read words and simple sentences. Showing understanding by the way they say it.</p>
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	<b>Progression of knowledge, understanding and skills in Reading Oast Y1 Class</b>					
	T1	T2	T3	T4	T5	T6
<b>Decode / word-reading:</b> phonics tricky words alphabet use of dictionary  Y1 – 300-600words	See LW overview for GPCs	See LW overview for GPCs	See LW overview for GPCs	See LW overview for GPCs	See LW overview for GPCs	See LW overview for GPCs
<b>Literal Understanding and Retrieval:</b> vocabulary characters settings events information justify using text	Talk about the title	<i>Introduce</i> -Talk about how the title relates to the events of the story  Explain key facts – where? When? How?	Explain key facts  Recognise words and phrases in a text.	<i>Practise</i> - Talk about how the title relates to the events of the story	Explain key facts how?	Explain key facts – who? what? which?
<b>Inferential understanding:</b> prediction sequencing events summary nuanced vocabulary	Predict based on what has been read so far.	How a character feels a certain way	Discuss word meaning	Explain what is happening based on clues in the text?  Link word meaning to those already known	Why a character feels a certain way.	Practise Predict based on what has been read so far
<b>Respond to text:</b> evaluation response to author authorial effect and intent effect of vocabulary	Discuss a wide range of book beyond what can be read by themselves.	Take part in discussions and listen to others  Find information in non-fiction texts.	Collect new words to broaden vocabulary  Practise finding information in non-fiction texts.	Draw links with own experiences.	Discuss the significance of titles or events.	Find information in non-fiction texts. (organisational devices)
<b>Fluency and phrasing:</b>	<i>Introduce</i> prosody for phonically matched books.	<i>Practise and assess</i> prosody for	<i>Practise and assess</i> prosody for	<i>Practise and assess</i> prosody for	<i>Practise and assess</i> prosody for	<i>Practise and assess</i> prosody for

<p>reading at 90% accuracy without overt segmenting and blending automaticity phrasing appropriate to meaning</p> <p>Y1 – 70wpm <b>Y2 – 90wpm</b></p>	<p>Join in with predictable phrases</p> <p><i>Introduce</i> alphabet song/capital letters</p>	<p>phonically matched books.</p> <p>Learn rhymes and songs by heart. Use body percussion.</p>	<p>phonically matched books.</p> <p><i>Practise</i> alphabet song/capital letters</p>	<p>phonically matched books.</p> <p>Join in with predictable phases (storytime)</p>	<p>phonically matched books.</p> <p>Join in with predictable phases (storytime)</p>	<p>phonically matched books.</p> <p>Join in with predictable phases (storytime)</p>
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Progression of knowledge, understanding and skills in Reading Smugglers Y2 Class						
	T1	T2	T3	T4	T5	T6
<b>Decode / word-reading:</b> phonics tricky words alphabet use of dictionary  <b>Y2 – 850-1500 words</b>	Practise and assess Ph5 phonics		Introduce - Use a dictionary		Introduce - Use a glossary	
<b>Literal Understanding and Retrieval:</b> vocabulary characters settings events information justify using text	Identify favourite words and phrases (poetry)  Scan for words in a text <u>Find and copy</u>	Analyse wording in a question- <u>scanning</u>  Check text makes sense	Recognise repeated language  Navigate find the most suitable paragraph (non-fiction)	Analyse wording in a question- identify key words. <u>Text marking</u>  Navigate find the most suitable paragraph (non-fiction)	Draw on vocabulary to understand texts.	Find an answer where question words do not match.
<b>Inferential understanding:</b> prediction sequencing events summary nuanced vocabulary	Predict based on what has been read so far – <u>use evidence</u>	Guess character feelings and give reasons	Sequence events  Discuss and clarify the meaning of new words.	Explain characters' actions. Why does the character behave in this way?	<i>Practise</i> explaining characters' actions.	Predict based on character's actions so far <u>use evidence</u>  Explain a moral or message.
<b>Respond to text:</b> evaluation response to author authorial effect and intent effect of vocabulary	Take part in discussions of books read for themselves.	Take turns and listen to others  Sequence events orally and retell	Talk about how different non-fiction texts are related.	Discuss the sequence of events	Retell a story orally using literacy language.	Clarify meaning of new vocabulary  Recognise literary language e.g. once upon a time, long ago.
<b>Fluency and phrasing:</b> reading at 90% accuracy without overt segmenting and blending	<i>Introduce</i> prosody for phonically matched books.  Join in with predictable phrases	<i>Practise and assess</i> prosody for phonically matched books.	<i>Practise and assess</i> prosody for phonically matched books.	<i>Practise and assess</i> prosody for phonically matched books.	<i>Practise and assess</i> prosody for phonically matched books.	<i>Practise and assess</i> prosody for phonically matched books.

automaticity phrasing appropriate to meaning  Y2 – 90wpm	<i>Introduce</i> alphabet song/capital letters	Learn rhymes and songs by heart. Use body percussion.	<i>Practise</i> alphabet song/capital letters	Check text makes sense as they read.	Check text makes sense as they read.	Check text makes sense as they read.
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**Progression of knowledge, understanding and skills in Reading Vikings Y3&4 Class**

	<b>T1</b>	<b>T2</b>	<b>T3</b>	<b>T4</b>	<b>T5</b>	<b>T6</b>
<b>Decode / word-reading:</b> phonics tricky words alphabet use of dictionary Y3 -1500-200 words Y4 – More than 200 words	Knowledge of root words, prefixes and suffixes.	Noting the unusual correspondence between spelling and sound.	Understand the meaning of new words.	Decode most new words outside of their spoken vocabulary.	Understand the meaning of new words.	Decode most new words outside of their spoken vocabulary.
	<p align="center">Apply growing knowledge of morphology, both to read aloud and to understand the meaning of new words.</p> <p align="center">Read a wide range of exception words (year 3-4 list and similar).</p>					
<b>Literal Understanding and Retrieval:</b> vocabulary characters settings events information justify using text	Talk about the title  <i>Introduce - develop their reading retrieval skills, working across a wider range of text types with growing familiarity.</i>	Retrieving facts and 'hidden' vocabulary.  <i>Scan the paragraph or section to retrieve the information needed, using the text to support answers where necessary</i>	Locate and discuss words and phrases.  <i>Work with texts of increasing length, to retrieve information across the whole text.</i>	Locate and discuss words and phrases.  <i>Practice –develop their reading retrieval skills, working across a wider range of text types with growing familiarity.</i>	Scan for alternative synonyms or phrases  <i>Skim a whole text first to select which paragraph or section of text an answer may be located in.</i>	Skim a whole text first to select which paragraph or section of text an answer may be located in.  <i>Scan the paragraph or section to retrieve the information needed, using the text to support answers where necessary.</i>
<b>Inferential understanding:</b> prediction sequencing events summary nuanced vocabulary	Draw inference such as characters' feelings, thoughts and motives.  <u>Use of evidence</u> 'Prove it' by using quotations from texts to support.  <i>Introduce - Identify themes across the text.</i>	Predict what might happen.  <u>Scanning</u> Pronouns- that link to a key question.  <i>Justify their inferences with textual evidence as a familiar exercise.</i>	Draw inference such as characters' feelings, thoughts, motives.  Identify themes across the text.  <u>Find and copy</u> Scan the text for the synonyms	Use dictionaries to check meanings of new vocabulary  Discuss and explain new phrases  <u>Text Marking</u> Mark key information  <i>Introduce – in support of inference</i>	Begin to justify their inferences by locating textual evidence.  <u>Skimming</u> Look for bullet points that may contain the information needed.  <i>Practise – in support of inference skills, use dictionaries with growing independence,</i>	Draw inference such as characters' feelings, thoughts and motives.  <i>Discuss and explain words and phrases to explore meanings in context.</i>

	Draw inferences such as inferring characters' feelings, thoughts and motives for their actions.	Predict what might happen from implied details.	Draw inferences such as inferring characters' feelings, thoughts and motives for their actions.  Justify their inferences with textual evidence as a familiar exercise.	skills, use dictionaries with growing independence, to define new vocabulary.	to define new vocabulary.  Discuss and explain words and phrases to explore meanings in context.	
<b>Respond to text:</b> evaluation response to author authorial effect and intent effect of vocabulary	Understanding of what they've read. <ul style="list-style-type: none"> <li>How does this text make you feel?</li> </ul> <p>Gathering experience from a wider range of texts, build positive attitudes to reading.</p>	Participate in discussion about the text. <ul style="list-style-type: none"> <li>What do you think of this character?</li> <li>Can you think of another text which compares to this one?</li> </ul> <p>Gathering experience from a wider range of texts, build positive attitudes to reading.</p>	Retell orally; discuss words and phrases.  Increasing awareness of authorial choice, discuss words and phrases which capture interest.	Identify how language, (paragraph) structure and presentation contribute to meaning. <ul style="list-style-type: none"> <li>How does the way it is set out on the page help us find information?</li> </ul> <p>Increasing awareness of authorial choice, discuss words and phrases which capture interest.</p>	Participate in discussion about the text.  Identify how language, paragraph structure and layout contribute to meaning.	Retell orally; discuss words and phrases. <ul style="list-style-type: none"> <li>How does this text make you feel?</li> </ul> <p>Identify how language, paragraph structure and layout contribute to meaning.</p>
<b>Fluency and phrasing:</b> reading at 90% accuracy without overt segmenting and blending automaticity	Read new words outside their spoken vocabulary, making a good guess at pronunciation.  Read words speedily by working out the	Read on sight all Y2 CE words.  With support, notice where commas create phrasing within sentences; read with expression, using the	When performing poetry, to speak audibly and with growing fluency.  Introduce - recite whole poems with	Recite some poems.  Commas create phrasing within sentences; read with expression, using the punctuation to support meaning.	Read new words outside their spoken vocabulary, making a good guess at pronunciation.  As decoding becomes more secure, become	Read with expression, using punctuation to support meaning.  As decoding becomes more secure, become

<p>phrasing appropriate to meaning</p> <p>Y3 - 110 wpm Y 4 - 140 wpm</p>	<p>pronunciation of unfamiliar printed words (decoding) and recognising familiar words.</p> <p>Sight read a wide range of exception words (year 3-4 list and similar).</p>	<p>punctuation to support meaning, including multi-clause sentences</p>	<p>growing awareness of the listener.</p>		<p>independent, fluent and enthusiastic readers.</p>	<p>independent, fluent and enthusiastic readers.</p>
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**Progression of knowledge, understanding and skills in Reading Oxney Y4/5 Class**

	<b>T1</b>	<b>T2</b>	<b>T3</b>	<b>T4</b>	<b>T5</b>	<b>T6</b>
<b>Decode / word-reading:</b> phonics tricky words alphabet use of dictionary  Y4 – more than 2,000 words Y5 – more than 2,000 words	Apply growing knowledge of morphology, both to read aloud and to understand the meaning of new words.  Read a wide range of exception words (year 3-4 list and similar).					
	No direct teaching of word reading skills is required for most children.  Work out unfamiliar words by applying their growing knowledge of root prefixes and suffixes (morphology and etymology).  Read some of the exception words (year 5-6 list and similar).					
<b>Literal Understanding and Retrieval:</b> vocabulary characters settings events information justify using text	<i>Introduce - develop their reading retrieval skills, working across a wider range of text types with growing familiarity.</i>  Discuss understanding and explore the meaning of words in context; asking questions which develop understanding.	<i>Practice –develop their reading retrieval skills, working across a wider range of text types with growing familiarity.</i>  Retrieve key details and begin to find quotations from a whole text.	Work with texts of increasing length, to retrieve information across the whole text.  Learn to locate the author or poet’s viewpoint, either where it is explicitly stated or when it can be retrieved through using similar words and phrases.	Skim a whole text first to select which paragraph or section of text an answer may be located in.  Learn to locate the author or poet’s viewpoint, either where it is explicitly stated or when it can be retrieved through using similar words and phrases.	Scan the paragraph or section to retrieve the information needed, using the text to support answers where necessary.  Understand some challenging vocabulary and its meaning within context, sometimes supported by using a dictionary or thesaurus.	Scan the paragraph or section to retrieve the information needed, using the text to support answers where necessary.  Understand some challenging vocabulary and its meaning within context, sometimes supported by using a dictionary or thesaurus.

<p><b>Inferential understanding:</b> prediction sequencing events summary nuanced vocabulary</p>	<p><i>Introduce</i> - Identify themes across the text.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives for their actions.</p> <p>Justify their inferences with textual evidence as a familiar exercise.</p> <p>Predict what might happen from implied details.</p> <p>Draw inferences independently, often justifying with textual evidence.</p> <p><b>Use of evidence</b> 'Prove it' by using quotations from texts to support.</p>	<p><i>Practise</i> - Identify themes across the text.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives for their actions.</p> <p>Justify their inferences with textual evidence as a familiar exercise.</p> <p>Predict what might happen from implied details.</p> <p>Make predictions from implied details, both before and after events.</p> <p><b>Text Marking</b> Mark key information</p>	<p><i>Practise</i> - Identify themes across the text.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives for their actions.</p> <p>Justify their inferences with textual evidence as a familiar exercise.</p> <p>Predict what might happen from implied details.</p> <p>Identify and discuss themes across a wide range of texts, both fiction, non-narrative and poetry.</p> <p><b>Find and copy</b> Scan the text for the synonyms</p>	<p><i>Introduce</i> – in support of inference skills, use dictionaries with growing independence, to define new vocabulary.</p> <p>Discuss and explain words and phrases to explore meanings in context.</p> <p>Summarise main ideas, make comparisons within and across texts, referring to both reference points.</p> <p><b>Skimming</b> Look for bullet points that may contain the information needed.</p>	<p><i>Practise</i> – in support of inference skills, use dictionaries with growing independence, to define new vocabulary.</p> <p>Discuss and explain words and phrases to explore meanings in context.</p> <p>Discuss and explore the precise meaning of words and phrases in context.</p> <p><b>Scanning</b> Pronouns- that link to a key question.</p>	<p><i>Practise</i> – in support of inference skills, use dictionaries with growing independence, to define new vocabulary.</p> <p>Discuss and explain words and phrases to explore meanings in context</p> <p>Discuss and explore the precise meaning of words and phrases in context.</p>
<p><b>Respond to text:</b> evaluation response to author authorial effect and intent effect of vocabulary</p>	<p>Gathering experience from a wider range of texts, build positive attitudes to reading.</p> <p><i>Introduce</i> -Extend familiarity with texts to include modern fiction, fiction from our literacy heritage,</p>	<p>Gathering experience from a wider range of texts, build positive attitudes to reading.</p> <p><i>Practise</i> -Extend familiarity with texts to include modern fiction, fiction from our literacy heritage,</p>	<p>Increasing awareness of authorial choice, discuss words and phrases which capture interest.</p> <p><i>Introduce</i> - During supported discussion, make comparisons within and across texts; with guidance,</p>	<p>Increasing awareness of authorial choice, discuss words and phrases which capture interest.</p> <p><i>Practise</i> - During supported discussion, make comparisons within and across texts; with guidance,</p>	<p>Identify how language, paragraph structure and layout contribute to meaning.</p> <p><i>Introduce</i> - Discuss and evaluate how authors use language, considering the impact on the reader; begin to</p>	<p>Identify how language, paragraph structure and layout contribute to meaning.</p> <p><i>Practise</i> - Discuss and evaluate how authors use language, considering the impact on the reader; begin to understand</p>

	<p>and books from other cultures.</p> <p>During discussion build on own and others' ideas; maintain positive attitudes to reading texts structured in different ways for a range of purposes.</p>	<p>and books from other cultures.</p> <p>During discussion build on own and others' ideas; maintain positive attitudes to reading texts structured in different ways for a range of purposes.</p>	<p>distinguish between fact and opinion.</p>	<p>distinguish between fact and opinion.</p>	<p>understand figurative language, e.g. metaphor, personification.</p>	<p>figurative language, e.g. metaphor, personification.</p>
<p><b>Fluency and phrasing:</b> reading at 90% accuracy without overt segmenting and blending automaticity phrasing appropriate to meaning</p> <p>Y4 - 140 wpm Y5 - 150 wpm</p>	<p><i>Read words speedily by working out the pronunciation of unfamiliar printed words (decoding) and recognising familiar words.</i></p> <p><i>Sight read a wide range of exception words (year 3-4 list and similar).</i></p> <p><i>Introduce</i> - Read aloud a wider range of age appropriate poetry and other texts with accuracy and at a reasonable speaking pace.</p> <p>Read most words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity.</p>	<p><i>With support, notice where commas create phrasing within sentences; read with expression, using the punctuation to support meaning, including multi-clause sentences.</i></p> <p><i>Practise</i> - Read aloud a wider range of age appropriate poetry and other texts with accuracy and at a reasonable speaking pace.</p> <p>Read most words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity.</p>	<p><i>Introduce</i> - recite whole poems with growing awareness of the listener.</p> <p>Prepare readings using appropriate intonation to show understanding.</p>	<p><i>Practise</i> – recite whole poems with growing awareness of the listener.</p> <p><i>Introduce</i> - Notice more sophisticated punctuation, e.g. of parenthesis, and use expression accordingly; read silently and then discuss what is read.</p>	<p><i>As decoding becomes more secure, become independent, fluent and enthusiastic readers.</i></p> <p><i>Practise</i> - Notice more sophisticated punctuation, e.g. of parenthesis, and use expression accordingly; read silently and then discuss what is read.</p>	<p><i>As decoding becomes more secure, become independent, fluent and enthusiastic readers.</i></p> <p>Sight read all year 3-4 exception words and some year 5- 6 words (and similar) with automaticity.</p>

**Progression of knowledge, understanding and skills in Reading – Rother Y6 Class**

	<b>T1</b>	<b>T2</b>	<b>T3</b>	<b>T4</b>	<b>T5</b>	<b>T6</b>
<p><b>Decode / word-reading:</b> phonics tricky words alphabet use of dictionary</p> <p>More than 2,000 words</p>	<p>Apply growing knowledge of root prefixes and suffixes (morphology and etymology)</p> <p>Children read a wide range of exception words which occur in the texts they read</p>	<p>Children continue to read a wide range of exception words which occur in the texts they read</p>	<p>Children continue to read a wide range of exception words which occur in the texts they read and start to apply them accordingly in their own writing</p>	<p>Use of morphology and etymology to read aloud and to understand the meaning of new words</p>	<p>Use of morphology and etymology to read aloud and to understand the meaning of new words</p>	<p>Children continue to read a wide range of exception words which occur in the texts they read and apply them accordingly in their own writing</p>
<p><b>Literal Understanding and Retrieval:</b> vocabulary characters settings events information justify using text</p>	<p>Take notes when reading sections of the text</p> <p>Routinely find accurate quotations</p>	<p>Independently locate key information</p> <p>Retrieve and summarise details</p>	<p>Provide reasoned justifications for views</p> <p>Use skimming, scanning and text-marking</p>	<p>Retrieve and summarise details to support opinions and predictions</p> <p>Use skimming, scanning and text-marking to support answers to questions which require analysis</p>	<p>Retrieve and summarise details to support opinions and predictions</p>	<p>Retrieve and summarise details to support opinions and predictions</p> <p>Provide reasoned justifications for views</p>
<p><b>Inferential understanding:</b> prediction sequencing events summary nuanced vocabulary</p>	<p>Summarise main ideas across a whole text</p> <p>Children begin to draw hidden inferences, justifying with textual evidence</p> <p>Note developments e.g. of a character relationship</p>	<p>Children draw hidden inferences, justifying with textual evidence</p>	<p>Make comparisons within and across texts</p> <p>Make reasoned predictions from implied details</p>	<p>Work out the nuanced meanings of words and phrases in context</p>	<p>Identify and discuss themes</p> <p>Make comparisons within and across texts using evaluative skills</p>	<p>Work out the nuanced meanings of words and phrases in context and apply this newly learnt vocabulary to their own written work</p> <p>Children continue to draw hidden inferences, justifying with textual evidence</p>
<p><b>Respond to text: evaluation</b></p>	<p>Participate in discussion</p>	<p>Participate in discussion with growing confidence</p>	<p>Discuss and evaluate the effect of words</p>	<p>Participate in discussion confidently building</p>	<p>Distinguish between fact and opinion</p>	<p>Participate in discussion confidently</p>

response to author authorial effect and intent effect of vocabulary	Discuss and evaluate how authors use language	Discuss and evaluate how authors use language	and phrases on the reader  Identify and talk about figurative language	on own and others' ideas  Identify and talk about figurative language and its impact	Express points of view with reasoned justification	both building on ideas and challenging them  Express points of view with reasoned and developed justifications
<b>Fluency and phrasing:</b> reading at 90% accuracy without overt segmenting and blending automaticity phrasing appropriate to meaning  Y6 150-200 wpm	To read passages to an audience taking into consideration intonation, tone and volume  Notice and respond to punctuation and phrasing when reading aloud	Learn and recite a wider range of poetry  To read passages confidently to an audience taking into consideration intonation, tone and volume so that the meaning is clear to the audience	Read a wide range of exception words	Continue to learn and recite a wider range of poetry  Notice and respond to punctuation and phrasing when reading aloud  Gain, maintain and monitor the interest of the listener	Continue to read a wide range of exception words	Demonstrate the ability to read age- appropriate texts fluently and with confidence  Confidently perform poems and plays showing an understanding through intonation, tone and volume so that meaning is clear to the audience