



Woodside Academy Progression Map for *Reading*

INTENT: It is our intention to ensure that by the end of their primary education, all pupils are able to read fluently and with confidence, in any subject in their forthcoming secondary education. We therefore intend to encourage all pupils to read widely across both fiction and non-fiction to develop: knowledge of themselves and the world in which they live; to establish an appreciation and love of reading; to gain knowledge across the curriculum; and develop their comprehension skills. We are committed to providing vocabulary rich reading material so children are exposed to a wide variety of texts.

Autumn Spring Summer Term	EYFS		KS1		KS2			
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<u>Class Readers</u> <u>Autumn 1:</u> Let's make Faces The Little Red Hen My Funny Family The Best Diwali Ever <u>Autumn 2:</u> Funnybones We're Going on a Bear Hunt My 5 Senses The Story of Hanukkah Dear Santa The Christmas Story <u>Spring 1:</u> New Year's Resolution Goldilocks and the Three Bears The Gingerbread Man The Three Billy Goats Gruff The Chinese New Year Race <u>Spring 2:</u> Mr Wolf's Pancakes Whatever Next! Supertato Supertato – The Great Eggscape	<u>Class Readers</u> <u>Autumn 1:</u> Once They Were Giants The Enormous Turnip Funny Bones <u>Autumn 2:</u> Room on the Broom The Three Little Pigs The Jolly Postman The Christmas Story <u>Spring 1:</u> Owl babies Percy the park keeper After the Storm The Gruffalo <u>Spring 2:</u> Little Red Riding Hood Percy the Park Keeper – One Springy Day The Odd Egg The Ugly Duckling Shakespeare	A1-S1 –Story-time with questions (see core reading text list) S2- Choosing Crumble Sum 1 – The Magic Finger Sum 2 – The Wind in the Willows	A1 – Fantastic Mr Fox A2 – The Minpins S1- Poisonous Centipede S2- Mr Stink Sum 1 –Charlie and the Chocolate Factory Sum 2 – The Enchanted Wood	A1 – James and the Giant Peach A2 – Charlotte's Webb S1- Raven Boy S2-Alice's Adventures in Wonderland Sum 1 and 2– Demon Dentist	A1 – Kensuke's Kingdom A2 – The Witches S1 and S2 – Grandpa's Great Escapes Sum 1 and 2- The Accidental Prime Minister	A1 –Who Let the Gods Out A2 – There's a Boy in the Girl's Bathroom S1 and S2 – Varjak's Paw Sum 1 and 2 – Butterfly Lion	A1 – Pig Heart Boy A2 – Wonder S1- Letters from the Lighthouse S2- Goodnight Mr Tom Sum 1 and 2– Holes

	<p><u>Summer 1:</u> Tad The Very Hungry Caterpillar Jack and the Beanstalk</p> <p><u>Summer 2:</u> The Lighthouse Keepers Lunch The Tiger that comes to Tea Pirates Love Underpants</p>	<p><u>Summer 1:</u> Jack and the beanstalk The magic Porridge pot Supertato Chicken Licken</p> <p><u>Summer 2:</u> What the ladybird heard Rumpelstiltskin The Little Red Hen The Three Billy Goats Gruff</p>						
Reading Books	<p>Pre-phonics is taught three days a week and delivered in small keyworker groups. Autumn term we focus on aspects 1-3, Spring term 4-7 and once children complete our pre-phonics programme, they progress on to the Monster Phonics nursery programme.</p>	<p>Phonics is taught in a highly structured and systematic programme of daily lessons across EYFS and KS1. The programme we use is called Monster Phonics. Monster Phonics uses colour to consistently code for key graphemes in English. Colour shows children how to pronounce the most difficult aspects of reading. It is unique in that it uses character (monster) phoneme cues and colour coding to represent the long vowel sounds, silent letters and tricky letters. With Monster Phonics, spellings are more memorable and learning to read and spell becomes exciting and fun!</p> <p>See Phonics progression map for further details.</p>			<p>In Year 3, pupils are provided with a recommended reading list appropriate for their age. The variety of books available (classic and modern fiction, graphic fiction, poetry, non-fiction, diversity and emotions and relationships) encourages children to develop curiosity in the world around them and enables them to select a book depending on their individual interests.</p>	<p>In Year 4, pupils are provided with a recommended reading list appropriate for their age. The variety of books available (classic and modern fiction, graphic fiction, poetry, non-fiction, diversity and emotions and relationships) encourages children to develop curiosity in the world around them and enables them to select a book depending on their individual interests.</p> <p>Children who are not yet fluent readers will</p>	<p>In Year 5, pupils are provided with a new recommended reading list appropriate for their age. The variety of books available (classic and modern fiction, war and history, graphic fiction, poetry, moving on and growing up, non-fiction, diversity and emotions, confidence and relationships) promote a love of reading as well as for information. The books ensure children</p>	<p>In Year 6, pupils are provided with a new recommended reading list appropriate for their age. The variety of books available (classic and modern fiction, war and history, graphic fiction, poetry, moving on and growing up, non-fiction, diversity and emotions, confidence and relationships) promote a love of reading as well as for information. The books ensure children read a diverse range of books that are</p>
	<p><u>Reading expectations:</u> Children have story time every day throughout their nursery year which involves questioning and dialogue between adults and children. These story time sessions will be the class focused text, a book related to the current topic or</p>	<p>High Frequency words</p>	<p>Accurately read the Year 1 common exception words</p> <p><u>Reading expectations:</u> Each child should be heard to read at least once a week, in addition to a high-quality daily</p>	<p>Accurately read the Year 2 common exception words.</p> <p><u>Reading expectations:</u> Each child should be heard to read at least once a week, in addition to a daily high-</p>				

	<p>children's choice of text (chosen through a voting system). parents/carers. Children take home a story book from our class library (weekly). The child can choose the storybook from a selection, supported by an adult then parents/carers enjoy the story together.</p>		<p>reading session. Reading diaries to be checked weekly to ensure children are reading at home and to open up possibilities for a dialogue between school and parents/carers. Children to take home one book that matches their phonics ability and one book of their choice.</p>	<p>quality guided reading session. Reading diaries to be checked weekly to ensure children are reading at home and to open up possibilities for a dialogue between school and parents/carers. Children to take home one book that matches their phonics ability and one book of their choice.</p>	<p>Children who are not yet fluent readers will continue to progress through the colour bands but are encouraged to be more independent in the choices they make. If needed, previous bands are revisited so children's learning can be consolidated.</p> <p><u>Reading expectations:</u> Each child should be heard to read at least once a week, during a high-quality guided reading session. Reading diaries to be checked weekly to ensure children are reading at home and to open up possibilities for a dialogue between school and parents/carers. Children to take</p>	<p>continue to progress through the colour bands but are encouraged to be more independent in the choices they make. If needed, previous bands are revisited so children's learning can be consolidated.</p> <p><u>Reading expectations:</u> Each child should be heard to read at least once a week, during a high-quality guided reading session. Reading diaries to be checked weekly to ensure children are reading at home and to open up possibilities for a dialogue between school and parents/carers. Children to take home a book independently selected from the class reading corner.</p>	<p>read a diverse range of texts that are structured in different ways.</p> <p>Children who are not yet fluent readers will continue to progress through the colour bands but are encouraged to be more independent in the choices they make. If needed, previous bands are revisited so children's learning can be consolidated.</p> <p><u>Reading expectations:</u> Each child should be heard to read at least once a week during a high-quality guided reading session. Reading diaries to be checked weekly to</p>	<p>structured in different ways.</p> <p>Children who are not yet fluent readers will continue to progress through the colour bands but are encouraged to be more independent in the choices they make. If needed, previous bands are revisited so children's learning can be consolidated.</p> <p><u>Reading expectations:</u> Each child should be heard to read at least once a week during a high-quality guided reading session. Reading diaries to be checked weekly to ensure children are reading at home and to open up possibilities for a dialogue between</p>

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S K I L S	<p>To notice print e.g. familiar logos, bus numbers, my name/ first letter.</p> <p>To fill in missing words from well-known rhymes.</p> <p>To show enjoyment for stories.</p> <p>To talk about something, I can see in a story.</p> <p>To hold a book the right way up and turn the pages.</p> <p>To understand letters and print e.g. page sequencing, book parts, etc.</p>	<p>Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme (Monster Phonics).</p> <p>Read simple phrases and sentences made up of words</p>	<p>Use sounds (graphemes, digraphs and trigraphs) to segment sounds in words and blend together.</p> <p>Identify sounds in and read common exception words.</p> <p>To read aloud simple sentences.</p> <p>To read words with contractions, e.g. I'm, I'll and we'll.</p> <p>To begin to use VIPER skills: picking out key vocabulary, inferring based on what we have read, predicting what may happen next, explaining what they have already read and retrieving key information.</p>	<p>Vocabulary Decoding Consolidate their phonics knowledge and apply it to new and unfamiliar texts.</p> <p>To read out loud and begin to explain the meaning of new words.</p> <p>To read year 1 and 2 common exception words.</p> <p>Word meanings Discuss and explicitly teach strategies for finding out the meaning of new and unfamiliar words.</p> <p>Understanding To be explicitly taught how to use the context of a text to</p>	<p>KS2 follow Reading Vipers to ensure coverage of each reading content domain.</p> <p>Vocabulary Decoding Apply their growing knowledge of root words, prefixes and suffixes taught in KS1 and Year 3, when reading aloud and explaining the meaning of new words.</p> <p>Read some further exception words, noting the unusual correspondences between spelling and sounds and where</p>	<p>KS2 follow Reading Vipers to ensure coverage of each reading content domain.</p> <p>Vocabulary Decoding Apply their growing knowledge of root words, prefixes and suffixes taught in KS1 to LKS2, when reading aloud and explaining the meaning of new words.</p> <p>Independently read further exception words, explaining the unusual correspondence between the spelling and sound and where</p>	<p>KS2 follow Reading Vipers to ensure coverage of each reading content domain.</p> <p>Vocabulary Decoding Children can apply their understanding of new words referring to known root words, prefixes and suffixes taught throughout KS1 to Year 5.</p> <p>They can apply their knowledge of morphology and etymology to explain unfamiliar words.</p> <p>Word meanings Independently using dictionaries to check</p>	<p>KS2 follow Reading Vipers to ensure coverage of each reading content domain.</p> <p>Vocabulary Decoding Children can apply their understanding of new words referring to known root words, prefixes and suffixes taught throughout KS1 and KS2.</p> <p>They can apply their knowledge of morphology and etymology to explain unfamiliar words.</p> <p>Word meanings Independently using dictionaries to check</p>

<p>To identify signs and symbols in the environment and recall what they mean.</p> <p>I know books are special and I can look after them.</p> <p>To join in with familiar songs, rhymes, and repeat familiar phrases from simple stories.</p> <p>To make suggestions about what might happen next in a story.</p> <p>Begin to understand that print carries meaning and is read left to right, top to bottom.</p> <p>To identify and suggest rhymes.</p> <p>To identify letters from my own name in other words.</p> <p>To notice print e.g. familiar logos, bus numbers, my name/ first letter.</p> <p>I know print can have different purposes.</p> <p>To name most parts of a book, including front cover, back cover, title and author.</p>	<p>with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Re-read what they have written to check that it makes Sense.</p>	<p>Read to an adult and develop fluency and flow.</p> <p>Orally answer questions relating to texts.</p> <p>Read independently.</p> <p>Beginning to use expression.</p> <p>To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.</p> <p>To link what they have read or have read to them to their own experiences.</p> <p>To retell familiar stories in increasing detail.</p>	<p>understand the meaning of words.</p> <p>To begin to explain the meaning of words independently, making some references to the text they are reading.</p> <p><u>Inference</u></p> <p>To make simple inferences from any part of the text, referring to settings or characters.</p> <p><u>Prediction</u></p> <p>To understand what the skill of prediction means.</p> <p>To use knowledge of events in the text to make sensible predictions.</p> <p><u>Explain</u></p> <p>To be able to explain what new words mean, based on the context.</p> <p>To explain what parts of a text they find interesting and why.</p> <p>To discuss how word choices, effect the meaning.</p> <p><u>Retrieve</u></p> <p>To retrieve and record information from fiction and non-fiction, based on a specific question.</p> <p>To explain the difference between fact and opinion.</p> <p><u>Sequence and Summarise</u></p> <p>To order key events from a text.</p>	<p>these occur in the word.</p> <p><u>Word meanings</u></p> <p>Explicitly teaching and demonstrate how to use dictionaries to check meaning of words.</p> <p><u>Understanding</u></p> <p>To be explicitly taught and beginning to use meaning breakdown and background knowledge to explain meaning of words in a text.</p> <p>To explain the meaning of the words, making references to a section of text or paragraph.</p> <p><u>Inference</u></p> <p>To draw inferences from across a paragraph referring to simple settings and characters.</p> <p><u>Prediction</u></p> <p>To use background knowledge and prediction reading strategies.</p> <p>To use events that have happened in the text to make an accurate prediction from a short passage.</p> <p><u>Explain</u></p> <p>To explore the meaning of words in context.</p> <p>To identify words and phrases that capture the reader's interest</p>	<p>these occur in the word.</p> <p><u>Word meanings</u></p> <p>Explicitly teaching and providing some assistance in using dictionaries to check meaning of words.</p> <p><u>Understanding</u></p> <p>To be explicitly taught and independently using meaning breakdown and background knowledge to explain meaning of words in a text.</p> <p>To explain the meaning of words, referring to a specific paragraph.</p> <p><u>Inference</u></p> <p>To draw inferences from across a page of text referring to settings and characters using evidence from the text.</p> <p><u>Prediction</u></p> <p>To explain reading strategies (use background knowledge, ask questions and infer)</p> <p>To use events that have happened in the text and background knowledge to make an accurate prediction from what has been read.</p> <p><u>Explain</u></p> <p>To explain the meaning of words in context.</p> <p>To discuss and identify words and phrases that capture the reader's interest and imagination from a page of text.</p>	<p>Apply their understanding of how to use a dictionary to become increasingly more independent in checking the meaning of words that they have read.</p> <p><u>Understanding</u></p> <p>To discuss their understanding of a text using the VIPERS.</p> <p>To explain the meaning of words, referring to a specific page in the text.</p> <p><u>Inference</u></p> <p>To use quotations from the text to explain characters' thoughts, feelings and motives from their actions and settings using evidence from across the whole text.</p> <p><u>Prediction</u></p> <p>To use all reading strategies to help make their prediction.</p> <p>To infer and retrieve details stated and implied to make an accurate prediction based on evidence from chapters previously read.</p> <p><u>Explain</u></p> <p>To accurately explain the meaning of words in context and show understanding by suggesting synonyms and antonyms.</p>	<p>to meaning of words that they have read.</p> <p><u>Understanding</u></p> <p>To discuss their understanding of the text in full, using all comprehension strategies.</p> <p>To explain the meaning of words, referring to the longer, whole texts.</p> <p>To use their word knowledge to find synonyms for words in a whole text.</p> <p><u>Inference</u></p> <p>To concisely paraphrase evidence from the text to explain character's thoughts, feelings and motives from their actions and settings using evidence from across the whole text.</p> <p><u>Prediction</u></p> <p>To use all reading strategies to help make their prediction.</p> <p>To infer and retrieve details stated and implied to make an accurate prediction based on evidence from chapters previously read.</p> <p><u>Explain</u></p> <p>To accurately explain the meaning of words in context and show 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	<p>To engage in extended conversations about stories, learning new vocabulary.</p> <p>To tell a story to friends.</p> <p>To talk about events, the setting and characters in books.</p> <p>To recognise my own name.</p>			<p>To begin to identify the main ideas drawn from one paragraph and begin to summarise using a short passage.</p>	<p>and imagination from a short passage.</p> <p>To discuss and identify how language, structure and presentation contribute to meaning.</p> <p><u>Retrieve</u> To retrieve and record information from fiction and non – fiction from a page of text. To explain the difference between statements of fact and opinion.</p> <p>Retrieve, record and present information from non-fiction.</p> <p><u>Summarise</u> To identify the main ideas drawn from more than one paragraph and summarising using a short passage.</p>	<p>Identify and explain how language, structure and presentation contribute to meaning.</p> <p><u>Retrieve</u> To retrieve and record information from fiction and non – fiction from a page of text. To explain the difference between statements of fact and opinion.</p> <p>Retrieve, record and present information from non-fiction.</p> <p><u>Summarise</u> To identify the main ideas drawn from more than one paragraph and summarising using a chapter of text.</p>	<p>in context and suggest other suitable synonyms.</p> <p>To discuss how language, structure and presentation contribute to meaning in a chapter.</p> <p>Discuss how authors use language, including figurative language, considering the impact on the reader.</p> <p><u>Retrieve</u> To retrieve and record information from fiction and non – fiction from a chapter.</p> <p>To explain the difference between statements of fact and opinion using examples from the text.</p> <p>Retrieve, record and present information from non-fiction.</p> <p><u>Summarise</u> To summarise the main ideas drawn from more than one paragraph identifying key details to support the main ideas.</p> <p>APE – Answer, Point, and Explain skills developed using the text to support inferences.</p>	<p>To discuss how language, structure and presentation contribute to meaning in a whole text.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p><u>Retrieve</u> To retrieve and record information from fiction and non – fiction from a whole text.</p> <p>To explain the difference between statements of fact and opinion using examples from the text.</p> <p>Retrieve, record and present information from non-fiction.</p> <p><u>Summarise</u> To concisely, summarise the main ideas drawn from more than one paragraph using the key details to support the main ideas.</p>
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IMPACT							
EYFS		KS1		KS2			
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children in the nursery will demonstrate an understanding of the five key concepts about print:</p> <ul style="list-style-type: none"> • print has meaning • the names of the different parts of a book • print can have different purposes • page sequencing • we read English text from left to right and from top to bottom <p>Children develop their listening, attention and phonological awareness, so that they can:</p> <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother 	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during roleplay. Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>Children in Year 1 will be able to read sentences in fiction and non-fiction books with increasing fluency. They will be able to read words with 2 or more syllables with confidence using their phase 3, 4 and 5 knowledge. They will begin to read tricky words and common exception words by sight. They will be able to retell what happened in the story with confidence and be able to answer simple questions about what they have read.</p>	<p>Children in Year 2 will be able to read sentences fluently with expression. They will be confident at reading common exception word and words with suffixes. They will be able to retell and sequence stories in detail. They will begin to use inference to understand what characters are thinking and feeling, and the possible actions they may make.</p>	<p>Children in Year 3 will have read a range of age appropriate texts both fiction and non-fiction and including poetry. They understand the key skills of vocabulary, retrieve, inference and predict and are beginning to make simple explanations and summaries.</p>	<p>Children in Year 4 will have read a wide range of age appropriate texts both fiction and non-fiction and including poetry. They understand the key skills of vocabulary, infer, predict, explain, retrieve and summarise.</p>	<p>Children in Year 5 will have read a wide range of age appropriate texts both fiction and non-fiction and including poetry. They will be able to comment on the structure and layout of texts, the author's choices and impact on the reader and their comprehension of a widening vocabulary.</p>	<p>It is essential that by the end of their primary education, children in Year 6 are able to read fluently, and with confidence, in any subject in their forthcoming secondary education. They will understand and be secure in the key skills of vocabulary, inference, prediction, explanation, retrieve and summary so that they are able to understand and discuss any text they are presented with in further education or wider life.</p>