

### Weare Reading Progression in Skills

Year 1		Year 2		Year 3	Year 4
<b>Decoding</b>	<ul style="list-style-type: none"> <li>Apply phonic knowledge to decode words</li> <li>Speedily read all 40+ letters or groups for 40+phonemes</li> <li>Read accurately by blending taught GPC</li> <li>Read Year 1 common exception words</li> <li>Read common suffixes (-s, -es,-ing, -ed etc)</li> <li>Read multi syllable words containing taught GPC's</li> <li>Read contractions and understanding use of apostrophe</li> <li>Read aloud phonically-decodable texts</li> </ul>	<ul style="list-style-type: none"> <li>Apply growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words</li> <li>Read Year 1 and 2 common exception words, noting the unusual correspondences between spelling and sound, and where these occur in a word</li> </ul>	<ul style="list-style-type: none"> <li>Apply knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words</li> <li>Read Year 3 common exception words, noting the unusual correspondence between spelling and sound, and where these occur</li> </ul>	<ul style="list-style-type: none"> <li>Apply knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words</li> <li>Read Year 3 common exception words, noting the unusual correspondence between spelling and sound, and where these occur</li> </ul>	
	<b>Range of Reading</b>	<ul style="list-style-type: none"> <li>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which pupils can read independently</li> <li>Being encouraged to link what pupils read or hear read to their own experiences</li> </ul>	<ul style="list-style-type: none"> <li>Listening to, discussing and expressing view about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which pupils can read independently</li> </ul>	<ul style="list-style-type: none"> <li>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books</li> <li>Reading books that are structured in different ways and reading for a range of purposes</li> </ul>	<ul style="list-style-type: none"> <li>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books</li> <li>Reading books that are structured in different ways and reading for a range of purposes</li> </ul>

Familiarity with texts	<ul style="list-style-type: none"> <li>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering particular characteristics</li> <li>Recognizing and joining in with predictable phrases</li> </ul>	<ul style="list-style-type: none"> <li>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>Recognising simple recurring literacy language in stories and poetry</li> </ul>	<ul style="list-style-type: none"> <li>Increasing familiarity with a wide range of books, including fairy stories, myths and legends, and retelling these orally</li> <li>Identifying themes and conventions in a wide range of books</li> </ul>	<ul style="list-style-type: none"> <li>Increasing familiarity with a wide range of books, including fairy stories, myths and legends, and retelling these orally</li> <li>Identifying themes and conventions in a wide range of books</li> </ul>
Poetry and performance	<ul style="list-style-type: none"> <li>Learning to appreciate rhymes and poems, and to recite them by heart</li> </ul>	<ul style="list-style-type: none"> <li>Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting, with appropriate intonation to make the meaning clear</li> </ul>	<ul style="list-style-type: none"> <li>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>Recognizing some different forms of poetry</li> </ul>	<ul style="list-style-type: none"> <li>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>Recognizing some different forms of poetry</li> </ul>
Word Meanings	<ul style="list-style-type: none"> <li>Discussing word meanings, linking new meanings to those already known</li> </ul>	<ul style="list-style-type: none"> <li>Discussing and clarifying the meanings of words, linking new meanings to new vocabulary</li> <li>Discussing favourite words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>Using dictionaries to check the meaning of words that pupils have read</li> </ul>	<ul style="list-style-type: none"> <li>Using dictionaries to check the meaning of words that pupils have read</li> </ul>
Understanding	<ul style="list-style-type: none"> <li>Drawing on what pupils already know or on background information and vocabulary provided by the teacher</li> <li>Checking that the text makes sense as pupils read and correcting inaccurate reading</li> </ul>	<ul style="list-style-type: none"> <li>Discussing the sequence of events in books and how items of information are related</li> <li>Drawing on what pupils already know or on background information and vocabulary provided by the teacher</li> <li>Checking that the text makes sense to pupils read and correct inaccurate reading</li> </ul>	<ul style="list-style-type: none"> <li>Checking that the text makes sense to pupils, discussing understanding and explaining the meaning of words in context</li> <li>Asking questions to improve pupils understanding of a text</li> <li>Identifying main ideas drawn from more than one paragraph and summarising these</li> </ul>	<ul style="list-style-type: none"> <li>Checking that the text makes sense to pupils, discussing their understanding and explaining the meaning of words in context</li> <li>Asking questions to improve pupils understanding of a text</li> <li>Identifying main ideas drawn from more than one paragraph and summarising these</li> </ul>
Inference	<ul style="list-style-type: none"> <li>Discussing the significance of the title and events</li> <li>Making inferences on the basis of what is being said and done</li> </ul>	<ul style="list-style-type: none"> <li>Making inferences on the basis of what is being said and done</li> <li>Answering and asking questions</li> </ul>	<ul style="list-style-type: none"> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from pupils actions, and justifying inferences with evidence</li> </ul>	<ul style="list-style-type: none"> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from pupils actions, and justifying inferences with evidence</li> </ul>

<b>Prediction</b>	<ul style="list-style-type: none"> <li>Predicting what might happened on the basis of what has been read so far</li> </ul>	<ul style="list-style-type: none"> <li>Predicting what might happened on the basis of what has been read so far</li> </ul>	<ul style="list-style-type: none"> <li>Predicting what might happened from details stated and implied</li> </ul>	<ul style="list-style-type: none"> <li>Predicting what might happened from details stated and implied</li> </ul>
<b>Authors Intent</b>			<ul style="list-style-type: none"> <li>Discussing words and phrases that capture the reader's interest and imagination</li> <li>Identifying how language, structure, and presentation contribute to meaning</li> </ul>	<ul style="list-style-type: none"> <li>Discussing words and phrases that capture the reader's interest and imagination</li> <li>Identifying how language, structure, and presentation contribute to meaning</li> </ul>
<b>Non-Fiction</b>		<ul style="list-style-type: none"> <li>Being introduced to non-fiction books that are structured in different ways</li> </ul>	<ul style="list-style-type: none"> <li>Retrieve and record information from non-fiction texts and books</li> </ul>	<ul style="list-style-type: none"> <li>Retrieve and record information from non-fiction texts and books</li> </ul>
<b>Discussing Reading</b>	<ul style="list-style-type: none"> <li>Participate in discussion about what is read to pupils, taking turns and listening to what others say</li> <li>Explain clearly understanding of what is read</li> </ul>	<ul style="list-style-type: none"> <li>Participate in discussion about books, poems and other works that are read to pupils and those that pupils read for themselves, taking turns and listening to what others have to say</li> <li>Explain and discussing understanding of books, poems and other material, both listened to and read by pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Participate in discussion about both books that are read to pupils and those that pupils read for themselves, taking turns and listening to what others have to say</li> </ul>	<ul style="list-style-type: none"> <li>Participate in discussion about both books that are read to pupils and those that pupils read for themselves, taking turns and listening to what others have to say</li> </ul>