



Gladstone Road Primary School – Reading Progression



At Gladstone Road, we believe that reading should be a source of interest, enjoyment and discovery. Reading plays a fundamental role in children's learning and development, supporting their language, communication, imagination and understanding of the world. Our Reading Curriculum provides children with the knowledge and skills they need to become confident, fluent and enthusiastic readers.

We recognise that strong early reading skills are essential for future success. We use Little Wandle Letters and Sounds as our systematic synthetic phonics programme, providing a consistent and carefully sequenced approach to phonics, decoding and word reading. Alongside this, children develop fluency, vocabulary and comprehension through a rich and varied range of high-quality fiction, non-fiction and poetry.

Our Reading Curriculum is aligned with the EYFS Framework and National Curriculum for English, with skills and knowledge carefully sequenced from EYFS to Year 6. Children learn to retrieve information, make predictions and inferences, summarise, explore vocabulary and consider how authors use language and structure to create meaning.

Above all, we aim to foster a lifelong love of reading. We want every child to read widely, confidently and independently for both learning and pleasure, leaving Gladstone Road with the skills, knowledge and enthusiasm to be a successful lifelong reader.

Knowledge/skills	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Phonics and word reading							
Phonics and Decoding – children should:	<u>ELG</u> Follow the Little Wandle Letters and Sounds progression. Say a sound for each letter of the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent	Follow the Little Wandle Letters and Sounds progression. Apply phonic knowledge and skills as the primary approach to decoding words. Respond speedily with the correct sound to graphemes for all 40+ phonemes, including alternative sounds for graphemes. Read accurately words containing	Continue to apply phonic knowledge and skills to decode words until automatic decoding has become embedded and reading is fluent. Use the Little Wandle Letters and Sounds progression and Keep-up/Rapid Catch-up as appropriate. Read accurately most words of two or more syllables.	Use knowledge of phonics, syllables, morphology and word structure to decode unfamiliar words. Read unfamiliar words accurately without relying solely on context. Recognise a wider range of prefixes, suffixes and common word roots.	Apply knowledge of phonics, morphology and word structure when encountering unfamiliar vocabulary. Use context alongside decoding and word knowledge to establish meaning. Read an increasing range of subject-specific vocabulary accurately.	Use a secure knowledge of phonics, morphology and etymology to decode unfamiliar and complex vocabulary. Use dictionaries and glossaries independently when needed. Recognise how word origins and word parts can support understanding.	Independently decode unfamiliar and complex words using knowledge of phonics, morphology and etymology. Use a range of strategies to establish pronunciation and meaning of unfamiliar vocabulary. Read increasingly challenging texts with accuracy and independence.

	with their phonic knowledge, including taught tricky words.	taught GPCs, taught tricky/common exception words and words with common suffixes.	Read words containing common suffixes and a growing number of taught tricky/common exception words.				
Common exception and unfamiliar words – children should:	Recognise and read taught tricky words through Little Wandle. Use taught GPCs and blending as the primary strategy when reading unfamiliar decodable words.	Read the tricky/common exception words taught through the Year 1 Little Wandle progression. Read words containing taught alternative graphemes and pronunciations.	Read the tricky/common exception words appropriate to the Year 2 curriculum and Little Wandle provision. Read unfamiliar words using known GPCs, syllables and word parts.	Read a wide range of common exception and unfamiliar words accurately and confidently.	Read unfamiliar words confidently, using morphology, context and reference tools where appropriate.	Read challenging and subject-specific vocabulary accurately, using knowledge of word roots and origins.	Read unfamiliar, archaic and subject-specific vocabulary accurately, drawing on morphology, etymology, context and reference tools.
Reading fluency							
Fluency and expression – children should:	Enjoy listening to and joining in with familiar stories, rhymes and poems. Retell familiar stories in their own words and use repeated phrases from texts. EXS – phase 3 set 1. (LW)	Read aloud accurately and with increasing fluency using books closely matched to their Little Wandle phonic knowledge. Reread familiar books to build confidence, automaticity, fluency and expression. Begin to use punctuation to support phrasing and intonation.	Read aloud books closely matched to their improving phonic knowledge, including Little Wandle reading practice books where phonics teaching remains appropriate. Read with increasing fluency, accuracy, expression and appropriate intonation. Re-read books to develop	Read aloud a range of age-appropriate texts with accuracy, fluency and expression. Use punctuation and sentence structure to support phrasing and meaning. Read silently and independently for increasing periods of time.	Read a range of texts fluently and confidently, adjusting pace and expression to suit the text. Use punctuation and paragraphing to support phrasing and understanding. Read silently and independently for sustained periods.	Read aloud with confidence, fluency and expression, adapting pace, tone and volume for meaning. Read silently and independently for sustained periods. Maintain fluency when reading increasingly complex texts.	Read aloud and silently with confidence, accuracy, fluency and expression. Adjust pace, tone and intonation to reflect meaning, genre and audience. Sustain independent reading of challenging texts for extended periods.

		EXS – phase 5 set 3.	automaticity and enjoyment. Fluency level – 4/5				
Vocabulary							
V Vocabulary – children should:	Develop a rich vocabulary through stories, rhymes, poems, discussion and real experiences. Talk about the meanings of unfamiliar words introduced through texts.	Discuss word meanings, linking new meanings to words already known. Recognise and use new vocabulary from books and classroom discussion.	Discuss and clarify the meanings of words in context. Build a wider vocabulary through reading and use new words appropriately in speech and writing.	Use dictionaries to check the meaning of words. Explore shades of meaning and how vocabulary choices affect meaning. Develop a broad vocabulary through reading widely.	Use context, dictionaries and glossaries to establish the meaning of unfamiliar words. Identify powerful, precise and subject-specific vocabulary and explain its effect.	Use knowledge of word roots, prefixes and suffixes to explore meaning. Distinguish between literal and figurative meanings and discuss how vocabulary choices influence the reader.	Explore the meaning, connotations and origins of vocabulary. Explain how precise, figurative and technical language contributes to meaning, tone and reader response.
Comprehension and understanding							
C Comprehension – children should:	Demonstrate understanding when talking about stories and non-fiction. Answer simple questions about what they have heard or read. Anticipate key events in familiar stories.	Develop pleasure in reading and motivation to read. Listen to and discuss a wide range of texts. Understand both the books they read accurately and those they listen to by drawing on what they already know or on background information.	Develop positive attitudes to reading and understanding of what they read. Discuss the sequence of events in books and how items of information are related. Ask and answer questions about texts and make simple inferences from what is read.	Develop positive attitudes to reading and understanding of what they read. Retrieve and record information from fiction and non-fiction. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.	Read and understand increasingly complex texts. Retrieve and record information from non-fiction. Draw inferences and justify them with evidence. Predict what might happen from details stated and implied.	Maintain positive attitudes to reading and read widely. Retrieve, record and present information from non-fiction. Make inferences, explain thinking and justify responses with evidence from across a text.	Read and understand an increasingly wide range of challenging texts. Retrieve, compare and synthesise information across texts. Make perceptive inferences and justify interpretations with precise textual evidence.
R Retrieval – children should:	Recall key events, characters and information from familiar texts.	Answer questions about key details in a text. Locate information	Retrieve information and key details from fiction and non-fiction.	Retrieve and record information from fiction and non-fiction. Locate relevant	Retrieve, record and present information from non-fiction. Locate information across a text and	Retrieve and collate information from different parts of a text and across more than one text.	Retrieve, collate and synthesise information across complex texts. Select, organise and

		by using the text and illustrations.	Identify important events, facts and ideas.	evidence efficiently and distinguish important information from supporting detail.	identify relevant details to support answers.	Select precise evidence to support responses.	use precise evidence to support interpretations and conclusions.
I Inference – children should:	Begin to make simple inferences from what characters say, do and feel. Use evidence from familiar texts when explaining ideas.	Make simple inferences from what is said and done. Explain thinking using evidence from the text or illustrations.	Make inferences about characters' feelings, thoughts and motives. Begin to justify inferences with evidence from the text.	Draw inferences about characters' feelings, thoughts and motives from their actions. Justify inferences with evidence from the text.	Make increasingly developed inferences from details stated and implied. Use evidence from across the text to justify interpretations.	Make detailed and thoughtful inferences. Use precise evidence and explain how it supports an interpretation.	Make perceptive inferences and develop interpretations using precise evidence from across a text. Explain how details combine to create meaning and support an interpretation.
P Prediction – children should:	Anticipate what might happen next in familiar stories, using pictures, events and repeated patterns.	Predict what might happen next using what has already happened in the text and illustrations.	Predict what might happen from details stated and implied. Explain why a prediction is plausible.	Predict what might happen from details stated and implied, using evidence to support predictions.	Make predictions based on details stated and implied, explaining the reasoning behind them.	Make reasoned predictions and revise them as new information is revealed in a text.	Make perceptive predictions, drawing on genre, structure, language and details stated and implied. Review and refine predictions as understanding develops.
S Sequencing and summarising – children should:	Retell stories in the correct sequence using key events and familiar story language.	Sequence events in stories and recount them using appropriate detail.	Discuss the sequence of events and identify the main events in a story.	Summarise the main ideas drawn from more than one paragraph. Identify the main point and supporting details in a text.	Summarise the main ideas drawn from more than one paragraph, identifying key details and removing unnecessary information.	Summarise key ideas across a text, selecting the most important information and organising it clearly.	Summarise and synthesise key ideas across longer and more complex texts, distinguishing central ideas from supporting detail.
Author, language and structure							
E Authorial language and effect (explanation) – children should:	Notice interesting words and phrases in stories, rhymes and poems.	Recognise and discuss some recurring literary language and memorable phrases.	Discuss their favourite words and phrases. Recognise simple patterns in	Discuss words and phrases that capture the reader's interest and imagination. Identify simple	Identify how authors use language, including figurative language, to create mood, atmosphere and effect.	Identify and explain how language, including figurative language and precise vocabulary, is used to	Evaluate how authors use language, including figurative, connotative and technical language, to create meaning,

	Talk about how words and pictures help create meaning and enjoyment.	Begin to comment on how words and illustrations contribute to meaning.	language and explain how vocabulary helps create an image or mood.	examples of figurative language and explain their effect.	Explain the impact of particular words and phrases.	create meaning and effect. Comment on how language choices shape the reader's response.	tone, atmosphere and effect.
Structure and organisation – children should:	Recognise the beginning, middle and end of familiar stories. Identify repeated patterns and structures in rhymes and stories.	Recognise the structure of familiar stories, including beginning, middle and end. Identify simple features of non-fiction texts.	Identify how stories are structured and how events are linked. Recognise common features of non-fiction, such as headings, captions and contents pages.	Identify how structure contributes to meaning, including the use of paragraphs, chapters, headings and subheadings.	Identify how structure, organisation and presentation contribute to meaning. Recognise how chapters, paragraphs and shifts in time or place affect the reader.	Explain how authors use structure to develop ideas, create tension, reveal information and shape the reader's response.	Evaluate how structural choices, including shifts in viewpoint, chronology, pace and focus, contribute to meaning and effect.
Comparison and connections – children should:	Make simple links between familiar stories, characters, settings and experiences.	Make links between the texts they read and their own experiences or other familiar texts.	Recognise similarities and differences between stories and information texts.	Identify similarities and differences between texts, characters, settings and viewpoints. Make links between texts and authors.	Compare texts from different authors, genres or cultures, identifying similarities and differences in themes, characters, language and structure.	Compare different texts and explain how authors present similar ideas, themes or experiences in different ways.	Compare and evaluate texts across genres, authors and periods, explaining how language, structure, viewpoint and context shape meaning.
Poetry, fiction and non-fiction							
Poetry and literary texts – children should:	Listen to and join in with rhymes, poems and stories. Develop preferences for familiar authors, characters and types of books.	Learn and recite simple poems. Recognise recurring literary language and discuss favourite words and phrases.	Continue to build a wide repertoire of poems and stories. Discuss rhythm, rhyme and memorable language.	Prepare poems and play scripts to read aloud and perform. Recognise some different forms of poetry and discuss how language creates effect.	Read a wide range of poetry and literary texts. Prepare and perform poems and play scripts using appropriate intonation, tone and volume.	Read widely across poetry and literature, including texts from different cultures and periods. Compare how writers explore themes, ideas and experiences.	Read widely across a broad range of literature, including challenging poetry, classic and contemporary texts. Analyse and evaluate how writers explore themes, ideas, character and experience.

Non-fiction and research – children should:	Explore non-fiction books and other texts to find out about the world. Use pictures, labels and simple captions to support understanding.	Become familiar with and retell key stories, and recognise simple non-fiction text features such as headings, labels and contents pages.	Read and discuss a range of non-fiction. Use contents pages, glossaries, indexes and headings to locate information.	Retrieve and record information from non-fiction. Use dictionaries, glossaries and other reference books to support understanding.	Retrieve, record and present information from non-fiction. Use organisational devices such as headings, subheadings, captions, glossaries and indexes efficiently.	Distinguish between statements of fact and opinion. Use a range of sources and reference materials to locate, compare and record information.	Evaluate information across different sources, recognising bias, reliability and viewpoint. Select, synthesise and present relevant information accurately.
Reading aloud, discussion and reading for pleasure							
Discussion and response – children should:	Talk about stories, characters, settings and events, expressing likes and dislikes. Listen carefully and respond to questions about texts.	Participate in discussion about books, poems and other works, taking turns and listening to what others say. Explain their opinions about what they have read.	Participate in discussion about books, poems and other works that are read to them and those they read themselves. Take turns and listen to others' opinions.	Participate in discussion about texts, taking turns and listening to what others say. Build on others' ideas and challenge views courteously.	Participate in discussions about books and texts, giving opinions and supporting them with reasons and evidence. Build on and challenge ideas respectfully.	Explain and discuss their understanding of what they have read, including through formal presentations and debates. Respond thoughtfully to others' ideas.	Discuss and evaluate texts thoughtfully, articulating and defending interpretations. Build on, challenge and refine ideas through sustained discussion and debate.
Reading for pleasure – children should:	Choose to look at and listen to books independently. Develop preferences for particular stories, rhymes, authors and characters.	Develop pleasure in reading and motivation to read. Choose books independently and discuss favourite authors, stories and poems.	Develop positive attitudes to reading. Choose books independently and read frequently for both pleasure and information.	Develop positive attitudes to reading and read widely for pleasure and information. Recommend books to others and give reasons for their choices.	Read widely and often, both independently and aloud. Recommend books and authors to others, giving reasons for their preferences.	Read widely across genres, authors, cultures and periods. Develop independent reading habits and make thoughtful recommendations to others.	Read widely and deeply for pleasure, knowledge and insight. Independently seek out challenging texts and recommend books thoughtfully, explaining the qualities that make them effective or enjoyable.