

Weddington Primary School



Every Child

Every Chance

Every Day



Weddington's vision is for all to thrive. 'Weddy' graduates will venture into the wider world as curious, courageous and confident individuals, who are equipped with the tools for continued success.

READING SKILLS PROGRESSION



EYFS

In EYFS, children at the expected level of development will achieve the following Early Learning Goals:

- Literacy**
ELG: Comprehension
- 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.
 - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
- ELG: Word Reading**
- Say a sound for each letter in 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 with their phonic knowledge, including some common exception words

<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<p>Children will learn Set 1 RWI sounds: m, a, s, d, t, l, n, p, g, o, c, k, u, b, f, e, i, h, r, j, v, y, w, z, x</p> <p>Children will learn to read VC (vowel, consonant) and CVC (consonant, vowel, consonant) words using Set 1 sounds. E.g. in, at, as, cat, pin, dog etc.</p>	<p>Children will begin to learn about Set 1 RWI special friends (digraphs): th, sh, ch, ck, nk, ng, qu and read words containing the sounds.</p> <p>Children will learn to read CCVC and CVCC words. E.g. plan, spot, step, help, left, dust.</p> <p>Children will learn to read words including the digraphs listed above: E.g. shop, chop, sing etc</p>	<p>Children will know Set 1 and Set 2 sounds (ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy) by the end of EYFS.</p> <p>Children will read words using the Set 1 and Set 2 sounds. E.g. play, blow, shook, bird etc.</p>

Reading – Word	EYFS	KS1		KS2			
	Three and Four-Year-Olds Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and decoding	<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> -spot and suggest rhymes -count or clap syllables in words -recognise words with the same initial sound, such as money and mother. <p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p>	<p>Children to revise and consolidate GPCs taught in Reception.</p> <p>Apply phonic knowledge and skills as the route to decode words.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>To read words containing taught GPCs and -s, -es, -ing, -ed, -er, -est endings.</p>	<p>Children to revise and consolidate GPCs taught in Year 1.</p> <p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To read accurately words of two or more syllables that contain the same graphemes as above.</p>	<p>To read books written at an age-appropriate interest level and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words.</p> <p>To use their phonic knowledge to decode most new words outside of their spoken vocabulary (support with longer, unfamiliar words).</p> <p>To apply their growing knowledge of root words (etymology and morphology) and prefixes including: dis-, mis-, re- etc. to read aloud and to understand the meaning of new words they meet.</p>	<p>To read books accurately and at a speed sufficient for them to focus on understanding what they read rather than on decoding individual words.</p> <p>To apply their growing knowledge of root words (etymology and morphology) and prefixes including: un-, in-, il-, im-, ir-, sub-, inter-, anti-, auto-, super- to read aloud and to understand the meaning of new words they meet.</p>	<p>Pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace.</p> <p>Read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity.</p> <p>If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly.</p> <p>To apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words they meet.</p> <p>Prefixes: kn-</p>	<p>Pupils should be able to read aloud fluently with full knowledge of Year 5 and 6 exception words, prefixes, suffixes and decode any unfamiliar words with increasing speed and skill, recognising meaning through contextual cues.</p> <p>To apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words they meet.</p> <p>Prefixes: over-, dis-, un-, over-, im-, acc-</p> <p>Suffixes: -ful, -ably, -ible, -tial, -ibly, -ent, -ence, -er, -or, -ar</p>

Written using: The National Curriculum, EYFS Statutory Framework, and Twinkl, Deep Dive into Reading: Whole-School Progression Map.

Phonics and decoding	<p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>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>To read words with contractions (I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s).</p>	<p>To read words containing common suffixes.</p>	<p>To apply their growing knowledge of root words and suffixes including: -ly, -ture, -sure, -sion etc. to read aloud and to understand the meaning of new words they meet.</p>	<p>To apply their growing knowledge of root words and suffixes including: -ation, -ly, -sion, -ssion, ous, -tion, -lly, -y, -cian to read aloud and to understand the meaning of new words they meet.</p>	<p>Suffixes: -tious, -ious, -cious, -ant, -ance, -ancy, -ent, -ence, -able, -fer, -tial, -cial, -able, -ible, -ably, -ibly</p>	
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Common Exception Words	<p>Children will read a few common exception words matched to the school's phonic programme: Read, Write, Inc. E.g. the, I, he, she, we, love.</p> <p>To read some common irregular words.</p>	<p>Revise and consolidate the common exception words taught in Reception.</p> <p>To read common exception words, noting unusual correspondence between spelling and sound and where these occur in the word.</p>	<p>Revise and consolidate the common exception words taught in Year 1.</p> <p>To read Year 1 and Year 2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>Revise and consolidate the common exception words taught in Year 1 and 2.</p> <p>To begin to read Year 3 and 4 common exception words. (please see highlighted list - Spelling Skills Progression Document- for which year group children learn the spelling of these words).</p>	<p>Revise and consolidate the common exception words taught in Year 1 and 2.</p> <p>To read Year 3 and 4 common exception words. Discuss unusual correspondences between spellings and sounds and where they occur within the word. (please see highlighted list - Spelling Skills Progression Document- for which year group children learn the spelling of these words).</p>	<p>Revise and consolidate the common exception words taught in Year 3 and 4.</p> <p>To begin to read Year 5 and 6 common exception words. (please see highlighted list - Spelling Skills Progression Document- for which year group children learn the spelling of these words).</p>	<p>Revise and consolidate the common exception words taught in Year 3, 4 and 5.</p> <p>To read Year 5 and 6 common exception words. Discuss unusual correspondences between spellings and sound and where these occur in the word. (please see highlighted list - Spelling Skills Progression Document- for which year group children learn the spelling of these words).</p>
	<p>in using: The National Curriculum, EYFS Statutory Framework, and Twinkl, Deep Dive into Reading: Whole-School Progression Map.</p>						

Common Exception Words	<p>Children will read a few common exception words matched to the school's phonic programme: Read, Write, Inc. E.g. the, I, he, she, we, love.</p> <p>To read some common irregular words.</p>	<p>Revise and consolidate the common exception words taught in Reception.</p> <p>To read common exception words, noting unusual correspondence between spelling and sound and where these occur in the word.</p>	<p>Revise and consolidate the common exception words taught in Year 1.</p> <p>To read Year 1 and Year 2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>Revise and consolidate the common exception words taught in Year 1 and 2.</p> <p>To begin to read Year 3 and 4 common exception words. (please see highlighted list - Spelling Skills Progression Document- for which year group children learn the spelling of these words).</p>	<p>Revise and consolidate the common exception words taught in Year 1 and 2.</p> <p>To read Year 3 and 4 common exception words. Discuss unusual correspondences between spellings and sounds and where they occur within the word. (please see highlighted list - Spelling Skills Progression Document- for which year group children learn the spelling of these words).</p>	<p>Revise and consolidate the common exception words taught in Year 3 and 4.</p> <p>To begin to read Year 5 and 6 common exception words. (please see highlighted list - Spelling Skills Progression Document- for which year group children learn the spelling of these words).</p>	<p>Revise and consolidate the common exception words taught in Year 3, 4 and 5.</p> <p>To read Year 5 and 6 common exception words. Discuss unusual correspondences between spellings and sound and where these occur in the word. (please see highlighted list - Spelling Skills Progression Document- for which year group children learn the spelling of these words).</p>
	<p>in using: The National Curriculum, EYFS Statutory Framework, and Twinkl, Deep Dive into Reading: Whole-School Progression Map.</p>						

Fluency	<p>To understand the five key concepts about print:</p> <ul style="list-style-type: none"> - Print has meaning -The names of 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>To blend sounds into words, so that they can read short words made up of letter-sound correspondences.</p> <p>To read simple phrases and sentences made up of words 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>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. In Year 1, at Weddington, this will be by progressing through the stages of RWI colour bands and then the Oxford home reader books, if/when appropriate.</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p> <p>To read aloud with developing pace and expression, e.g. to pause at a full stop or begin to raise voice for a question.</p>	<p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately automatically and without undue hesitation.</p> <p>To re-read these books to build up their fluency and confidence in word reading. At Weddington, this will be by progressing through the stages of the Oxford home reader books.</p> <p>To read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. E.g. reading over 90 words per minute at age-appropriate texts.</p>	<p>At this stage, teaching comprehension should be taking precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary.</p>			
				<p>To read books written at an age-appropriate interest level and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words.</p> <p>Developing understanding and enjoyment of stories, plays and non-fiction and learning to read silently.</p> <p>To begin to use appropriate intonation and volume when reading aloud.</p> <p>To have the opportunity to listen frequently to stories, poems, non-fiction and other writing, including whole books so that they build on what was taught previously and can develop fluency and pace.</p>	<p>To read books accurately and at a speed sufficient for them to focus on understanding what they read rather than on decoding individual words.</p> <p>Developing understanding and enjoyment of stories, plays and non-fiction and learning to read silently.</p> <p>To begin to use appropriate intonation, tone volume and action (if appropriate) when reading aloud to show awareness of the audience.</p> <p>To have the opportunity to listen frequently to stories, poems, non-fiction and other writing, including whole books so that they build on what was taught previously and can develop fluency and pace.</p>	<p>Pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace.</p> <p>Prepare readings, with developing intonation to show their understanding.</p> <p>To read silently.</p> <p>Children should be reading widely and frequently, outside as well as in school, for pleasure and information.</p> <p>To hear whole books read to them so that they meet books and authors that they might not choose to read themselves and that they can hear pace and fluency modelled to them.</p>	<p>Pupils should be able to confidently read aloud a wider range of poetry and books written at an age-appropriate interest level effortlessly, and with accuracy and at a reasonable speaking pace.</p> <p>Prepare readings, with appropriate intonation to show their understanding</p> <p>To read silently.</p> <p>Children should be reading widely and frequently, outside as well as in school, for pleasure and information.</p> <p>To hear whole books read to them so that they meet books and authors that they might not choose to read themselves and that they can hear pace and fluency modelled to them.</p>

<p>Understanding and Correcting Inaccuracies</p>	<p>Enjoy listening to longer stories and can remember most of what happens.</p> <p>Understand ‘why’ questions, like: ‘Why do you think the caterpillar got so fat?’</p> <p>Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>	<p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <p>- checking that the text makes sense to them as they read and correct inaccurate reading.</p> <p>Explain clearly their understanding of what is read to them.</p>	<p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <p>-checking that the text makes sense to them as they read and correct inaccurate reading.</p> <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <p>-answering and asking questions.</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>				
	<p>using: The National Curriculum, EYFS Statutory Framework, and Twinkl, Deep Dive into Reading: Whole-School Progression Map.</p>						

Comparing, Contrasting, Commenting and Summarising

Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.

Compare and contrast characters from stories, including figures from the past.

Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems using: The National Curriculum, EYF5 Statutory Framework, and Twinkl, Deep Dive into Reading: Whole-School Progression Map.

Anticipate (where appropriate) key events in stories.

To listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.

With encouragement, link what they have read or hear read to their own experiences.

To become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.

To participate in discussion about what is read to them, taking turns and listening to what others say.

To discuss word meanings, linking new meanings to those already known.

Discuss the significance of the title and events.

To identify/explain key aspects of fiction such as characters, titles and information.

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to, discussing and expressing views about a wide range of stories at which they can read independently.

- discussing the sequence of events in books and how items of information are related.

- becoming increasingly familiar with and reading a wider range of stories, fairy stories and traditional tales.

Understand both the books they can already read accurately and fluently and those they listen to by:

-answering and asking questions.

Develop positive attitudes to reading and understanding of what they read by:

Recognising, listening to and discussing, in both books that are read to them and that they read to themselves, a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Take turns and listening to what others say.

Reading books that are structured in different ways and reading for a range of purposes.

Increasing their familiarity with a wide range of books, including fairy stories, myths and legends and retelling some of these orally.

Identifying themes and conventions in a range of books.

To prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.

Develop positive attitudes to reading and understanding of what they read by:

Recognising, listening to discussing and comparing, in both books that are read to them and that they read to themselves, a wide range of fiction, poetry, plays and non-fiction. Take turns and listen to what others say.

Reading books that are structured in different ways and read for a range of purposes.

Identifying a wider range of author style, themes and conventions in a range of books e.g. good over evil or features e.g. greetings in letters, diary written in 1st person or use of presentational devices such as numbers or headings.

To prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.

Maintain positive attitudes to reading and understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

- Reading books that are structured in different ways and reading for a range of purposes.

-Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.

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 courteously.

Understand what they read by:

-Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.

- asking questions to improve their understanding.

- To begin to identify how language, structure and presentation contribute to meaning.

Maintain positive attitudes to reading and understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

- Reading books that are structured in different ways and reading for a range of purposes.

-Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.

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 courteously.

Understand what they read by:

-Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.

- asking questions to improve their understanding

- To begin to identify how language, structure and presentation contribute to meaning.

Comparing, Contrasting, Commenting and Summarising cont.	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.		Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say	<p>To justify their views about what they have read, with support at the start of Year 3.</p> <p>To identify how language, structure, and presentation contribute to meaning.</p> <p>To identify main ideas drawn from more than one paragraph and summarise.</p>	<p>To justify their views about what they have read, with increasing independence at the end of Year 4.</p> <p>To identify how language, structure, and presentation contribute to meaning.</p> <p>To identify main ideas drawn from more than one paragraph and summarise.</p>	<p>Begin to recommend books that they have read to their peers, giving reasons for their choices.</p> <p>To read a wide range of genres, identifying the characteristics of text types and the differences between text types.</p> <p>To identify and discuss a wide range of genres, themes and conventions in and across a wide range of writing.</p> <p>To explain and discuss their understanding of what they have read.</p> <p>To provide reasoned justifications for their views.</p> <p>To summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>To distinguish between statements of fact and opinion.</p> <p>To make comparisons with and across books.</p>	<p>Begin to recommend books that they have read to their peers, giving reasons for their choices.</p> <p>To read for pleasure, discussing, comparing and evaluating, in depth across a wide range of genres, including myths and legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p> <p>To recognise and discuss more complex themes and conventions in what they read (such as loss or heroism).</p> <p>To 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.</p> <p>To provide reasoned justifications for their views.</p> <p>To summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>To distinguish between statements of fact and opinion, providing justifications for their views.</p> <p>To make detailed comparisons with and across books.</p>
	using: The National Curriculum, EYFS Statutory Framework, and Twinkl, Deep Dive into Reading: Whole-School Progression Map.						

Words in Context and Author Choice of language	<p>Use a wider range of vocabulary.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Learn new vocabulary and use new vocabulary throughout the day.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p> <p>Listen to and talk about selected non-fiction to develop a familiarity with new knowledge and vocabulary.</p>	<p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> - drawing on what they already know or on background information and vocabulary provided by the teacher. <p>To discuss word meanings, linking new meanings to those already known.</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> - discussing and clarifying the meanings of words, linking new meanings to known vocabulary. - discuss their favourite words and phrases. <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> -drawing on what they already know or on background information and vocabulary provided by the teacher. 	<p>To begin to use dictionaries to check the meaning of words that they have read.</p> <p>To understand what they read, in books they can read independently by:</p> <ul style="list-style-type: none"> - Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. <p>To discuss author's words and phrases for effect and that capture the reader's interest and imagination.</p> <p>To ask questions to improve their understanding of a text.</p>	<p>To use dictionaries to check the meaning of words that they have read.</p> <p>To understand what they read, in books they can read independently by:</p> <ul style="list-style-type: none"> - Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. <p>To discuss words and phrases that capture the reader's interest and imagination.</p> <p>To ask questions to improve their understanding of a text.</p>	<p>To discuss vocabulary used by the author to create effect including figurative language and begin to consider the impact on the reader.</p> <p>To evaluate the use of authors' language and explain how it has created an impact on the reader.</p> <p>To begin to identify how language, structure and presentation contribute to meaning.</p>	<p>To discuss, analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.</p> <p>To identify how language, structure and presentation contribute to meaning.</p>
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Words in Context and Author Choice of language cont.	<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words new vocabulary.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>						
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Inference and Prediction	<p>Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Anticipate (where appropriate) key events in stories.</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> -recognising and joining in with predictable phrases. <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> - drawing on what they already know or on background information and vocabulary provided by the teacher. -making inferences on the basis of what is being said and done. 	<p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> - making inferences on the basis of what is being said and done. - predict what might happen on the basis of what has been read so far. 	<p>To ask questions to improve their understanding of a text, including some simple inference questions based on characters’ feelings, thoughts and motives.</p> <p>To draw inference such as inferring characters’ feelings, thoughts and motives from their actions, and begin to justify simple inferences with evidence.</p> <p>To predict what might happen using evidence from the text (details stated/implied).</p>	<p>To draw inference such as inferring characters’ feelings, thoughts and motives from their actions, supporting their views with evidence from the text.</p> <p>To predict what might happen from details stated and implied.</p>	<p>To draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>To predict what might happen from details stated and implied.</p>	<p>To draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>To discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p> <p>To predict what might happen from details stated and implied.</p>
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Written using: The National Curriculum, EYFS Statutory Framework, and Twinkl, Deep Dive into Reading: Whole-School Progression Map.

Non-Fiction, Poetry and Performance	Sing a large repertoire of songs.	Develop pleasure in reading, motivation to read, vocabulary and understanding by: -listening to and discussing a wide range of non-fiction at a level beyond that at which they can read independently. To recite, by heart, simple poems.	Develop pleasure in reading, motivation to read, vocabulary and understanding by: -listening to, discussing and expressing views about a wide range of non-fiction at a level beyond that at which they can read independently. -being introduced to non-fiction books that are structured in different ways. To continue to build up a repertoire of poems leant by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.	Develop their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. To recognise some different types of poetry (free verse, narrative poetry etc). To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud, beginning to use appropriate intonation and volume. Develop their knowledge and skills in reading non-fiction about a wide range of subjects. To retrieve and record information from non-fiction. To begin to identify main ideas drawn from more than one paragraph and summarise.	Develop their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. To recognise some different types of poetry (free verse, narrative poetry etc). To prepare and perform poems and play scripts with some appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud. Develop their knowledge and skills in reading non-fiction about a wide range of subjects. To retrieve and record information from non-fiction effectively. To use dictionaries to check the meaning of words they have read. To use organisational devices available within a non-fiction to retrieve, record and discuss information. To identify how language structure, and presentation contribute to meaning.	Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. To begin to learn a wider range of poetry by heart. To prepare poems and plays to read aloud and to perform, continually showing an awareness of audience through intonation, tone, volume and action so that the meaning is clear. To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.	Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. To begin to learn a wider range of poetry by heart. To confidently perform texts, including poems learnt by heart, using a wide range of devices to engage the audience and for effect. To read, record and present information from non-fiction. To use non-fiction materials for purposeful information retrieval and in contexts where pupils are motivated to find out information.
	Know many rhymes, be able to talk about familiar books, and be able to tell a long story.						
	Take part in simple pretend play, using an object to represent something else even though they are not similar.						
	Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.						
	Remember and sing entire songs.						
	Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs.						
	Create their own songs, or improvise a song around one they know.						
	Engage in story times.						
	Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.						
	using: The National Curriculum, EYFS Statutory Framework, and Twinkl, Deep Dive into Reading: Whole-School Progression Map.						

<p>Non-Fiction, Poetry and Performance cont.</p>	<p>Learn rhymes, poems and songs.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in their pretend play.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Invent, adapt and recount narratives and stories with their peers and their teacher.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</p>					<p>To identify main ideas drawn from more than one paragraph and summarise these.</p>	
	<p>using: The National Curriculum, EYFS Statutory Framework, and Twinkl, Deep Dive into Reading: Whole-School Progression Map.</p>						

Non-Fiction, Poetry and Performance cont.	<p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>						
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