



Wynndale Reading Progression

Progression from EYFS to Year 6

Our Reading Curriculum Intent

At Wynndale Primary School, we believe that reading is the key that unlocks every door. We are committed to developing confident, curious and thoughtful readers who enjoy reading and understand a wide range of texts.

Our curriculum secures strong foundational knowledge in early reading so that every child becomes a fluent, independent reader. We equip children with the skills, knowledge and vocabulary to comprehend, interpret and respond to texts, inspiring a lifelong love of reading.



A reader leaving Wynndale will be **confident, curious and reflective.**

They will have secure foundational reading skills and a deep understanding of texts and vocabulary. They will read widely for pleasure, think critically, make connections and use reading to learn, grow and succeed in the wider world.



Develop

confident, fluent and independent readers who can decode accurately, read with expression and understand what they read.



Deepen

understanding of texts through rich vocabulary, inference, retrieval, prediction, summarising and making connections.



Encourage

a love of reading by inspiring curiosity, broadening experiences and exposing children to a wide range of high-quality texts.



Create

a reading culture where all children feel supported, challenged and proud of their progress as readers and thinkers.



Build

critical and reflective readers who can evaluate texts, express their views and read with empathy and understanding.



Across school, reading is taught through carefully structured sequences, explicit teaching and purposeful practice so that foundational knowledge is secured first and built on over time. This enables all children to read with confidence, accuracy and understanding and ensures they are well prepared for the next stage of their education and life beyond Wynndale.





Our Reading Curriculum Implementation



At Wynndale Primary School we recognise that effective implementation ensures that all pupils build the **foundational knowledge** and skills they need to become confident and successful readers.



Our reading implementation at Wynndale includes:



Across school, reading is taught through carefully structured sequences, explicit teaching and purposeful practice so that **foundational knowledge is secured first and built on over time**. This enables all children to read with **confidence, accuracy** and **understanding** and ensures they are well prepared for the next stage of their education.

1



Phonics & early reading

Phonics is taught systematically from EYFS through to Year 2 and beyond for those who need it. Lessons are carefully sequenced, explicitly taught and revisited to build strong foundational decoding skills. Teachers use high-quality resources and keep reading books closely matched to children's phonics knowledge.

2



Purpose, audience and context

Children read for real purposes and audiences across a range of genres and contexts, in both fiction and non-fiction. Pupils explore a rich range of texts that build their knowledge of the world and help them to understand how texts are structured and why authors write.

3



Developing fluency, understanding and vocabulary

Pupils develop fluency through daily reading opportunities, repeated reading and modelling by adults. They build their understanding of texts by making inferences, retrieving information, summarising and explaining ideas. A rich vocabulary curriculum supports word knowledge and understanding.

4



Promoting a love of reading

Pupils are immersed in reading through high-quality texts, class reads, library visits and author experiences. Teachers model a love of reading and create engaging reading environments that inspire curiosity, choice and discussion about books.

5



Assessment, feedback and next steps

Teachers use ongoing assessment to identify what pupils know and can do. This informs teaching, provides feedback and guides next steps so all children make strong progress. Reading is celebrated across the school through events, sharing and displays.





Our Reading Curriculum Impact

Through high-quality teaching, a carefully sequenced curriculum and a focus on **securing foundational knowledge first**, children leave Wynndale as confident, curious and reflective readers.

They are equipped with the skills, knowledge and understanding to succeed in the next stage of their education and to use reading purposefully in everyday life.



Read with confidence, fluency and independence

Children read accurately and fluently using strong foundational decoding skills. They read widely and independently across a range of genres and contexts.



Communicate ideas clearly and effectively

Children understand and respond to texts, sharing their thoughts and ideas with clarity. They listen to others and engage in discussion about what they read.



Use rich language and demonstrate understanding of text

Children use and understand a wide range of vocabulary. They make inferences, explain meaning, summarise, retrieve information and explore authorial intent.



Evaluate, reflect and think critically

Children think deeply about texts, evaluating ideas, identifying themes and considering different viewpoints. They reflect on their own reading and learning.



Enjoy reading and show a love of learning

Children develop a lifelong love of reading. They are curious, motivated and read for pleasure, learning and inspiration.



Use reading across the curriculum and in real life

Children use reading to learn, explore, persuade and entertain. They understand its value in their education and in the wider world.



At Wynndale, reading transforms lives. By securing strong foundations and building on them over time, our pupils leave as confident, informed and compassionate readers who are ready to thrive, contribute positively and make a difference in their communities and beyond.



Resilient



Respectful



Responsible



Creative



Curious



Confident



Community

Key Area	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
DECODING TEXT	Read simple words and sentences by:	Read phonically decodable texts accurately by:	Read texts closely matched to their phonic knowledge accurately by:	Read age-appropriate texts accurately by:	Read age-appropriate texts accurately by:	Read age-appropriate texts by:	Read a wide range of texts accurately and effortlessly by:
	matching sounds to letters and graphemes	matching all 40+ graphemes to their phonemes	knowing the different phonemes that are represented by graphemes	knowing unusual phoneme/ grapheme correspondences	noting unusual correspondences between spelling and sounds and where these occur in words	focusing on all the letters in a word (to avoid inaccuracies e.g reading 'invitation' for 'imitation' because it's more familiar)	paying close attention to the whole word
	recognising some whole words including their name and some common exception words	reading familiar words without sounding out including some common exception words and words with contractions	reading many words automatically including common exception words	reading most words automatically including many Y3/4 further exception words	reading most words automatically including all Y3/4 further exception words and words containing Y3/4 prefixes and suffixes	reading most words automatically including many Y5/6 further exception words	reading most words automatically including all Y5/6 further exception words and words that contain all Y5/6 prefixes and suffixes
	sounding and blending most words	breaking unfamiliar words in different ways and combining to read Including: · sounding and blending phonically regular words · noticing word endings -s, -es, -ing, -ed, -er, -est, · using syllable boundaries	breaking unfamiliar words in different ways and combining to read Including: · attempting alternative sounds for graphemes; deciding which makes sense · noticing root words, prefixes and suffixes including -ly -ment, -ness, -ful, -less, -tion · using syllable boundaries	breaking unfamiliar words in different ways and quickly combining to read Including: · noticing root words, prefixes, suffixes, (including re-, sub-, inter-, super-, anti-, auto-, -ation, -ous, -tion, -sion, -ssion, -cian) · using syllable boundaries	using what they know about similar words to help them pronounce and understand the meaning of unfamiliar words	quickly recognising and being able to pronounce a wider range of prefixes and suffixes including -fer, -ance, -ancy, -ent, -ence, -ency, -ible, -able	automatically applying knowledge of morphology, etymology and analogy
	Develop reading fluency by:	Develop reading fluency by:	Develop reading fluency by:	Develop reading fluency by:	Develop reading fluency by:	Develop reading fluency by:	Develop reading fluency by:
	re-reading familiar text	re-reading words, phrases and sentences that required some sounding out on the first read	independently re-reading words, phrases, and sentences when the text required some slow decoding	independently re-reading text that required some slow decoding or when the text doesn't make sense to them	re-reading parts of text to improve pace, expression and intonation	reading smoothly and accurately with appropriate expression and intonation that matches their	reading a wide range of text accurately and at pace; controlling their tone, pitch, pace and volume to reflect mood

	pointing to and looking carefully at each word as they read pausing at full stops - knowing they have got to the end of the sentence	looking carefully at each word without pointing reading simple phrases at a good pace with appropriate expression	recognising and knowing how to use punctuation (. , "" ! ?) to read longer phrases at a good pace with appropriate expression and intonation	using a wider range of punctuation to read texts at a good pace, with appropriate intonation and expression	using a growing awareness of audience and purpose to read with appropriate expression and intonation when reading aloud	interpretation of the text	and character, and create atmosphere
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Key Area	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
RESPONDING TO TEXT	Develop the language and vocabulary needed to understand text by:	Develop the language and vocabulary needed to understand text by:	Develop the language and vocabulary needed to understand text by:	Develop the language and vocabulary needed to understand text by:	Develop the language and vocabulary needed to understand text by:	Develop the language and vocabulary needed to understand text by:	Develop the language and vocabulary needed to understand text by:
	experiencing story language and rhyme, and using it in play discussing unfamiliar vocabulary with an adult	discussing possible meanings of unfamiliar words and phrases	considering if their understanding of a word or phrase makes sense in the text and explaining how they know	discussing alternative meanings of words and phrases and choosing the most appropriate	attempting alternative meanings of words and phrases and choosing the most appropriate as they read	discussing how morphology helps to understand unfamiliar words discussing how inference and context help to understand unfamiliar words	using their knowledge of morphology to clarify unfamiliar words using inference and context to clarify unfamiliar words
	reciting the alphabet and recognising the letters in order	knowing alphabetical order	using simple dictionaries and glossaries to find the meaning of unfamiliar words they meet when reading	knowing how to use the quartiles of the dictionary to locate and find out the meaning of unfamiliar words they have read	being able to use the third and fourth place to locate words quickly in a dictionary to check the meaning of words that they have read	using a dictionary to check a suggested meaning and consider which definition is the most relevant to the context	using dictionaries efficiently to locate information about words met in reading and to identify the most appropriate meaning of a word from alternative definitions
	Understand texts they can read accurately and fluently and those they listen to by:	Understand texts they can read accurately and fluently and those they listen to by:	Understand texts they can read accurately and fluently and those they listen to by:	Understand texts they can read accurately and fluently and those they listen to by:	Understand texts they can read accurately and fluently and those they listen to by:	Understand texts they can read accurately and fluently and those they listen to by:	Understand texts they can read accurately and fluently and those they listen to by:
	talking with an adult about how the text links to their own experiences or to other stories they have heard	discussing relevant background knowledge (what they have done/ seen/ heard) and information from the teacher discussing with an adult and their peers what the text made them wonder	using relevant background knowledge (what they have done/ seen/ heard) or information from the teacher wondering and asking themselves questions when reading or as they listen to text	drawing on background knowledge to identify themes in a text asking themselves questions making sensible predictions as they read	drawing on background knowledge to identify themes in more complex texts asking themselves questions making sensible predictions as they read	drawing on background knowledge particularly from other texts to identify and relate to themes asking questions about ideas and themes as they read	drawing on background knowledge particularly from other texts to identify and relate to more complex themes asking questions about more complex themes as they read making predictions as they read drawing on

		making sensible predictions based on what they know and what has been read so far	predicting what might happen based on what has been read so far	from information stated and implied	from information stated and implied and evaluating and revising their predictions as they read on	making predictions as they read drawing on prior knowledge from texts and their own experiences using information in the text to evaluate the plausibility of their assumptions	prior knowledge from their own experiences and other complex texts using information in the text to support or alter their assumptions
	noticing when they hear something they don't understand and asking an adult to explain	noticing when they read a word or phrase they don't understand and asking an adult, or their peers to explain	noticing when they read a word or phrase they don't understand and knowing what they can do to help them understand e.g. re-reading, reading on, using the context	noticing when they encounter parts of the text they do not understand and actively using a range of strategies to support their understanding	noticing when they encounter parts of the text they do not understand and actively using a wide range of strategies to support their understanding	noticing when they do not understand an idea or theme in the text and using a range of strategies to support their understanding	noticing when they do not understand the more complex themes in the text and using a range of strategies to support their understanding
	drawing on their own experiences to infer how a character might be feeling or why they are behaving in a particular way	joining ideas in the text and drawing on their own experiences to infer how a character might be feeling or why they are behaving in a particular way	joining ideas in the text to make inferences about characters' feelings and actions and checking on these assumptions by drawing on their background knowledge	integrating information from different parts of the text as they read and knowing when and how to relate their background knowledge to the text to explain characters' motives, feelings and attitudes. considering their thinking and explaining how they arrived at their assumptions.	using information given and implied to explain characters' feelings and attitudes; to identify the most plausible motive behind a character's actions Considering their thinking and providing evidence to justify their inferences.	using information given and implied to identify and explore key ideas and themes. Examining their reasoning and providing evidence from the text to justify their assumptions.	using information given and implied to identify and explore key ideas and more complex themes. Examining their reasoning and using evidence from the text to confirm or adjust their assumptions.
	talking with an adult about what has happened in a story	retelling a story in sequence, giving the main events	drawing together information from across a number of sentences to sum up what is known about a character, event or idea.	identifying main ideas drawn from more than one paragraph and summarising these	summarising the main ideas drawn from longer texts, identifying key details that support the main idea	making regular, brief summaries of what has been read, considering what is known or can be inferred about a character, event or theme.	making regular, brief summaries of what has been read, considering what is known or can be inferred in relation to more complex themes, giving examples from the text

Key Area	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
RESPONDING TO TEXT	<u>Show their understanding of texts they have heard and read by:</u>	<u>Show their understanding of texts they have heard and read by:</u>	<u>Show their understanding of texts they have heard and read by:</u>	<u>Show their understanding of texts they have heard and read by:</u>	<u>Show their understanding of texts they have heard and read by:</u>	<u>Show their understanding of texts they have heard and read by:</u>	<u>Show their understanding of texts they have heard and read by:</u>
	talking with an adult about their favourite part of a story	talking with peers, taking turns and listening to others, about what they like or dislike about a text	participating in guided discussions about books, poems, and other texts, explaining and discussing their understanding and considering the opinions of others	participating in discussions about books, poems and other texts, explaining and discussing their understanding and considering the opinions of others	participating in discussions about books, poems and other texts, explaining and discussing their understanding and considering the opinions of others using evidence from the text	building on their own and others' ideas and challenging views courteously	building on their own and others' ideas and challenging views courteously and providing reasoned justifications for their views
	participating in role play of familiar stories	using role play to explore the characters and themes of texts including fairy stories and traditional tales	using discussion, role play and other drama techniques to explore themes of texts	discussing, and using drama techniques to explore themes, such as the triumph of good over evil, in texts including myths and legends	recognising, discussing, and using drama techniques to explore themes, such as the triumph of good over evil, in texts including myths and legends	recognising discussing, and using drama techniques to explore themes; compare characters; compare differing accounts and viewpoints	recognising discussing, and using drama techniques to explore themes; compare characters; compare differing accounts and viewpoints in more complex texts
	answering 'how' and 'why' questions about their experiences and in response to stories.	answering questions in discussion with an adult including making simple inferences	explaining and discussing their understanding of a text and answering literal and inferential questions	retrieving and recording significant information in fiction and non-fiction texts and using this to answer literal and inferential questions	skimming and scanning to retrieve and record information from non-fiction	using information they have gathered from fiction and non-fiction to participate in debates and to create formal presentations.	using information they have gathered from fiction and non-fiction to participate in debates about more complex issues and to create formal presentations.
	<u>Develop a positive attitude to reading by:</u>	<u>Develop a positive attitude to reading by:</u>	<u>Develop a positive attitude to reading by:</u>	<u>Develop a positive attitude to reading by:</u>	<u>Develop a positive attitude to reading by:</u>	<u>Develop a positive attitude to reading by:</u>	<u>Develop a positive attitude to reading by:</u>
	listening to a range of stories and rhymes. choosing from a wide range of texts	listening to and discussing a wide range of poems, non-fiction texts and stories including fairy stories and traditional tales	listening to and discussing a wide range of contemporary and classic poetry, non-fiction and fiction (including a wider range of stories, fairy stories and traditional tales)	reading, listening to, discussing, and retelling a wide range of poetry, plays, non-fiction (including reference or textbooks) and fiction including fairy stories, myths and legends	reading, listening to, discussing, and retelling a wide range of poetry, plays, non-fiction (including reference or textbooks) and fiction including fairy stories, myths and legends	reading and discussing an increasingly wide range of poetry, plays, non-fiction (including reference books or textbooks) and fiction including myths, legends and traditional	reading and discussing an increasingly wide range of poetry, plays, non-fiction (including reference books or textbooks) and fiction including myths, legends and traditional

	talking about their favourite books and stories	discussing books they have read, with their peers	discussing books they have read, with their peers and considering why others might want to read them	reading books by authors they have not met before and considering why others might want to read them	reading books by authors they have not met before and recommending these to their peers	stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions reading books from a wide range of genres and authors and discussing with others	stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books from a wide range of genres and authors and making links with other texts
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Key Area	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
ANALYSING TEXT	Evaluate how authors use language structures and presentation by:	Evaluate how authors use language structures and presentation by:	Evaluate how authors use language structures and presentation by:	Evaluate how authors use language structures and presentation by:	Evaluate how authors use language structures and presentation by:	Evaluate how authors use language structures and presentation by:	Evaluate how authors use language structures and presentation by:
	noticing features of books e.g., front cover, illustrations recognising the structure of simple stories (beginning, middle, end).	recognising that texts are written for different purposes (e.g., stories, labels, instructions). identifying simple language features e.g. rhyme, repetition, alliteration talking about features of nonfiction texts e.g. titles, headings	recognising some typical features of story language and text types identifying layout features e.g., bold text, captions, diagrams	recognising how paragraphs, headings, and subheadings help organise ideas.	recognising the use of structure in fiction e.g., flashbacks, cliffhangers and nonfiction e.g., bullet points, glossaries	analysing how organisational and presentational features e.g., bullet points, text boxes, captions etc. support purpose recognising the purpose behind structural decisions e.g., paragraph breaks, shifts in perspective	analysing how structure e.g., time shifts, dual narrative enhances impact analysing the effectiveness of an author's structural and presentational choices
	talking about characters and settings using familiar story language noticing and talking with an adult about interesting words and phrases in text read to them	talking to adults and their peers about interesting words and phrases in texts read to them	recognising and talking about literary language in stories and poetry and discussing words and phrases that interest them noticing and discussing the effect of word choices in familiar texts e.g., "That word is scary because..."	identifying and discussing figurative language e.g., similes, descriptive phrases, with support discussing how words and phrases capture the reader's interest and imagination	evaluating how authors use vocabulary to create mood, effect, or describe character and setting. recognising how changing language and presentation can alter and clarify meaning	recognising the impact of figurative language e.g., metaphor, idioms, personification recognising how language choices affect the reader's understanding and feelings	analysing how language influences the reader e.g., bias, tone, emotive language analysing the effectiveness of an author's language, choices justifying their personal interpretation of how an author crafted meaning