


A Picture of a Reader – Weeke Reading progression



A Picture of a Reader – Weeke Reading progression					
	EYFS	YR1	YR2	YR3& YR4	YR5 & YR6
	<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>(Literacy - Word Reading ELG)</p>	<p>Apply phonic knowledge and skills as the route to decode words</p> <p>Respond speedily with the correct sound to graphemes for all phonemes.</p> <p>Read accurately by blending sounds in unfamiliar words.</p> <p>Read common exception words.</p> <p>Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.</p> <p>Read other words of more than one syllable that contain taught GPCs.</p> <p>Read words with contractions, and understand that the apostrophe represents the omitted letter(s).</p> <p>Reread these books to build up their fluency and confidence in word reading.</p> <p>Correct inaccurate reading.</p>	<p>Apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>Read accurately by blending sounds in words that contain graphemes taught so far, recognising alternative sounds for graphemes</p> <p>Read accurately words of two or more syllables that contain taught phonemes</p> <p>Read words containing common suffixes</p> <p>Read further common exception words</p> <p>Read most words quickly and accurately, without sounding and blending</p> <p>Read aloud books closely matched to their improving phonic knowledge</p> <p>Reread these books to build up their fluency and confidence in word reading</p>		

	<p>Retell stories and narratives using their own words and recently introduced vocabulary</p> <p>(Literacy – Comprehension ELG)</p>	<p>Retell key stories, fairy stories and traditional tales.</p> <p>Check the text makes sense to them.</p>	<p>Discuss the sequence of events in books</p> <p>Discuss how non-fiction items are related</p> <p>Experience non-fiction books structured in different ways</p> <p>Recognise simple, recurring language in stories and poetry</p> <p>Answer questions</p>	<p>Identify the main ideas drawn from more than one paragraph</p> <p>Summarise the main ideas</p> <p>Discussing their understanding of the text</p> <p>Retrieve and record information from non-fiction</p> <p>Use contents page and index to find information</p>	<p>Summarising main ideas from more than one paragraph, identifying key details, which support the main ideas.</p> <p>Retrieve, record and present information from non-fiction.</p> <p>Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Distinguish between statements of fact and opinion.</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>(C & L – Speaking ELG)</p> <p>Anticipate – where appropriate – key events in stories</p> <p>(Literacy – Comprehension ELG)</p>	<p>Link what they read and hear to their own experiences.</p> <p>Discuss word meanings.</p> <p>Link new word meanings to those already known.</p> <p>Draw on what they know and background information to understand.</p> <p>Make inferences based on what is being said and done</p> <p>Explain clearly their understanding of what is read to them</p> <p>Predict what might happen based on what has been read so far</p>	<p>Discuss and clarify the meaning of words</p> <p>Draw on background information to understand a text</p> <p>Check that a text makes sense as you read</p> <p>Make inferences on the basis of what is being said and done</p> <p>Predict what might happen</p> <p>Ask questions</p> <p>Explain their understanding of what they've read</p>	<p>Ask questions to ensure understanding of the text</p> <p>Explain the meaning of words in context</p> <p>Draw inferences such as characters' feelings, thoughts and motives from their actions</p> <p>Justify inferences with evidence</p> <p>Predict what might happen from details stated and implied</p> <p>Use dictionaries to check the meaning of words read</p>	<p>Ask questions to improve their understanding.</p> <p>Draw inferences such as characters' feelings, thoughts and motives from their actions.</p> <p>Justify inferences with evidence.</p> <p>Predict what might happen from details stated and implied.</p> <p>Make comparisons within and across books.</p>

	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to</p> <p>(C & L – Listening, Attention and Understanding ELG)</p>	<p>Listen to and discussing a wide range of poems, stories and non-fiction.</p> <p>Discuss the significance of the title and events.</p> <p>Identify characteristics of key stories, fairy stories and traditional tales</p> <p>Participate in discussions about what is read to them</p>	<p>Listen to, discuss and express views about a range of genre, including texts beyond their understanding</p> <p>Discuss their favourite words and phrases</p> <p>Discuss books, poems and other texts with other children</p>	<p>Discuss books read independently and in a group.</p> <p>Take turns and listening to what others say.</p>	<p>Discuss books read independently and in a group.</p> <p>Recommend books that they have read to their peers, giving reasons for their choices.</p> <p>Participate in discussions about books, building on their own and others' ideas and challenge views courteously.</p>
	<p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. (Literacy – Comprehension ELG)</p> <p>Perform songs, rhymes, poems and stories with others (Expressive Art and Design – Being Imaginative and Expressive ELG)</p>	<p>Recognise and join in with predictable words and phrases.</p> <p>Recite some verses and poems by heart.</p> <p>Read books aloud which are in line with their phonic knowledge.</p>	<p>Retell stories, fairy stories and traditional tales</p> <p>Learn poems by heart and reciting these with appropriate intonation</p>	<p>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Retell stories from a wide range of books orally.</p>	<p>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Learn a wider range of poetry by heart.</p>
				<p>Identify themes in a wide range of books.</p>	<p>Identify themes in a wide range of books.</p> <p>Provide reasoned justifications for their views.</p>

				<p>Identify how language, structure, and presentation contribute to meaning.</p> <p>Discuss words and phrases that capture the reader's interest and imagination.</p> <p>Recognise some different forms of poetry.</p> <p>Read books that are structured in different ways and reading for a range of purposes.</p> <p>Identify conventions in a wide range of books.</p>	<p>Identify how language, structure, and presentation contribute to meaning.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Read books that are structured in different ways and reading for a range of purposes.</p> <p>Identify conventions in a wide range of books.</p>
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Fluency	EYFS	YR1	YR2	YR3	YR4	YR5	YR6
	<p>Join in with predictable phrases.</p> <p>Read CEW by sight with increased fluency over time consistent with taught progression.</p> <p>Read HFW by sight with increased fluency over time following increased exposure.</p> <p>Take more note of full stops in order</p>	<p>Read aloud decodable texts word by word, with emphasis on one-to-one matching.</p> <p>Recognise and join in with predictable phrases.</p> <p>Take more note of full stops and questions marks in order to support the use of fluency.</p> <p>Read with some intonation and expression in</p>	<p>Read aloud decodable texts grouping a few words together with confidence.</p> <p>Take more note of full stops, questions marks, exclamation marks and bold and enlarged text in order to support the use of fluency.</p> <p>Read with some intonation and expression with more of a focus</p>	<p>Read aloud at a reasonable pace, grouping words into meaningful phrases without overt sounding and blending.</p> <p>Uses punctuation cues and some intonation and expression with a focus on speech. Thinking about the use of synonyms for said and the punctuation inside the speech marks, as well as the narrative in between.</p>	<p>Read aloud a text at a flowing pace, pausing to attend to more complex sentences.</p> <p>Read with some intonation and expression in relation to the use of the different types of fronted adverbials and its comma.</p> <p>Uses effective intonation, stress and expression that indicate understanding.</p>	<p>Able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity.</p> <p>Read with some intonation and expression in relation to the use of relative clauses and parenthesis with a focus on the punctuation used.</p> <p>Reads aloud a range of</p>	<p>Read aloud a range of moderately complex and sophisticated texts which include multisyllabic words and complex sentences with fluency and appropriate expression.</p> <p>Consistently and automatically integrates pausing, intonation, phrasing and rate.</p> <p>Reads aloud a range of complex</p>

	to support the use of fluency.	<p>relation to the use of co-ordinating conjunctions.</p> <p>Re-read to enhance phrasing and clarify precise meaning</p> <p>Show fluency and confidence whilst re-reading familiar texts</p>	<p>co-ordinating and subordinating conjunctions.</p> <p>Re-read to enhance phrasing and clarify precise meaning</p> <p>Show fluency and confidence whilst re-reading familiar texts</p>	<p>Read with some intonation and expression with more of a focus on subordinating conjunctions at the start and the middle of a sentence.</p>		<p>moderately complex texts with fluency and phrasing, adjusting pace, volume, pitch and pronunciation to enhance meaning and expression and according to purpose and audience.</p>	<p>texts with fluency and phrasing, adjusting pace, volume, pitch and pronunciation to enhance meaning and expression and according to purpose and audience.</p>
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