

Bentley St Paul's Reading Progression

Year Group	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Expectations	<ul style="list-style-type: none"> • Big Cat phonics books and library book sent home each week matched to phonics level. • Half termly assessments. • Phonics x 1 daily. • Keep interventions daily • Class book weekly read every day. • Reading with adult 4 times a week. • Visit library once a week. • Provide books for children to look at in reading area. • Display a class author with texts for children to read (reading for pleasure books). 	<ul style="list-style-type: none"> • Read independently daily (5 minutes). • Phonics daily • Children take home a phonics book, predecodable and library book • Author display and books, read to the class by the author (reading for pleasure books). • Wandle Reading with an adult 4 times a week • Check children's reading records daily • Library visit each week • Keep up interventions daily • Half termly assessments 	<ul style="list-style-type: none"> • Read independently daily (5 minutes). • Phonics/spellings daily • Children take home a phonics book or guided reader, banded book and library book • Author display and books, read to the class by the author (reading for pleasure books). • Wandle Reading/guided reading with an adult 2 times a week • Check children's reading records daily • Library visit each week • Keep up/catch up phonics interventions daily • Termly assessments 	<ul style="list-style-type: none"> • Read independently daily (10 minutes). • Children take home a banded book class guided reader and library book • Author display and books, read to the class by the author (reading for pleasure books). • Guided reading x1 a week • Check children's reading records daily • Library visit each week • Catch up phonics interventions daily • Rapid reader interventions • Termly assessments • Daily reading with children not reading at home. 	<ul style="list-style-type: none"> • Read independently daily (10 minutes). • Children take home a banded book class guided reader and library book • Author display and books, read to the class by the author (reading for pleasure books). • Guided reading x1 a week • Check children's reading records daily • Library visit each week • Catch up phonics interventions daily • Rapid reader interventions • Termly assessments • Daily reading with children not reading at home. 	<ul style="list-style-type: none"> • Read independently daily (15 minutes). • Children take home a banded book class guided reader and library book • Author display and books, read to the class by the author (reading for pleasure books). • Guided reading x1 a week • Novel study session from Spring 2. • Check children's reading records daily • Library visit each week • Catch up phonics interventions daily • Rapid reader interventions • Termly assessments • Daily reading with children not reading at home. 	<ul style="list-style-type: none"> • Read independently daily (10 minutes). • Children take home a banded book class guided reader and library book • Author display and books, read to the class by the author (reading for pleasure books). • Novel study session x1 a week • Check children's reading records daily • Library visit each week • Catch up phonics interventions daily • Rapid reader interventions • Termly assessments • Daily reading with children not reading at home.

EYFS	Phonics and Word Reading	Reading Comprehension
By the end of reception, the aim is for children to be well prepared for reading in Year 1, meeting the ELG's in Word Reading and Comprehension	<ul style="list-style-type: none"> Follow the Little Wandle progression map for Year R to ensure children can recognise letters and sounds by learning GPC's in Phase 2 and Phase 3. Practice blending to read simple words and segmenting to spell them. Follow the Little Wandle reading session guidance – decoding, prosody and comprehension Read common exception words (tricky words) using the tricky word guidance on Little Wandle Start reading simple CVC words using phonics knowledge. 	<ul style="list-style-type: none"> Enjoyment of Stories: Show enjoyment of books and stories and can answer simple questions about what has been read. Prediction: Predict what might happen in a story based on pictures or what has already happened. Retelling Stories: Retell familiar stories using pictures and other clues to guide them. Understanding: Demonstrate an understanding of stories by talking about key events and characters, using clues from illustrations and text.

Books and Vocabulary:

- Handling Books:** Continue to handle books with care, turn pages correctly and know that print carries meaning.
- Vocabulary Development:** Build a wider vocabulary through exposure to books, stories and discussion about books.

Year 1	Phonics and Word Reading	Reading Comprehension
	<ul style="list-style-type: none"> Follow the Little Wandle progression map for Year 1 Follow the Little Wandle reading session guidance – decoding, prosody and comprehension Apply phonics knowledge to decode words including unfamiliar ones Read common exception words (tricky words) using the tricky word guidance on Little Wandle Read aloud books that match phonic ability with increasing accuracy Develop fluency in reading by sounding out words quickly without hesitation 	<ul style="list-style-type: none"> Listening and Enjoyment: Listen to a range of poems, stories and non-fiction to foster enjoyment of reading. Key Skills: Discuss the title and author; predict what might happen next, answer basic who/what/where/why questions. Understanding and Recalling: Develop the ability to retell stories and answer questions based on what has been read or heard. Vocabulary: Learn and understand new words in context, using pictures or contextual clues to determine meaning.

Year 2	Phonics and Word Reading	Reading Comprehension
	<ul style="list-style-type: none"> Follow the Little Wandle flow chart for Year 2 (bridge to spelling) Continue the Little Wandle reading session guidance – decoding, prosody and comprehension Continue developing phonics knowledge to read words fluently, including common suffixes like – ing, -ed – er Read aloud with increasing fluency and accuracy, without overtly sounding out. Recognise more exception words (tricky words) using the tricky word guidance on Little Wandle. 	<ul style="list-style-type: none"> Range of texts: Engage with more diverse texts (fairy tales, simple non – fiction, traditional tales etc.) Inference: Make simple inferences about character's feelings or motives based on actions. Discussion: Participate in discussions about what has been read, sharing opinions and making predictions. Summarisation: Begin summarising parts of stories and explaining the main ideas.

Year 3	Word Reading <ul style="list-style-type: none"> • Read with increasing fluency and confidence focusing less on decoding. • Encounter and read words with common prefixes and suffixes (e.g. un, dis, ness). 	Reading Comprehension <ul style="list-style-type: none"> • Text structure: Identify basic structure in fiction (e.g. beginning, middle and end) and non – fiction texts (e.g. headings, sub – headings). • Inference and Prediction: Make more developed inferences and predictions based on reading. • Character and Plot: Discuss characters, plots and themes in more depth • Retrieval of Information: Extract key information from texts, answering questions that require evidence from the text. • Poetry and Non – Fiction: Read and understand simple poetry and non – fiction, exploring different types of writing.
Year 4	Word Reading <ul style="list-style-type: none"> • Read a wider range of texts with fluency and expression. • Focus on understanding new vocabulary and using context clues to determine meaning. 	Reading Comprehension <ul style="list-style-type: none"> • Engagement with Texts: Develop greater engagement with a wider range of genres, including myths, legends and non – fiction. • Comparisons: Compare different texts, discuss common themes and understand character development. • Literal and Inferred Meaning: Answer both literal and inferential questions, providing evidence from the text. • Summarising and Identifying Main Ideas: Summarise key ideas from a passage or chapter and identify main ideas drawn from more than one paragraph.
Year 5	Word Reading <ul style="list-style-type: none"> • Continue to build fluency especially with complex and unfamiliar vocabulary. • Develop the ability to read a wide range of fiction, non – fiction, poetry and plays fluently. 	Reading Comprehension <ul style="list-style-type: none"> • Themes and Conventions: Identify and discuss themes across different texts, such as friendship, bravery and perseverance. • Inference and Deduction: Infer characters’ motives and feelings in more depth and explain the reason for their actions. • Evaluating Texts: Discuss how language structure and presentation contribute to meaning and making comparisons between text • Poetry Analysis: Read and appreciate classic poetry, discussing meaning, themes and language use.
Year 6	Word Reading <ul style="list-style-type: none"> • Read a range of more challenging texts with fluency and expression, applying knowledge of root words, prefixes and suffixes. • Encounter more sophisticated vocabulary and practice using dictionaries and other strategies to understand meaning. 	Reading Comprehension <ul style="list-style-type: none"> • Critical Thinking: Develop critical thinking analysis skills, such as comparing and contrasting different authors’ approaches or viewpoints. • Understanding Layers and Meaning: Discuss themes at greater depth and explore how meaning is conveyed through language tone and structure. • Inference: Make detailed inferences based on evidence from the text discussing how different readers might interpret the text. • SAT’s Preparation: Work on test – style comprehension exercises to prepare for the Year 6 SAT’s focusing on retrieval, inference, explanation and summarisation.

Guided Reading Sessions: Year 2 – Year 5

Through rotation lessons, guided reading sessions are essential for:

- Provided targeted instruction in small groups.
- Practicing fluency and comprehension strategies.
- Fostering independent habits.

Reading For Pleasure:

The National Curriculum emphasises the importance of encouraging reading for pleasure, which we develop by exposing the students to a wide variety of books, including those chose by themselves as well as the teachers through their author choice per half term.