Mount Hawke Academy
English Reading Whole School Progression Map

	EYFS	Y1	Y2
Decoding and Phonics	o Follow closely Little Wandle Letters and Sounds Revised 2021: Programme progression _Little Wandle Letters and Sounds Revised_	o Follow closely Little Wandle Letters and Sounds Revised 2021: Programme progression _Little Wandle Letters and Sounds Revised_	o Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. Read accurately words of two or more syllables that contain the same graphemes as above. o Read words containing common suffixes. Read most Year One and Two Common Exception Words, noting unusual correspondences between spelling and sound and where these occur in the word. o Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. o Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. o Re-read these books to build up their fluency and confidence in word reading.

EYFS — Little Wandle Letters and Sounds Revised

Reception Autumn 1

	Phase 2 graphemes	New tricky words
Week 1	s a t p	
Week 2	i n m d	
Week 3	g o c k	is
Week 4	ck e u r	I
Week 5	h b f l	the

Reception Autumn 2

	Phase 2 graphemes	New tricky words
Week 1	ff ll ss j	put* pull* full* as
Week 2	v w x y	and has his her
Week 3	z zz qu words with s /s/ added at the end (hats sits) ch	go no to into
Week 4	sh th ng nk	she push* he of
Week 5	• words with s /s/ added at the end (hats sits) • words ending s /z/ (his) and with s /z/ added at the end (bags)	we me be

*The tricky words: 'put', 'pull', 'full' and 'push' may be tricky in some regional pronunciations; in which case, they should not be treated as such.

Reception Spring 1

	Phase 3 graphemes	New tricky words
Week 1	ai ee igh oa	
Week 2	oo oo ar or	was you they
Week 3	ur ow oi ear	my by all
Week 4	air er words with double letters: dd mm tt bb rr gg pp ff	are sure pure
Week 5	longer words	

Reception Spring 2

	Phase 3 graphemes	No new tricky words
Week 1	review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear	Review all taught so far Secure spelling
Week 2	review Phase 3: er air words with double letters longer words	
Week 3	words with two or more digraphs	
Week 4	longer words words ending in –ing compound words	
Week 5	longer words words with s in the middle /z/ s words ending –s words with –es at end /z/	

Reception Summer 1

	Phase 4	New tricky words
Week 1	short vowels CVCC	said so have like
Week 2	short vowels CVCC CCVC	some come love do
Week 3	short vowels CCVCC CCCVC CCCVCC longer words	were here little says
Week 4	longer words compound words	there when what one
Week 5	root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est	out today

Reception Summer 2

	Phase 4 graphemes	No new tricky words
Week 1	long vowel sounds CVCC CCVC	Review all taught so far Secure spelling
Week 2	long vowel sounds CCVC CCCVC CCV CCVCC	
Week 3	Phase 4 words ending –s /s/ Phase 4 words ending –s /z/ Phase 4 words ending –es longer words	
Week 4	root word ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/	
Week 5	Phase 4 words ending in: –s /s/, –s /z/, –es longer words	

Y1 — Little Wandle Letters and Sounds Revised

Year 1 Autumn 1

	Phase 3/4 review + 4 Phase 5 GPCs	Review tricky words
Week 1	review Phase 3 GPCs /ai/ ee igh oa oo ar or ur oo ow oi ear	Phases 2-4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today
Week 2	air er /z/ s –es words with two or more digraphs e.g. queen thicker	
Week 3	Phase 4. CVCC CCVC CVCCC CCVCC CCCVC Phase 4 with long vowels	
Week 4	Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each	
Week 5	review longer words	

*The tricky words 'put', 'pull', 'full' and 'push' may be tricky in some regional pronunciations; in which case, they should not be treated as such.

Year 1 Autumn 2

	Phase 5 graphemes	New tricky words
Week 1	/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn	their people oh your
Week 2	/oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he	Mr Mrs Ms ask*
Week 3	/igh/ i-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute	could would should our
Week 4	/ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw	house mouse water want
Week 5	Grow the code: /igh/ ie i-e /ai/ ay a-e /oa/ oa o-e /ee/ e-e ea	

*The tricky word 'ask' may be tricky in some regional pronunciations; in which case, it should not be treated as such.

Year 1 Spring 1

	Phase 5 graphemes	New tricky words
Week 1	/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder	any many again
Week 2	/igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone	who whole where two
Week 3	/l/ le al apple metal /s/ c ice /v/ ve give	school call different
Week 4	/u/ o-e ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey	thought through friend work
Week 5	Grow the code: /oo/ u ew ue u-e ui ou oo fruit soup /ee/ ea e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa	

Year 1 Spring 2

	Phase 5 graphemes	New tricky words
Week 1	/ur/ or word /oo/ u oul awful would /air/ are share /or/ au aur oor al author dinosaur floor walk	once laugh
Week 2	/ch/ tch match /ch/ ture adventure /ar/ al half* /ar/ a father*	because eye
Week 3	/o/ a water Schwa in longer words: different /o/ a want /air/ ear ere bear there	
Week 4	/ur/ ear learn /r/ wr wrist /s/ st sc whistle science Schwa at the end of words: actor	
Week 5	/ch/ ch school /sh/ ch chef /z/ /s/ ce se ze freeze	

*The tricky words 'half' and 'father' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Year 1 Summer 1

	Review Phase 5 GPCs for phonics screening check	No new tricky words
Week 1	ay play a-e shake ea each e he	
Week 2	ie pie i-e time o go o-e home	
Week 3	ue blue rescue ew chew new u-e rude cute aw claw	
Week 4	ea head ir bird ou cloud oy toy	
Week 5	i tiger a paper ow snow u unicorn	
Week 6	ph phone wh wheel ie shield g giant	

Year 1 Summer 2

	Phase 5 graphemes	New tricky words
Week 1	/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer	busy beautiful pretty hour
Week 2	/zh/ su si treasure vision /j/ dge bridge /j/ g crystal /j/ ge large	move improve parents shoe
Week 3	/sh/ ti ssi si ci potion mission mansion delicious	
Week 4	/or/ augh our oar ore daughter pour oar more review	
Week 5	review	

Reading for Pleasure	Develop pleasure for reading by: o Reading and sharing books frequently with children, and engaging them actively in stories, non-fiction, rhymes and poems e.g. joining in with repeated refrains or actions o Ensuring books are embedded into children's play and interests o Encouraging children to develop their own narratives, role play and explanations through play	Develop pleasure for reading by: o Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. o Being encouraged to link what they read or hear to their own experiences o Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics o Learning to appreciate rhymes and poems, and to recite some by heart	Develop reading for pleasure by: o Reading age appropriate texts o Reading for themselves a wide range of stories, fairy stories and traditional tales o Listening to a wide range of contemporary and classic poetry stories and non-fiction at a level beyond that at which they can read independently
Vocabulary	Develop vocabulary by: o Providing children with extensive opportunities to use and embed new words in a range of contexts o Build up vocabulary that reflects the breadth of their experiences o Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words o Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play	Develop vocabulary by: o Recognising vocabulary associated with different genres provided by the teacher o Discussing word meaning and linking new meanings to those already known o Discussing favourite words and phrases from the text o Recognising and joining in with predictable phrases	Develop vocabulary by: o Recognising simple recurring literary language in stories and poems o Discussing and clarifying the meanings of words, linking new meanings to known vocabulary o Discussing their favourite words and phrases o Beginning to use a range of skills (such as morphology and word classes) to identify the meaning of unknown words to help place them into context
Inference	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary	Show that they understand both the books they can already read accurately and fluently and those they listen to by: o Making links to personal experiences o Making inferences about character types based on actions eg infer stock character types (good/bad/evil /hero etc.) based upon their actions	Show that they understand both the books they can already read accurately and fluently and those they listen to by: o Drawing upon knowledge of the topic outside of the book including other similar books o Drawing on what they already know or on background information and vocabulary provided by the teacher o Making simple inferences about characters feelings based upon their actions and speech
Prediction	Developing prediction skills by: o Joining in with repeated refrains o Anticipating – where appropriate – key events in stories	Making predictions by: o Predicting whether a book will be story or non-fiction based upon the cover and title o Predicting what might happen on the basis of what has been read so far o Making predictions, talk about what characters are like, their motivations and what they might have	Making predictions by: o Making predictions prior to reading based upon the title, cover and skim reading of illustrations o Making predictions based upon events in the text so far o Making predictions using experience of reading books based on other familiar texts o Make predictions about expectations of a text by skim reading, title, contents, illustrations o Identifying how features are linked to purpose, e.g. why characters and settings in stories are described

Discussing Reading	o Through conversation, story- telling and role play, children share their ideas (with support, modelling and sensitive questioning from adults). o Inviting children to elaborate and become comfortable using a rich range of vocabulary and language structures. o Encouraging children to develop their own narratives, role play and explanations through play.	Explain their understanding of books that are read to them by: o Discussing the significance of the title and events o Participating in discussion about what is read to them (stories, poems and non- fiction at a level beyond which they can read independently) o Understanding the difference between fiction and non-fiction o Taking turns and listening to what others say o Beginning to describe the overall structure of a story e.g. being about to answer: "What is the problem in the story?"	Explain their understanding of books that are read to them and books that they are beginning to read independently by: o Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently o Participating in discussion about books, poems & other works that they can read for themselves o Taking turns and listen to what others say o Explaining their understanding of books poems and other materials that they have read and which have been read to them.
Retrieval	o Listen attentively and respond appropriately when being read to and during whole class discussions and small group interactions o Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary	o Answer simple questions about characters, settings and key events in a story o Identifying the main events or key points in a text o Recognise some typical characters and settings of fairy stories and traditional tales o Understand and use correctly, terms referring to conventions of print: book, cover, beginning, end, page, word, letter, line o Identify the title, blurb and author of a story or non-fiction book o State whether they like a story or poem being introduced to non-fiction books that are structured in different ways	o Asking and answering simple relevant inference/ detective questions about a story or simple non-fiction text o Begin to identify and name a range of common organisers in non-fiction texts e.g. contents, headings, index, glossary o State whether they like a story and characters within the story o State which text they prefer and give a reason to support their opinion o Beginning to retrieve information from non- fiction books that are structured in different ways
Sequence	o Encouraging children to develop their own narratives, role play and explanations through play o Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary	o Sequence pictures for the beginning, middle and end of a story read	o Sequence events from a story, explaining reasons for choices

		Y3	Y4	Y5	Y6
Decoding and Phonics		o Use phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words) o Apply their growing knowledge of root words prefixes and suffixes including: in-,im-,il-,ir,dis-, mis-, un-, re-, sub-, inter-, super-, anti-, auto o To read aloud and understand the meaning of new words that they meet o To begin to read Year 3/4 common exception words, noting the correspondences between spelling and sound and where these occur within the word	o To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill o Apply their knowledge of root words prefixes, suffixes including: 'in-', 'il-', 'im-' 'ir-''anti-' 'inter-' 'ing', '-en', '-er', 'ed' ation 'ous' and endings that sound like /ʒən/ spelt '-sion' o To read aloud and to understand the meanings of new words that they meet. To read aloud the Year 3/4 common exception words fluently noting the correspondences between spelling and sound and where these occur within the word	o To read most words fluently and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues o To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/- ence/- ency, -able/-ably and -ible/ibly, to read aloud fluently o To begin to read the Year 5/6 common exception words noting the correspondences between spelling and sound and where these occur within the word	o To read fluently with full knowledge of all Year 5/6 exception words, root words, prefixes, suffixes and word endings including: The /ʃəl/ sound, words ending 'tial' and 'cial' '-ant', '-ance'/'ancy', '-ent','-ence'/'-ency and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues
Reading for Pleasure		Develop a positive attitude and a pleasure for reading by: o Reading independently an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks o Reading books that are structured in different ways and reading for a range of purposes o Listening to and discussing a wide range of fiction and non-fiction books including books beyond which they can read independently	Develop a positive attitude and a pleasure for reading by: o Reading independently a range of fiction, poetry, plays, non-fiction and reference books or textbooks o Reading books that are structured in different ways and reading for a range of purposes o Listening to and discussing a wide range of fiction and nonfiction books including some books beyond that which they can read independently	Develop a positive attitude and a pleasure for reading by: o Reading independently, and increasing 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 o Listening to and discussing, with some depth. a wide range of fiction and nonfiction books identifying and discussing themes and conventions in and across a wide range of writing	Develop a positive attitude and a pleasure for reading by: o Reading independently 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 Reading for a range of purposes making comparisons within and across books o Listening to and discussing, fiction and non-fiction books, identifying and discussing themes and conventions in books that are structured in different ways

Vocabulary	Develop vocabulary by: o Beginning to use a junior dictionary to check the meaning of words o Discussing and clarifying the meanings of words, linking new meanings to known vocabulary o Identifying specific techniques, e.g. simile, metaphor, repetition, exaggeration, and say why they interest them o Recognising some different forms of poetry [for example, free verse, narrative poetry]	Develop vocabulary by: o Using a dictionary with increasing accuracy to check the meaning of words o Discussing words and phrases that capture the reader's interest and imagination o Identify specific techniques, e.g. simile, metaphor, repetition, exaggeration, and say why they interest them o Recognising some different forms of poetry [for example, free verse, narrative poetry]	Develop vocabulary by: o Using a dictionary accurately and to check the meaning of words o Begin to keep a record of favourite words and phrases from books that have read as part of shared reading and books they have read independently	Develop vocabulary by: o Using a dictionary to check the meaning of words o Record words and phrases from books that have read as part of shared reading and books they have read independently to use in their writing
Inference	Make inferences about books that they have read as part of shared reading and books they have read independently by: o Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying their inferences with evidence o Discussing the actions of characters	Make inferences about books that they have read as part of shared reading and books they have read independently by: o Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence o Make, predominantly, correct inferences	Make inferences about books that they have read as part of shared reading and books they have read independently by: o Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence o Infer meaning using evidence from the text and their wider experiences	Make inferences about books that they have read as part of shared reading and books they have read independently by: o Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence o Infer meaning drawing upon evidence from across the text and their wider experiences
Prediction	Predict what might happen from details stated and implied by: o Identifying how language, structure, and presentation contribute to meaning o Identifying specific language which contributes to the development of meaning	Predict what might happen from details stated and implied by: o Identifying how language, structure, and presentation contribute to meaning o Identifying specific language which contributes to the development of meaning	Predict what might happen from details stated and implied by: o Identifying how language, structure, and presentation contribute to meaning o Identifying specific language which contributes to the development of meaning o Infer meaning drawing upon evidence from across the text and wider experiences	Predict what might happen from details stated and implied by: o Identifying how language, structure, and presentation contribute to meaning o Identifying specific language which contributes to the development of meaning o Infer meaning drawing upon evidence from across the text and wider experiences o weigh up probability, and make a sensible prediction of the next outcome.

Discussing Reading	Explain their understanding of books that are read to them and books that they read independently by: o Taking turns and listening to what others say o Discussing words and phrases that capture their interest and imagination o Identifying and discussing how language and structure contribute to meaning	Explain their understanding of books that are read to them and books that they read independently by: o Taking turns and listening to what others say o Discussing words and phrases that capture their interest and imagination o Identifying and discussing how language, structure, and presentation contribute to meaning	Explain their understanding of books that are read to them and books that they read independently by: o Identifying how language, structure and presentation contribute to meaning o Identifying and explaining the author's point of view, referring to the text o Using technical terms, e.g. symbol, imagery, analogy and identifying the effects these have on the reader o Beginning to explain and discuss their understanding of what they have read, including through formal debates, maintaining a focus on the topic and using notes	Explain their understanding of books that are read to them and books that they read independently by: o Identifying how language, structure and presentation contribute to meaning o Identifying and explaining the author's point of view, referring to the text o Using technical terms, e.g. symbol, imagery, analogy and identifying the effects these have on the reader o Explaining and discussing their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary o Providing reasoned justifications for their views
Retrieval	o Use features to locate and retrieve information, e.g. contents; indices; subheadings and begin to recognise fact and opinion o Retrieve information from a range of books, including books for information, non- fiction books, novels and poetry books o Locate and retrieve information using skimming, scanning and text marking	o Extract information from age-appropriate texts and make notes using quotation and reference to the text o Recognise fact and opinion	o Retrieve, record and present information from non-fiction	o Retrieve, record and present information from non-fiction
Summarise	o Summarise main details from more than one paragraph in a few sentences, using vocabulary from the text o Begin to discuss how language, structure and presentation help the reader to understand the text	o Summarise main details from more than one paragraph in a few sentences, using vocabulary from the text	o Summarise main ideas in a series of sentences from more than one place within an age-appropriate text using own words and key vocabulary from the text	o Produce a succinct summary, paraphrasing the main ideas from across the text or a range of sources