

Reading Progression At Little Waltham

Word Reading						
Reception Ash Class	Year 1 Chestnut Class	Year 2 Elm Class	Year 3 Maple Class	Year 4 Oak Class	Year 5 Sycamore Class	Year 6 Willow Class
<p>Outcome:</p> <p>Read words consistent with their phonic knowledge by blending</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge</p> <p>Be able to read some common irregular words.</p>	<p>Outcome:</p> <p>Use phonic knowledge and habitually apply sounding and blending skills to read unfamiliar printed words quickly and accurately</p> <p>Be able to read all common graphemes</p> <p>Be able to read unfamiliar words containing common graphemes, accurately and without undue hesitation in books at their reading level</p> <p>Be able to read words with suffixes by building on the root words they can read already Be able to read many common exception words</p> <p>Increase confidence in reading skills</p>	<p>Outcome:</p> <p>Have established accurate and speedy word reading skills</p> <p>Reading of common exception words is secure</p> <p>Be able to read and combine two or more syllables in order to read longer words</p> <p>Be able to read words with suffixes by building on the root words they have already learnt</p>	<p>Outcome:</p> <p>Be able to decode most new words outside of spoken vocabulary, making a good approximation to the word's pronunciation</p>	<p>Outcome:</p> <p>Be able to decode most new words outside of spoken vocabulary, making a good approximation to the word's pronunciation</p>	<p>Outcome:</p> <p>Be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity</p>	<p>Outcome:</p> <p>Be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity</p>
<p>Hear and say the initial sound in words</p> <p>Read individual letters by saying the sounds for them</p>	<p>Apply phonic knowledge and skills as the route to decode words</p> <p>Respond speedily with the correct sound to graphemes (letters or</p>	<p>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>Apply growing knowledge of root words, prefixes, suffixes and exception words to read aloud</p>	<p>Apply growing knowledge of root words, prefixes, suffixes and exception words to read aloud</p>	<p>Apply growing knowledge of root words, prefixes, suffixes and exception words to read aloud</p>	<p>Apply growing knowledge of root words, prefixes, suffixes and exception words to read aloud</p>

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<p>Read some letter groups that each represent one sound and say sounds for them</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences</p> <p>Read a few common exception words</p>	<p>groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes (e.g. ow in snow and cow)</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</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 [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</p>	<p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>Read accurately words of two or more syllables that contain the same graphemes as above (e.g., shoulder, roundabout, grouping)</p> <p>Read words containing common suffixes (e.g. -ness, -ment, -ful, -ly)</p> <p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered (e.g. shout, hand, stop, dream)</p>				
<p>Read simple phrases and sentences made up</p>	<p>Read simple phrases and sentences made up</p>	<p>Read simple phrases and sentences made up</p>				

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of words with known letter sound correspondences and, where necessary, a few exception words	of words with known letter sound correspondences and, where necessary, a few exception words	of words with known letter sound correspondences and, where necessary, a few exception words				
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Fluency						
Reception Ash Class	Year 1 Chestnut Class	Year 2 Elm Class	Year 3 Maple Class	Year 4 Oak Class	Year 5 Sycamore Class	Year 6 Willow Class
<p>Outcome:</p> <p>Be able to read and understand simple sentences</p>	<p>Outcome:</p> <p>Be able to read words without overt sounding and blending after a few encounters</p> <p>Be able to read and re-read books that are closely matched to their developing phonic knowledge and knowledge of common exception words</p>	<p>Outcome:</p> <p>Be able to read many common words without needing to blend the sounds out loud first</p> <p>Be able to read common exception words easily and automatically</p>	<p>Outcome:</p> <p>Be able to read age appropriate texts accurately and at a speed that is sufficient to allow a focus on understanding rather than decoding individual words</p>	<p>Outcome:</p> <p>Be able to read age appropriate texts accurately and at a speed that is sufficient to allow a focus on understanding rather than decoding individual words</p>	<p>Outcome:</p> <p>Be able to read aloud age-appropriate texts accurately and at a reasonable speaking pace</p> <p>Be able to prepare readings, with appropriate intonation to show their understanding</p>	<p>Outcome:</p> <p>Be sufficiently fluent so that reading of texts across the curriculum is effortless</p> <p>Be able to read aloud age appropriate texts accurately and at a reasonable speaking pace</p> <p>Be able to prepare readings, with appropriate intonation to show their understanding</p>
<p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p>	<p>Re-read books to build up fluency and confidence in word reading</p> <p>Practise texts that are used in class to fluency</p> <p>Use appropriate expression when reading words that are all in capital letters or</p>	<p>Re-read books to build up fluency and confidence in word reading</p> <p>Practise texts that are to be studied to fluency</p> <p>Use appropriate expression when reading a sentence with</p>	<p>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>Practise texts that are to be studied to fluency</p>	<p>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>Practise texts that are to be studied to fluency</p> <p>Use appropriate expression when</p>	<p>Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <p>Read texts that are to be studied to fluency</p>	<p>Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <p>Read texts that are to be studied to fluency</p> <p>Use appropriate</p>

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	written in a much larger font size Pronounce plurals clearly i.e. words ending in s and es, with particular focus on the final sound	a question mark or an exclamation mark Pronounce contractions clearly, with particular focus on the final sound Pronounce past tense verbs clearly i.e. verbs ending in ed, with particular focus on the final sound	Use appropriate expression when reading dialogue: • appropriate pause between reporting clause and the speech • use the reporting clause (if it comes before the speech) to inform how the speech is read (e.g. Jo whispered, "What's that noise?")	reading sentences with fronted adverbials i.e. a slight pause indicated by the comma after the fronted adverbial	Use appropriate expression when reading sentences with: • relative clauses i.e. slight pauses indicated by the commas around the relative clause • brackets or dashes i.e. slight pauses indicated by the brackets or dashes	expression when reading ironic or sarcastic sentences (nb. this may be indicated by italic or bold fonts, or scare quotes)
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Expectations Throughout The Year

Reception Ash Class	Year 1 Chestnut Class	Year 2 Elm Class	Year 3 Maple Class	Year 4 Oak Class	Year 5 Sycamore Class	Year 6 Willow Class
Outcome: Have a positive attitude to reading and be motivated to read	Outcome: Have a positive attitude to reading and be motivated to read	Outcome: Have a positive attitude to reading and be motivated to read	Outcome: Have a positive attitude to reading Be reading with increasing depth and breadth (stories, poetry, plays and non-fiction), becoming enthusiastic readers who enjoy reading, read widely and frequently	Outcome: Have a positive attitude to reading Be reading with increasing depth and breadth (stories, poetry, plays and non-fiction), becoming enthusiastic readers who enjoy reading, read widely and frequently	Outcome: Maintain a positive attitude to reading Be reading widely and frequently, outside as well as in school, for pleasure and information	Outcome: Maintain a positive attitude to reading Be reading widely and frequently, outside as well as in school, for pleasure and information
Enjoy an increasing range of books Engage in story times Listen carefully to rhymes and songs, paying attention to how they sound	Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Become very familiar with key stories, fairy	Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Increase familiarity with a wide range of books, including fairy stories,	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Increase familiarity with a wide range of books, including fairy stories,	Listen to, read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Increase familiarity with a wide range of books,	Listen to, read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction and reference books or textbooks Increase familiarity with a wide range of books,

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Learn rhymes, poems and songs	<p>stories and traditional tales, retell them and consider their particular characteristics</p> <p>Learn to appreciate rhymes and poems, and to recite some by heart</p>	<p>Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales</p> <p>Continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear</p> <p>Be introduced to non-fiction books that are structured in different ways</p>	<p>myths and legends, and retell some of these orally</p> <p>Read books that are structured in different ways</p> <p>Read for a range of purposes</p>	<p>myths and legends, and retell some of these orally</p> <p>Read books that are structured in different ways</p> <p>Read for a range of purposes</p>	<p>including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <p>Read books that are structured in different ways</p> <p>Read for a range of purposes</p> <p>Learn a wider range of poetry by heart</p> <p>Recommend books that they have read to their peers, giving reasons for their choices</p>	<p>including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <p>Read books that are structured in different ways</p> <p>Read for a range of purposes</p> <p>Learn a wider range of poetry by heart</p> <p>Recommend books that they have read to their peers, giving reasons for their choices</p>
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Active Reading						
Reception Ash Class	Year 1 Chestnut Class	Year 2 Elm Class	Year 3 Maple Class	Year 4 Oak Class	Year 5 Sycamore Class	Year 6 Willow Class
<p>Outcome:</p> <p>Demonstrate understanding when talking with others about what they have read</p>	<p>Outcome:</p> <p>Understand what has been read</p>	<p>Outcome:</p> <p>Understand what has been read</p>	<p>Outcome:</p> <p>Understand what has been read</p> <p>Be able to read silently</p>	<p>Outcome:</p> <p>Understand what has been read</p> <p>Be able to read silently</p>	<p>Outcome:</p> <p>Understand what has been read</p> <p>Be able to read silently with good understanding, inferring the meanings of unfamiliar words</p>	<p>Outcome:</p> <p>Understand what has been read</p> <p>Be able to read silently with good understanding, inferring the meanings of unfamiliar words</p>
<p>Link what they read or hear read to their own experiences</p>	<p>Check that the text makes sense to them as they read</p>	<p>Check that the text makes sense to them as they read</p>	<p>Check that the text makes sense to them as they read</p>	<p>Check that the text makes sense to them as they read</p>	<p>Check that the book makes sense to them as they read</p>	<p>Check that the book makes sense to them as they read</p>

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<p>Suggest how the story might end</p> <p>Anticipate key events and phrases in rhymes and stories</p>	<p>Correct inaccurate reading</p> <p>Draw on what they already know or on background information and vocabulary provided by the teacher</p>	<p>Correct inaccurate reading</p> <p>Draw on what they already know or on background information and vocabulary provided by the teacher</p>	<p>Explain the meaning of words in context</p> <p>Ask questions to improve their understanding of a text</p> <p>Use prior knowledge to aid understanding of the text</p> <p>Apply growing knowledge of root words, prefixes and suffixes to understand the meaning of new words</p>	<p>Explain the meaning of words in context</p> <p>Ask questions to improve their understanding of a text</p> <p>Use prior knowledge to aid understanding of the text</p> <p>Apply growing knowledge of root words, prefixes and suffixes to understand the meaning of new words</p>	<p>Explore the meaning of words in context</p> <p>Ask questions to improve their understanding</p> <p>Use prior knowledge to aid understanding of the text</p> <p>Apply growing knowledge of root words, prefixes and suffixes to understand the meaning of new words</p>	<p>Explore the meaning of words in context</p> <p>Ask questions to improve their understanding</p> <p>Use prior knowledge to aid understanding of the text</p> <p>Apply growing knowledge of root words, prefixes and suffixes to understand the meaning of new words</p>
	<p>Predict what might happen on the basis of what has been read so far and their prior knowledge. This is in order to read or listen with more purpose to see if the prediction is confirmed</p>	<p>Predict what might happen on the basis of what has been read so far and their prior knowledge. This is in order to read or listen with more purpose to see if the prediction is confirmed</p>	<p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions</p> <p>Predict what might happen from details stated and implied (e.g. use descriptions of a character's appearance to make predictions about how they might behave or what they might say) and from prior knowledge about the structure of text types. This is in order to read with purpose - use prior knowledge to form theories and then see if these theories are</p>	<p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions</p> <p>Predict what might happen from details stated and implied (e.g. use descriptions of a character's appearance to make predictions about how they might behave or what they might say) and from prior knowledge about the structure of text types. This is in order to read with purpose - use prior knowledge to form theories and then see if these theories are</p>	<p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions</p> <p>Predict what might happen from details stated and implied (e.g. about the consequences of a character's actions or how a character will act using prior knowledge of how characters in other books have behaved in similar situations) and from prior knowledge about the structure of text types. This is in order to read with purpose - use prior</p>	<p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions</p> <p>Predict what might happen from details stated and implied (e.g. predict events in stories using knowledge of customs and beliefs [e.g. predict that Anne Frank's fortunes will change for the worse based on knowledge of the treatment of Jews in WWII] and from prior knowledge about the structure of text types. This is in order to read</p>

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			confirmed or whether they need to change	confirmed or whether they need to change	knowledge to form theories and then see if these theories are confirmed or whether they need to change	with purpose - use prior knowledge to form theories and then see if these theories are confirmed or whether they need to change
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Literal Comprehension						
Reception Ash Class	Year 1 Chestnut Class	Year 2 Elm Class	Year 3 Maple Class	Year 4 Oak Class	Year 5 Sycamore Class	Year 6 Willow Class
<p>Outcome:</p> <p>Demonstrate understanding of what has been read to them by retelling stories & narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate where appropriate key events in stories.</p>	<p>Outcome:</p> <p>Be able to recall information from fiction and non-fiction</p>	<p>Outcome:</p> <p>Be able to retrieve and record information from fiction and non-fiction</p>	<p>Outcome:</p> <p>Be able to retrieve and record information from fiction and non-fiction, know the information that is needed to be looked for before beginning and be clear about the task</p> <p>Be able to identify key details from fiction and non-fiction</p>	<p>Outcome:</p> <p>Be able to retrieve and record information from fiction and non-fiction, know the information that is needed to be looked for before beginning and be clear about the task</p> <p>Be able to identify key details from fiction and non-fiction</p>	<p>Outcome:</p> <p>Be able to retrieve and record information from fiction and non-fiction, know the information that is needed to be looked for before beginning and understand the task</p> <p>Be able to identify key details from fiction and non-fiction</p>	<p>Outcome:</p> <p>Be able to retrieve and record information from fiction and non-fiction, know the information that is needed to be looked for before beginning and understand the task</p> <p>Be able to identify key details from fiction and non-fiction</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>Engage in non-fiction books</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new</p>	<p>Recall information from fiction and non-fiction</p>	<p>Retrieve and record information from fiction and non-fiction</p>	<p>Retrieve and record information from fiction and non-fiction (from a single point of reference in the text [a paragraph or page] e.g. use contents page, index, headings or sub-headings)</p>	<p>Retrieve and record information from fiction and non-fiction (from a single point of reference in the text [a paragraph or page] e.g. use contents page, index, headings or sub-headings)</p>	<p>Retrieve, record and present information from fiction and non-fiction [from more than one point of reference in the text, note: this may require the children to identify the most relevant sections using the contents pages and indexes] (e.g. authentic non-fiction texts may include information leaflets before a gallery or</p>	<p>Retrieve, record and present information from fiction and non-fiction [from more than one point of reference in the text, note: this may require the children to identify the most relevant sections using the contents pages and indexes] (e.g. authentic non-fiction texts may include information leaflets before a gallery or</p>

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knowledge and vocabulary					museum visit or reading a theatre programme or film review)	museum visit or reading a theatre programme or film review)
Describe main story settings, events and principal characters Begin to be aware of the way stories are structured		Discuss the sequence of events in books and how items of information are related	Identify how structure and presentation contribute to meaning (e.g.in fiction linear story structures, in non-fiction use of presentational devices such as numbering and headings in instructions)	Identify how structure and presentation contribute to meaning (e.g.in fiction linear story structures, in non-fiction use of presentational devices such as numbering and headings in instructions)	Identify how structure and presentation contribute to meaning (e.g.in fiction linear and non-linear (e.g. flashback), parallel narratives, in non-fiction – e.g. cause and effect)	Identify how structure and presentation contribute to meaning (e.g.in fiction- linear and non-linear (e.g. flashback), parallel narratives, in non-fiction – e.g. cause and effect)
	Recognise and join in with predictable phrases	Recognise simple recurring literary language in stories and poetry	Identify conventions in a wide range of books (e.g. greeting in letters, a diary written in the first person, myths explain why things happen in the world, expectations of a genre e.g. warning story)	Identify conventions in a wide range of books (e.g. greeting in letters, a diary written in the first person, myths explain why things happen in the world, expectations of a genre e.g. warning story)	Identify and discuss conventions in and across a wide range of writing (e.g. use of first person in writing diaries and autobiographies)	Identify and discuss conventions in and across a wide range of writing (e.g. use of first person in writing diaries and autobiographies)
			Recognise some different forms of poetry (e.g. free verse, narrative)	Recognise some different forms of poetry (e.g. free verse, narrative)		

Developing A Depth Of Understanding						
Reception Ash Class	Year 1 Chestnut Class	Year 2 Elm Class	Year 3 Maple Class	Year 4 Oak Class	Year 5 Sycamore Class	Year 6 Willow Class
Outcome: Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers	Outcome: Have a developing understanding of stories, poetry, plays and non-fiction Participate in discussion about what is read to them, taking turns and	Outcome: Have a developing understanding of stories, poetry, plays and non-fiction Participate in discussion about books, poems and other works that are read to them and	Outcome: Have an understanding of stories, poetry, plays and non-fiction Be able to justify views about what has been read	Outcome: Have an understanding of stories, poetry, plays and non-fiction Be able to justify views about what has been read	Outcome: Have a good understanding of stories, poetry, plays and non-fiction and the language used within these Be able to discuss what has been read	Outcome: Have a good understanding of stories, poetry, plays and non-fiction and the language used within these Be able to discuss what has been read

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<p>Listen carefully and respond appropriately when being read to and during whole class and small group discussions</p> <p>Make inferences from pictures e.g. about feelings from pictures of expressions</p>	<p>listening to what others say</p> <p>Link what they read or hear read to their own experiences</p> <p>Explain clearly their understanding of what is read to them</p> <p>Discuss the significance of the title and events</p> <p>Make inferences on the basis of what is being said and done</p>	<p>those that they can read for themselves, taking turns and listening to what others say</p> <p>Answer and ask 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>Make inferences on the basis of what is being said and done</p>	<p>Become increasingly familiar with and confident in using language through drama, formal presentations and debate</p> <p>Participate in discussion about both books that are read to them and those they can read for themselves, take turns and listen to what others say</p> <p>Discuss their understanding of what they have read</p> <p>Justify inferences with evidence</p> <p>Identify and summarise the main idea of a paragraph (e.g. This paragraph describes how Horrid Henry soaked Perfect Peter with the water pistol; this paragraph is about how the Pyramids were built.)</p> <p>Identify themes in a wide range of books (e.g. the triumph of good over evil;</p>	<p>Become increasingly familiar with and confident in using language through drama, formal presentations and debate</p> <p>Participate in discussion about both books that are read to them and those they can read for themselves, take turns and listen to what others say</p> <p>Discuss their understanding of what they have read</p> <p>Justify inferences with evidence</p> <p>Identify and summarise the main idea of a paragraph (e.g. This paragraph tells us how horrible Aunt Sponge and Aunt Spiker were to James; this paragraph is about what Roman soldiers wore.)</p> <p>Identify themes and conventions in a wide range of books (e.g. the triumph of good over</p>	<p>Be able to summarise a familiar story in their own words</p> <p>Confidently use language when speaking, performing and debating</p> <p>Participate in discussions about books that are read to them and those they can read for themselves, build on their own and others' ideas and challenge views courteously</p> <p>Provide reasoned justifications for their views.</p> <p>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>Justify inferences with evidence</p> <p>Summarise the main ideas drawn from more than one paragraph, identify key</p>	<p>Be able to summarise a familiar story in their own words</p> <p>Confidently use language when speaking, performing and debating</p> <p>Participate in discussions about books that are read to them and those they can read for themselves, build on their own and others' ideas and challenge views courteously</p> <p>Provide reasoned justifications for their views</p> <p>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>Justify inferences with evidence</p> <p>Summarise the main ideas drawn from more than one paragraph, identify key details that</p>
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			<p>friendship; bravery; perseverance)</p>	<p>evil; friendship; bravery; perseverance)</p>	<p>details that support the main ideas (e.g. 'The character is jealous because...'; 'Clitheroe Castle is a worthwhile place to visit because...'[details come from across the text])</p> <p>Identify and discuss themes in and across a wide range of writing (e.g. loss; heroism; friendship; loyalty; courage; love; jealousy; perseverance; compassion)</p> <p>Make comparisons within and across books (e.g.: settings; themes; main characters; characters' viewpoints of same events)</p> <p>Distinguish between statements of fact and opinion</p>	<p>support the main ideas (e.g. 'The character is jealous because...'; 'Clitheroe Castle is a worthwhile place to visit because...'[details come from across the text])</p> <p>Identify and discuss themes in and across a wide range of writing (e.g. loss; heroism; friendship; loyalty; courage; love; jealousy; perseverance; compassion)</p> <p>Make comparisons within and across books (e.g.: settings; themes; main</p> <p>characters; characters' viewpoints of same events; different accounts of similar events in different books)</p> <p>Distinguish between statements of fact and opinion (e.g. Compare facts and opinions in a first--hand account of an event compared with a reported example (e.g. such as Samuel Pepys' diary and a history textbook)</p>
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Understanding Vocabulary, Language And The Effect						
Reception Ash Class	Year 1 Chestnut Class	Year 2 Elm Class	Year 3 Maple Class	Year 4 Oak Class	Year 5 Sycamore Class	Year 6 Willow Class
<p>Outcome: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems.</p>	<p>Outcome: Enthusiastic about words and phrases and motivated to learn about the meanings of new vocabulary</p>	<p>Outcome: Enthusiastic about words and phrases and motivated to learn about the meanings of new vocabulary</p>	<p>Outcome: Understand figurative language, distinguish shades of meaning among related words and use age-appropriate, academic vocabulary.</p>	<p>Outcome: Understand figurative language, distinguish shades of meaning among related words and use age-appropriate, academic vocabulary.</p>	<p>Outcome: Understand nuances in vocabulary choice and age-appropriate, academic vocabulary.</p>	<p>Outcome: Understand nuances in vocabulary choice and age-appropriate, academic vocabulary.</p>
<p>Learn new vocabulary</p> <p>Use new vocabulary in different contexts</p>	<p>Discuss word meanings, linking new meanings to those already known</p>	<p>Discuss and clarify the meanings of words, linking new meanings to known vocabulary</p>	<p>Use dictionaries to check the meaning of words that they have read</p>	<p>Use dictionaries to check the meaning of words that they have read</p>	<p>Use dictionaries to check the meaning of words that they have read</p>	<p>Use dictionaries to check the meaning of words that they have read</p>
	<p>Discuss favourite words and phrases in poems and stories</p>	<p>Discuss their favourite words and phrases</p>	<p>Discuss words and phrases that capture the reader's interest and imagination (to include similes, alliteration and onomatopoeia)</p>	<p>Discuss words and phrases that capture the reader's interest and imagination (to include similes, alliteration and onomatopoeia)</p>	<p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader (e.g.: recognise, explore and explain the effect of metaphors, similes, and humorous language choices)</p>	<p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader (e.g. recognise, explore and explain the effect of personification, irony, unusual, surprising or dramatic language choices and words chosen to show the writer's viewpoint)</p>

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			Identify how language contributes to meaning	Identify how language contributes to meaning	Identify how language contributes to meaning	Identify how language contributes to meaning
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