

Well Green Primary School

Writing Progression Plan



| Year | Word Reading and Wider Decoding Skills | Comprehension Strategies and Response to Text |
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| EYFS | <p>Pupils will be taught:</p> <ul style="list-style-type: none"> • that print carries meaning and, in English, is read from left to right and top to bottom • to use phonic knowledge to decode regular words and read them aloud accurately • to read some common irregular words • to read and understand simple sentences | <p>Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding of what they have read or listened to. Children will:</p> <ul style="list-style-type: none"> • listen to stories accurately anticipating key events and respond to what they hear with relevant comments, questions or actions • begin to join in with particular words and phrases • demonstrate understanding when talking with others about what they have read • use vocabulary and forms of speech that are increasingly influenced by their experiences of books • answer 'how' and 'why' questions about their experiences and in response to stories or events • know that information can be retrieved from books and computers |

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| Y1 | <p>Pupils will be taught:</p> <ul style="list-style-type: none"> • to apply phonic knowledge and skills as the route to decode words • to respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • to use phonic knowledge to decode books accurately that have the phoneme/grapheme correspondences that I know • to read some common exception words, noting unusual correspondences between spelling and sound • to read words containing taught –s, –es, –ing, –ed, –er and –est endings • to read other words of more than one syllable that contain taught GPCs • to read words with contractions, e.g. I’m, I’ll, we’ll (with some understand that the apostrophe represents the omitted letter/s) • to read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • to re-read these books to build up their fluency and confidence in word reading • to repeat words or phrases to check, confirm or problem solve • to show awareness of a range of punctuation marks • to locate some pages / sections of interest | <p>Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding of what they have read or listened to. Children will:</p> <ul style="list-style-type: none"> • listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently • begin to link what they have read or have read to them to their own experiences • recognise and join in with particular words and phrases • retell familiar stories in increasing detail • identifies the beginning, middle and end of stories • join in with discussions about a text, taking turns and listening to what others say • explain clearly their understanding of what is read to them • discuss the significance of titles and events • discuss word meaning and link new meanings to those already known • recall or retrieve some key information from a text • answer what, who, where about texts read • begin to answer how and why questions about texts read • be encouraged to visualise based on detail in the text • begin to make simple inferences from pictures and what is being done • predict what might happen on the basis of what has been read so far • identify some features of non-fiction books (e.g. labels, titles) |

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| Y2 | <p>Pupils will be taught:</p> <ul style="list-style-type: none"> • to continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • to read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • to read accurately words of two or more syllables that contain graphemes taught • to read words containing common suffixes • to read Y2 common exception words, noting unusual correspondences between spelling and sound • to read most words quickly and accurately without overt sounding and blending when they have been frequently encountered • to read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • to check text makes sense to them as they read and to correct inaccurate reading • to re-read these books to build up their confidence, fluency and expression • to use punctuation to help read with expression and to keep track of information in longer sentences • to begin to develop the skill to read quietly to themselves | <p>Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding of what they read or listen to. Children will:</p> <ul style="list-style-type: none"> • participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views • become increasingly familiar with and retell a wider range of stories • discuss the sequence of events in books and how items of information are related • recognise simple recurring literary language in stories and poetry • recall specific information from reading or look back at the text to find or clarify information • begin to recognise that paragraphs have main ideas • ask and answer questions about a text • use background knowledge to help understand text • make links between the text they are reading and other texts they have read or listened to • discuss and clarify the meanings of words, linking new meanings to known vocabulary • identify and discuss their favourite words and phrases/effective language choices • make inferences on the basis of what is being said and done • visualise characters and settings from details stated • predict what might happen on the basis of what has been read so far and may change predictions based on new information • recognise that non-fiction books are often structured in different ways and identify some features (e.g. contents, subtitles) |

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| Y3 | <p>Pupils will be taught:</p> <ul style="list-style-type: none"> • to use their phonic knowledge to decode quickly and accurately (may still need support to read longer, unfamiliar words) • to break words into syllables to decode unknown words • to apply their growing knowledge of root words and prefixes (etymology and morphology) both to read aloud and to understand the meaning of new words, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- • to apply their growing knowledge of root words, suffixes and word endings (etymology and morphology) both to read aloud and to understand the meaning of new words, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, • to begin to read and understand Y3/Y4 exception words • to use the range of punctuation accurately at the end of a sentence and commas within sentences to read with expression and understanding • to re-read sentences from the beginning if they stop to decode a word to maintain sense and understanding of what is being read • to notice mistakes made when reading and self-correct as a result • that skimming and scanning can be used as a way to find information in text | <p>Pupils should be taught to develop positive attitudes to reading and understanding of what they read and listen to. Children will:</p> <ul style="list-style-type: none"> • recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books • use appropriate terminology when discussing text (plot, character, setting) • discuss author’s choice of words and phrases for effect on the reader • retell the gist of what has been read or listened to (usually in order) • identify the main idea of paragraphs with growing confidence • begin to explain the meaning of words in context • identify new vocabulary and sentence structure and discuss to develop understanding • ask and answer questions appropriately, including some simple inference questions based on characters’ feelings, thoughts and motives – may be able to support with evidence • visualise characters, settings and events to help understand a text • use background knowledge to help understand a text • refer back to the text for evidence when explaining • begin to justify predictions using evidence from the text and can indicate the likelihood of their prediction being correct • begin to identify themes across a text e.g. friendship, good and evil, bullying • identify how settings are used to create atmosphere e.g. which words or phrases have been used to indicate something bad might be about to happen • comment on the effect of scene changes e.g. moving from a safe to a dangerous place to build tension • retrieve and record information from non- fiction text using features of a text to aid retrieval • recognise the move from general to specific detail |

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| Y4 | <p>Pupils will be taught:</p> <ul style="list-style-type: none"> • to read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. • to apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently • to read and understand all Y3/Y4 exception words • to use the range of punctuation accurately both at the end of the sentence and within the sentence to help expression, pace, fluency and understanding • to use expression and intonation with a growing awareness of audience and purpose • to re-read sentences from the beginning if they stop to decode a word to maintain sense and understanding of what is being read • to check the text makes sense when reading and to correct inaccuracies • how to use the skills of skimming and scanning to find information and ideas • use dictionaries to check the meaning of words that they have read | <p>Pupils should be taught to develop positive attitudes to reading and understanding of what they read and listen to. Children will:</p> <ul style="list-style-type: none"> • discuss and compare texts from a wide variety of genres and writers • read for a range of purposes • begin to identify themes and conventions in a wide range of texts • refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. a diary written in the first person or the use of presentational devices such as headings) • explain the meaning of words in context • ask questions and wonder to improve understanding of a text • retrieve information where there is competing (distracting) information • make connections between different pieces of information (including understanding pronoun links) • retell the gist of what has been read or listened to, showing an understanding of inference • use background knowledge with more confidence to help understand and explain what is being read • identify main ideas drawn from more than one paragraph and summarise these • discuss vocabulary used to capture readers interest and imagination and begin to recognise authorial intent • visualise characters, settings and events to help understand a text • comment on the differences between what characters say and what they do • draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text • justify predictions from details stated and implied • use all of the organisational devices available within a non- fiction text to retrieve, record and discuss information • exemplify the move between generalisations and specific information |

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| Y5 | <p>Pupils will be taught:</p> <ul style="list-style-type: none"> • to apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly • to break long polysyllabic words into syllables with speed and read across the entire word • to read fluently with intonation, expression, appropriate pace and use of pauses to entertain and maintain interest showing an awareness of the intended audience and purpose • to check the text makes sense when reading and to correct inaccuracies • to independently re-read text to develop understanding • to scan text to find key words, phrases and information • to skim read text to get a gist of it • to read most Y5/Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word • to understand how the meaning of sentences is shaped by punctuation, word order and linking words and phrases (including pronouns) and use the punctuation to demonstrate this when reading • to read longer texts with increasing pace and stamina | <p>Pupils should be taught to maintain positive attitudes to reading and understanding of what they read and listen to. Children will:</p> <ul style="list-style-type: none"> • read a wide range of genres, identifying the characteristics of text types (e.g. the use of the first person in writing autobiographies) and differences between text types • participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging view respectfully • ask questions to improve their understanding and answer, adapt or discard these as more information is read or listened to • summarise the key points of a paragraph and the main ideas from more than one paragraph/text • give the gist of what has been read in their own words, including what has been inferred • recognise that ideas and visualised images can and do change during the course of reading • distinguish between statements of fact and opinion, justifying their response • retrieve information, referring to more than one place in the text, and where there is competing information • recommend texts to peers based on personal choice • identify and discuss vocabulary used by the author to create effect including figurative language (e.g. simile, metaphor) • begin to evaluate the use of authors' language and explain how it has created an impact on the reader • make inferences such as inferring characters' feelings, thoughts and motives from their actions (sometimes finding evidence to support) • make predictions based on details stated and implied, justifying them in some detail with evidence from the text • connect the information read within paragraphs, across texts and to other texts – commenting on similarities and differences • explain and discuss their understanding of what has been read and sometimes provide reasoned justifications for their views • discuss features of texts and use organisation devices to retrieve and record and information from fiction and non-fiction texts with increased efficiency |

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| Y6 | <p>Pupils will be taught:</p> <ul style="list-style-type: none"> • to read fluently with full knowledge of all Y5/Y6 exception words, root words, prefixes, suffixes/word endings and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues • to break long polysyllabic words into syllables with speed and read across the entire word • to notice mistakes when reading higher level texts and correct them because the text does not make sense • to independently re-read text to develop understanding • to scan and skim text with increased efficiency to locate information and secure a gist • to read longer complex sentences using commas, brackets, semi colons, colons and dashes accurately to aid understanding of text • to use expression, intonation, pause and pace alongside understanding of a wider vocabulary to create moods, showing an appreciation of the audience and purpose | <p>Pupils should be taught to maintain positive attitudes to reading and understanding of what they read and listen to. Children will:</p> <ul style="list-style-type: none"> • discuss, compare and evaluate across a wide range of genres, including fiction from our literary heritage and books from other cultures and justify personal response to narratives • explain and discuss their understanding, including informal book talk and more formal presentations and debates (using prepared notes when necessary) • recognise more complex themes in what they read (such as loss or heroism) • summarise succinctly the key point of a paragraph and the main ideas from more than one paragraph/text, identifying key details to support as well as competing views • be able to give a succinct or detailed gist in their own words or using words from the text appropriately to convey meaning • recognise that ideas and visualised images can and do change during the course of reading • relate what they have read to both personal and literary experiences and wider background knowledge • make inferences such as inferring characters' feelings, thoughts and motives from their actions and justify these with evidence • make predictions based on details stated and implied, justifying them in detail with evidence from the text • distinguish independently between statements of fact and opinion, providing reasoned justification for their views • actively seek answers to questions asked and wondered and adjust thinking in line with new information • draw on detail to give persuasive answers to questions • compare characters, settings and themes within a text and across more than one text • analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology (e.g. metaphor, simile, analogy, imagery, hyperbole) • consider different accounts of the same event and discuss viewpoints of both characters and authors • discuss how characters change and develop through texts by drawing inferences based on indirect clues • retrieve, record and present information from non-fiction linked to purpose and audience |