



Riston Writing Progression Document

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Decoding/ Fluency	*Read individual letters by saying the sounds for them *Blend sounds into words, so that short words made up of letter sound correspondences can be read *Read some letter groups that each represent one sound and say sounds for them *Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words *Recognise and read Phase 2 and 3 tricky words	*Read phonetically decodable texts confidently by blending the sounds and GPCs that have been taught so far (40+ phonemes by the end of Y1) *Develop automaticity for a growing number of words including common suffixes, multisyllabic words and contractions *Begin to read with appropriate expression *Demonstrate expression when reading aloud, particularly when characters are speaking	*Read accurately by blending including alternative sounds for graphemes and multisyllabic words containing these graphemes *Read common suffixes and exception words noting unusual correspondences *Fluency – read at 90 words per minute accurately without overt sounding out or blending	*Use phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). *Apply their growing knowledge of root words prefixes and suffixes including: in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti-, auto to read aloud and understand the meaning of new words that they meet. *To begin to read year 3/4 common exception words, noting the correspondences between spelling and sound and where these occur within the word.	*To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. *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 '-sion' *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.	*To read most words fluently and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues *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 *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	*To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes and word endings including: 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

Familiarity with Texts	*Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	*Become familiar with key stories, traditional tales etc retelling them and recognising their familiar characteristics *Recognise and join in with predictable and repeated phrases, e.g. Once upon a time...	*Become increasingly familiar with and confident retelling a wider range of stories, fairy stories and traditional tales *Recognise simple recurring language or themes in stories and poetry e.g. good v evil	* Increase familiarity with a wide range of books, including fairy stories and myths and legends and re-tell some of these orally * Identify themes and conventions in a wide range of books	* Increase familiarity with a wide range of books, including fairy stories and myths and legends and re-tell some of these orally * Identify themes and conventions in a wide range of books	* Increase 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 * Identify and discuss themes and conventions across a wide range of writing	* Increase 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 * Identify and discuss themes and conventions across a wide range of writing
Vocabulary	*Infer meaning related to characters' feelings using pictures. *Make links verbally between characters' emotions and own experience	*Discuss the significance of the title and events. *Infer basic points with direct reference to the pictures and words in the text. *Make basic inferences about characters' feelings by using what they say as evidence.	* Discuss new word meanings making links to known words * Begin to find meaning of new words using context within a sentence * Use pictures to help support skills	* Begin to find the meaning of new words using substitution within a sentence. * Use growing vocabulary to suggest synonyms	* Understand what is being read using dictionaries to check the meaning of words * Explain how words and phrases capture the reader's interest. * Discuss new and unusual vocabulary and clarify the meaning of these. * Find the meaning of new words using the context of the sentence.	* Evaluate the use of authors' language and explain how it has created an impact on the reader. * Investigate alternative word choices that could be made. * Discuss vocabulary. * Use a thesaurus to find synonyms for a larger variety of words. * Explore the meaning of words in context, confidently using a dictionary.	* Explore the meaning of words in context by 'reading around the word' and independently explore its meaning in the broader context of a section * Find examples of figurative language and how this impacts the reader and contributes to meaning or mood. * Explore alternative word choices that could be made.

Prediction	* Make suggestions about what might happen next or how a story might end based on events so far * Innovate stories through role-play and small world play.	* Make simple predictions based on the story and on their own life experience. * Begin to explain these ideas verbally or through pictures.	* Make simple predictions based on a text and personal life experience * Begin to explain these verbally or through pictures * Make predictions using own knowledge as well as text so far to make logical predictions * Explain thinking behind predictions made	* Use details from the text and prior knowledge to form further predictions * Begin to monitor predictions as the text develops.	* Make and justify predictions using evidence from the text. * Use relevant prior knowledge as well as details from the text to form predictions and to justify them.	* Predict what might happen from details stated and implied. * Support predictions with relevant evidence from the text. * Confirm and modify predictions as they read on.	* Predict what might happen from details stated and implied. * Support predictions using relevant evidence from the text. * Confirm and modify predictions considering new information.
Retrieval	* Answer simple recall questions about stories without pictures or prompts	* Contribute ideas and thoughts in discussion. * Recognise characters, events, titles and information. * Answer a question about what has just happened in a story.	* Respond appropriately to questions about what has just happened in a story * Answer simple questions about texts that have been read independently * Begin to learn skill of 'skim and scan' to retrieve details	* Retrieve and record information from fiction and non-fiction texts. * 'Skimming and scanning' to retrieve details quickly. * Use quotations to support answers	* Use relevant quotes to support answers to questions. * Confidently skim and scan texts to record details and information from fiction and non-fiction texts.	* Confidently skim and scan, and also use the skill of reading before and after to retrieve information. * Retrieve, record and present information from nonfiction texts. * Use evidence from across larger sections of text.	* Retrieve, record and present information from a wide variety of non-fiction texts. * Confidently skim and scan, and also use the skill of reading before and after to retrieve information.

Inference	* Infer meaning related to characters' feelings using pictures. * Make links verbally between characters' emotions and own experience	* Discuss the significance of the title and events. * Infer basic points with direct reference to the pictures and words in the text. * Make basic inferences about characters' feelings by using what they say as evidence.	* In a familiar book that is read to them: answer questions in discussion with the teacher and make simple inferences. * Make inferences about characters' feelings using what they say and do to infer basic points with direct reference to pictures and words in a text. * Begin, with support, to identify more subtle references.	* Infer characters' feelings, thoughts and motives from their stated actions * Begin to understand the author's use of setting to influence the mood of a text.	* Infer characters' feelings, thoughts and motives from their stated actions. * Use more than one piece of evidence to justify their answer. * Justify inferences by referencing a specific point in the text.	* Confidently draw inferences from characters' feelings, thoughts and motives with supporting evidence from the text to justify inferences. * Give one or two pieces of evidence to support the point they are making. * Begin to draw evidence from more than one place across a text.	* Discuss how characters change and develop through texts by drawing inferences based on indirect clues. * Infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made. They can draw evidence from different places across the text. * Make inferences about events, always backing these up with evidence.
Sequence	* Recall the key events of a text * Order the key events of a text * Use a storyline or narrative in role-play or small world play to sequence events	* Retell familiar stories orally e.g fairy stories and traditional tales. * Sequence the events of a story they are familiar with.	* Retell and order events in a text * Begin to discuss how events are linked.	* Distinguish between important and less important information in a text. * Begin to give a brief (could be verbal) summary of texts they have read.	* Identify main ideas drawn from more than one paragraph. * Summarise whole paragraphs, chapters or texts.	* Summarise the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas. * Discuss the themes from a chapter or text.	* Summarise the main ideas drawn from more than one paragraph, page or chapter identifying key details to support the main ideas. * Summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs.

Range of Reading	* Stories, non-fiction, rhymes and poems when appropriate.	* Listen to and discuss a wide range of texts including poems, stories and non-fiction at an age appropriate level (this may be beyond what they can read independently) * Make simple links between what they read and hear to their own experiences	* Listen to, discuss and express views on a wide range of fiction, poetry and non-fiction at an age appropriate level (this may be beyond what they can read independently) * Make relevant links between what they have read to their own experiences	* Listen to, read and discuss a wide range of fiction, poetry, plays and non-fiction * Read books which are structured in a variety of different ways and written for different purposes * Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	* Listen to, read and discuss a wide range of fiction, poetry, plays and non-fiction * Read books which are structured in a variety of different ways and written for different purposes * Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	* Continue to read and discuss age-appropriate modern fiction, traditional stories, fiction from our literary heritage, books from other cultures, nonfiction, poetry, and plays and novels * Read books which are structured in a variety of different ways and written for different purposes * Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action * Learn a wide range of poetry by heart	* Continue to read and discuss an increasingly wide range of age-appropriate modern fiction, poetry, plays and non-fiction including texts with unfamiliar vocabulary, context and grammatical structures * Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action * Learn a wide range of poetry by heart
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