Woodside Primary School – Reading – Golden Core and Progression Document

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding age appropriate texts	DM 40-60 months Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences. ELG Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words.	apply phonic knowledge to decode words speedily read all 40+ letters/groups for 40+ phonemes read accurately by blending taught GPC read common exception words read common suffixes (-s, -es, -ing, -ed, etc.) read multi-syllable words containing taught GPCs read contractions and understanding use of apostrophe read aloud phonically-decodable texts	secure phonic decoding until reading is fluent *read accurately by blending, including alternative sounds for graphemes read multisyllable words containing these graphemes read common suffixes read exception words, noting unusual correspondences *read most words quickly & accurately without overt sounding and blending	apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	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 that they meet	*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 that they meet
Range of Reading	DM 30-50 months Listens to and joins in with stories and poems, one-to-one and also in small groups. Shows interest in illustrations and print in books and print in the environment. Recognises familiar words and signs such as own name and advertising logos. DM 40-60 months Enjoys an increasing range of books.	listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently being encouraged to link what they read or hear read to their own experiences	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	listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes	listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes	continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes making comparisons within and across books	continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes making comparisons within and across books
Familiarity with texts	DM 30-50 months Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Beginning to be aware of the way stories are structured. Listens to stories with increasing attention and recall. Looks at books independently. Handles books carefully. Holds books the correct way up and turns pages. Knows that print carries meaning and, in English, is read from left to right and top to bottom.	becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics recognising and joining in with predictable phrases	becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales recognising simple recurring literary language in stories and poetry	increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books	increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books	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 identifying and discussing themes and conventions in and across a wide range of writing	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 identifying and discussing themes and conventions in and across a wide range of writing
Poetry & Performance	DM 30-50 months Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words. DM 40-60 months Continues a rhyming string.	learning to appreciate rhymes and poems, and to recite some by heart	continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action recognising some different forms of poetry	preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action recognising some different forms of poetry	learning a wider range of poetry by heart preparing 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	learning a wider range of poetry by heart preparing 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
Word meanings	DM 40-60 months Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.	discussing word meanings, linking new meanings to those already known	discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases	using dictionaries to check the meaning of words that they have read	using dictionaries to check the meaning of words that they have read		
Understanding	DM 30-50 months Describes main story settings, events and principal characters. Knows information can be relayed in the form of print. DM 40-60 months Knows that information can be retrieved from books and computers ELG They demonstrate understanding when talking with others about what they have read.	drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading	discussing the sequence of events in books and how items of information are related drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading	checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context asking questions to improve their understanding of a text identifying main ideas drawn from more than one paragraph and summarising these	checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context asking questions to improve their understanding of a text identifying main ideas drawn from more than one paragraph and summarising these	checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas	checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas
Inference		discussing the significance of the title and events making inferences on the basis of what is being said and done	making inferences on the basis of what is being said and done answering and asking questions	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
Prediction	DM 30-50 months Suggests how the story might end.	predicting what might happen on the basis of what has been read so far	predicting what might happen on the basis of what has been read so far	predicting what might happen from details stated and implied	predicting what might happen from details stated and implied	predicting what might happen from details stated and implied	predicting what might happen from details stated and implied
Authorial Intent				discussing words and phrases that capture the reader's interest and imagination identifying how language, structure, and presentation contribute to meaning	discussing words and phrases that capture the reader's interest and imagination identifying how language, structure, and presentation contribute to meaning	identifying how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	identifying how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
Non-fiction			being introduced to non-fiction books that are structured in different ways	retrieve and record information from non-fiction	retrieve and record information from non-fiction	distinguish between statements of fact and opinion retrieve, record and present information from nonfiction	distinguish between statements of fact and opinion retrieve, record and present information from nonfiction
Discussing reading		participate in discussion about what is read to them, taking turns and listening to what others say explain clearly their understanding of what is read to them	participate in discussion about books, poems & other works that are read to them & those they can read for themselves, taking turns and listening to what others say explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say	participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say	recommending books that they have read to their peers, giving reasons for their choices participate in discussions about books, building on their own and others' ideas and challenging views courteously explain and discuss their understanding of what they have read, including through formal presentations and debates, provide reasoned justifications for their views	recommending books that they have read to their peers, giving reasons for their choices participate in discussions about books, building on their own and others' ideas and challenging views courteously explain and discuss their understanding of what they have read, including through formal presentations and debates, provide reasoned justifications for their views

Woodside Primary School – Reading – Golden Core

	EYFS and Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary	What does the word xxx mean in the text? Which word in the text tells you how xxx was feeling? Which word means the same as...................?	What does the word xxx mean in the text? Which word in the text tells you how xxx was feeling? Find and copy one word which means........... Which word means the same as.....? ....phrase............This means that......multiple choice..?	Which word in the text describes what xxx is like? What does the word xxx mean in this sentence? Find and copy one/two words which describe/means? In the sentence the word xxx is closest in meaning to (examples given) What does word/phrase mean?	Which word in the text describes what xxx is like? Find and copy one/two words which describe/means? In the sentence the word xxx is closest in meaning to (examples given) Give the meaning of the word ....in the sentence? What does word/phrase mean?	Look in the paragraph; find and copy one word/phrase meaning/that shows that/that tells you that/that suggests that.........................? Give the meaning of the word ....in the sentence? What does a particular word/phrase **suggest** about a person/setting? What word (from choice) most closely matches the word ...? What does word/phrase mean?	Look in the paragraph; **find and copy** one/two word/phrase meaning/that shows that/that tells you that/that suggests that.........................? Give the meaning of the word ....in the sentence? What does a particular word/phrase **suggest** about a person/setting? What word (from choice) most closely matches/is closest meaning to the word ...? What does *word/phrase* mean?
Inference	Which words make you think that............................? How can you tell that …? Can you explain why....................? Why did something happen? Why did someone do something? How do you think someone is feeling/felt at a point in the story?	Which words make you think that a person is ....? How can you tell that …? How do you think someone is feeling/felt at a point in story? Why did he feel that way? Why did something happen? Why did someone do something? Why did someone think something? Why did someone describe something as ....? The story shows that someone is .....choice of adjective?	Find a word that shows that someone is ....adjective? How do you think someone is feeling/felt at a point in the story? How do you know/ Why did he feel that way? Why did something happen? Why did someone do something? Why did someone think something? Why did someone describe something as ....? How do you know that xxx was ....? How did xxx feel when ...something happened? Using info from the text, tick one box in each row to show whether each statement is a fact or an opinion Why did.....something happen? Why did...someone do something?	How do you know that xxx was excited? How did xxx feel when ...something happened? What impressions do you get of a setting/a person from a paragraph? What does a particular paragraph suggest/infer about a person/setting? Why did.....something happen? Why did...someone do something? What evidence in the text is there that a character felt /is.....adjective ?	From the paragraph starting/page… ….**how do you know/what evidence is there/how can you tell** that/**why did** a character felt /is a particular adjective? (Give 1/2 reasons) What **impressions** do you get of a setting/a person from a paragraph? What does a particular paragraph/description **suggest/infer** about a person/setting? Look at the line…../paragraph…Why did someone do /feel something? Why is somewhere an adjective/noun phrase? What evidence in the text is there that a character felt /is....adjective ? What can you **infer** about a setting/character from one paragraph? According to the text, how did......../why ....? Decide if the following statements are fact or opinion?	From the paragraph starting/page… ….**how do you know/what evidence is there/how can you tell** that/**why did** a character felt /is a particular adjective? (Give 1 or 2 reasons) What **impressions** do you get of a setting/a person from a paragraph? What does a particular paragraph/description **suggest/infer** about a person/setting? Look at the line…../paragraph…Why did someone do /feel something? Why is somewhere/someone an adjective/noun phrase? What evidence in the text is there that a character felt /is....adjective ? What can you **infer** about a setting/character from one paragraph? In what ways might a character/a setting **appeal** to readers? According to the text, how did......../why ....? How is smthg made to seem .....? (Explain ... ways, giving evidence from the text) Decide if the following statements are fact or opinion
Prediction	From the cover/title, what do you think will happen in this story? What will happen next?	From the cover/title, what do you think will happen in this story? What will happen next? What are the clues? What do you think a character is likely say at the end of the story?	How do you think this story will develop? What do you think will happen next? Why do you think that/What are the clues?	How do you think this story will develop? What are your reasons from the text? Do you think that someone will do/act differently in the future?	Do you think that someone will do/act differently in the future? What does this paragraph suggest will happen next? What makes you think this? Do you think....will happen? Yes, no or maybe? Explain your answer using evidence from the text	Do you think that someone will do/act differently in the future? Justify your reasons with evidence from the text Do you think....will happen? Yes, no or maybe? Explain your answer using evidence from the text
Explanation	Who is your favourite character? Why? Did you like the text? Why or why not? What was favourite moment? Why or why not?	Who is your favourite character? Why? Would you like to live in this setting? Why/why not? Is there anything you would change about this story? Do you like this text? What do you like about it?	How does the title encourage you to read on? In what ways do the illustrations support the text? What does the word x tell you about y? What effect has the author created by writing a particular line this way? The writer uses words like xxx. How does this make you feel? Which section/part was the most interesting/exciting? Why? (Comparing 2 texts)Which text is better and why? Describe different character's reactions to the same event Why has information been organized differently in different parts of the text? What is similar/different about two characters?	How does the title encourage you to read on? In what ways do the illustrations support the text? What does the word x tell you about y? What effect has the author created by writing a particular line this way? The writer uses words like xxx. How does this make you feel? (Comparing two texts)Which text is better and why? Describe different character's reactions to the same event In what ways are 2 characters/settings the same/different?	Draw lines to match each part of the story with the correct quotation from the text eg Lesson, Action, Setting, etc Give **two** impressions that a particular phrase gives? In what ways are 2 characters/settings the same/different? The mood of a character changes throughout the text. Find words or phrases that show this	Draw lines to match each part of the story with the correct quotation from the text eg Lesson, Action, Setting, etc Give one piece of evidence from the text which suggests that .... Give **two** impressions that a particular phrase gives? What does a phrase suggest about something In what ways are 2 characters/settings the same/different? The mood of a character changes throughout the text. Find words or phrases that show this
Retrieve	What, Who, Where, When, Why?, How much/many?	What, Who, Where, When, Why?, How much/many? Explain why someone did something? Which of the statements are true and false?	What, Who, Where, When, Why?, How much/many? Using information from the text, decide if the following statements are true or false	What, Who, Where, When, Why?, How much/many? Using information from the text, decide if the following statements are true or false?	What 1/2/3 things **are you told** about a setting/character from one paragraph? Using information from the text, decide if the following **statements** are true or false? Give 2 reasons why........................? What was revealed at the end of the story? Using information from the text, decide if the following **statements** are true or false?	What 1/2/3 things **are you told** about a setting/character from one paragraph? What did someone do in order to/as a result of ....? Using information from the text, decide if the following **statements** are true or false? Why did someone do something/ Give 2 reasons why........................? What was revealed at the end of the story**?** Using information from the text, decide if the following **statements** are true or false? Name **two** challenges someone faced and **explain** how they dealt with it?
Sequence/ Summarise	What happens first in the story? Sequence these sentences from the story? What happened before or after something?.........	What happens first in the story? Sequence these sentences from the story Number the sentences to show the order they happen in the story What happened before or after something?.........	Number the sentences below from 1 to 4 to show the order they happen in the story What happened before or after something?......... What happens first in the story?	What happened before or after something?......... Number the sentences below from 1 to 4 to show the order they happen in the story Which of the following would be the most suitable summary of the whole text/paragraph?	Below are some summaries of different paragraphs from this text. Number them 1 – ..... to show the order in which they appear in the text. Which of the following would be the most suitable summary of the whole text/paragraph?	Below are some summaries of different paragraphs from this text. Number them 1 – ...... to show the order in which they appear in the text. Which of the following would be the most suitable summary of the whole text/paragraph?

Vocabulary	Inference	Prediction	Explanation	Retrieve	Sequence/ Summarise
Find and copy questions Questions involving more complex vocabulary and in particular around the meaning of phrases such as idioms/figurative language Also the greater depth student will be able to use meaning seeking strategies to work out the meaning of unknown words/phrases: What do you think (the unknown word) means and why?	Explanations are detailed using evidence from the text (The 2 or 3 mark questions) For example What does a paragraph tell you about a character/setting? Explain 2 features giving evidence from the text. How is someone/something made to seem an adjective? Explain 2 ways giving evidence from the text. What evidence in the text that something/someone is an adjective. Give 2 examples	Giving evidence (from the text) for your predictions Eg What will happen next? Do you think that someone will do/act differently in the future? Explain your choice fully using evidence from the text	Identify when a character's mood/feelings change in the text as a whole? Give evidence from the text to justify your answer Explain (using evidence from the text) how someone's character/a setting may appeal to readers Give two impressions that a particular phrase gives Eg they crossed the glassy surface of the lake. Give two impressions this gives you of the water. What particular words or phrases has the writer used to create a mood eg sad, cold, relaxed etc? When comparing, give evidence from the text to justify your answers. Eg Out of a choice of 2 or 3, which character is ....braver/stronger etc..........? Give evidence from the text to justify your answers	What 2/3 (rather than one) things are you told about a character or a setting Questions which require you to look across a page or the whole text Use a synonym instead of the word in the text Eg Text: She will be surprised thought Handa as she set off for Akeyo's village Where did Handa set off for? GDS Where did Handa leave for?	Summarise the whole text rather than a single paragraph For example: Which of the following/what would be the most suitable summary of the whole text and why?