



ST ANNE'S RC PRIMARY SCHOOL

Whole School Reading Progression Ladder



This progression reflects DfE expectations that:

- Early reading is built on systematic phonics
- Fluency bridges decoding and comprehension
- Vocabulary development is explicitly taught
- Comprehension skills (retrieval, inference, prediction, summarising) are taught progressively
- Reading is embedded across the wider curriculum

At our school, we use the Little Wandle programme as our systematic synthetic phonics scheme from Nursery through to the end of Year 2. This ensures a consistent, rigorous and clearly sequenced approach to early reading, enabling children to develop secure decoding skills, fluency and confidence. Phonics is taught daily and supported by carefully matched decodable texts so that pupils practise and apply the sounds they have been taught. From Year 2 through to Year 6, we move to a bespoke reading scheme built around carefully banded 'real' books. These high-quality texts are thoughtfully selected to match pupils' reading ability while also broadening their vocabulary, knowledge and experience of different authors and genres. By using authentic literature rather than solely scheme-based texts, we aim to foster a genuine love of reading for pleasure, nurturing independent, enthusiastic and reflective readers as they progress through Key Stage 2.

Ensuring Every Child Succeeds

At St Anne's RC Primary School, we are committed to ensuring that all pupils become confident, fluent readers. Children who are not yet achieving age-related expectations receive timely, targeted support tailored to their stage of development. From Reception to the end of Year 2, pupils access the Little Wandle Keep Up and Catch Up interventions, which provide daily, systematic, and sharply focused phonics support to address specific gaps and secure decoding skills. These sessions are closely matched to the Little Wandle progression to ensure consistency and rapid impact. From Year 3 onwards, where

phonics is no longer the primary approach, support shifts to precision teaching and structured 1:1 reading. Precision teaching focuses on small, measurable targets to build automaticity in key reading skills, while individual reading sessions provide opportunities to practise fluency, reinforce decoding strategies, and develop comprehension through scaffolded discussion. Progress is carefully monitored to ensure that intervention remains responsive, effective, and aligned with whole-school expectations.

Implementation of Comprehension

At St Anne's RC Primary School, comprehension is taught through carefully selected, high-quality schemes that support progression across the school. In the Early Years Foundation Stage, comprehension is developed through the *Little Wandle Letters*, where structured story sessions and discussion build early understanding, vocabulary and oral language skills. In Years 1 and 2, we use *Cracking Comprehension* to explicitly teach key skills such as retrieval, inference, prediction and sequencing through engaging, age-appropriate texts. Throughout Key Stage Two, we move to *Complete Comprehension*, which provides a structured and progressive approach to developing deeper understanding, critical thinking and analytical discussion across a wide range of high-quality fiction, non-fiction and poetry. Together, these schemes ensure consistency, clear progression and alignment with national expectations in reading comprehension.

Year Group	Recommended Book Band	Decoding	Comprehension	HFW/CEW
Nursery	Lilac (Wordless)	<p>Recognise familiar sounds in their environment.</p> <p>Able to match household/animal sounds to the correct object.</p> <p>Little Wandle Phonics:</p> <p>Focus on one sound a week – sounds focus and blending focus.</p> <p>Autumn 1 No sounds – focus on Rhyme time and settling children into your setting's routines.</p> <p>Autumn 2 s a t p i n m</p> <p>Spring 1 d g o c k e</p> <p>Spring 2 u r h b f l</p> <p>Summer 1 j v w y z q u c h</p>	<p>Understanding Text: Is beginning to be aware of the way stories are structured.</p> <p>Enjoys listening to and joining in with stories and rhymes</p> <p>Recognises familiar books and repeats phrases</p> <p>Begins to handle books and point to pictures Starts to join in with repeated refrains</p> <p>Can answer simple questions about a picture or simple event in a story</p> <p>Begins to make simple predictions (“What might happen next?”)</p>	

		Summer 2 ck x sh th ng nk		
Reception	Autumn 1 Lilac (Wordless)	Autumn 1 Phase 2 graphemes s a t p i n m d g o c k c k e u r h b f l	Understanding Text: Answers simple recall questions about what has been read Makes simple predictions based on pictures or heard text Begins to talk about story events and characters Early Vocabulary: Learns and talks about new words encountered in reading activities Makes links between words they hear and words they know	Autumn 1 Tricky Words is I the
	Autumn 2 Phase 2, set 1 Phase 2, set 2	Autumn 2 Phase 2 graphemes ff ll ss j v w x y z zz qu ch sh th ng nk <ul style="list-style-type: none"> words with –s /s/ added at the end (hats sits) words ending –s /z/ (his) and with –s /z/ added at the end (bags) 		Autumn 2 Tricky Words put* pull* full* as and has his her go no to into she push* he of we me be
	Spring 1 Phase 2, set 3 Phase 2, set 4	Spring 1 Phase 3 graphemes ai ee igh oa oo oo ar or ur ow oi ear air er <ul style="list-style-type: none"> words with double letters longer words 		Spring 1 Tricky Words put* pull* full* as and has his her go no to into she push* he of we me be
	Spring 2 Phase 2, set 5	Spring 2 Phase 3 graphemes Review Phase 3 <ul style="list-style-type: none"> longer words, including those with double letters words with –s /z/ in the middle words with –es /z/ at the end words with –s /s/ and /z/ at the end 		Spring 2 Tricky Words was you they my by all are sure pure

	Summer 1 Phase 3, set 1	Summer 1 Phase 4 Short vowels with adjacent consonants <ul style="list-style-type: none"> CVCC CCVC CCVCC CCCVC CCCVCC Longer words and compound words Words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est 		Summer 1 Tricky Words said so have like some come love do were here little says there when what one out today
	Summer 2 Phase 3, set 2	Summer 1 Phase 4 Phase 3 long vowel graphemes with adjacent consonants		Summer 2 Tricky Words Review all taught so far
Year One	Autumn 1 Phase 4, set 1	Autumn 1 Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	Phonics & Word Reading: Reads simple sentences using systematic phonics knowledge Recognises common exception (tricky) words Comprehension: Retrieves simple facts from a text Predicts what might happen next using clues from what has been read Begins to explain word meanings in context Early Inference & Sequencing: Answers simple “why” or “how” questions about a text Recounts the order of events in a short text	Autumn 1 Tricky Words 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
	Autumn 2 Phase 4, set 2 Phase 5, set 1	Autumn 2 Phase 5 graphemes /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time		Autumn 2 Tricky Words their people oh your Mr Mrs Ms ask* could would should our house mouse water want

		/oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw		
	Spring 1 Phase 5, set 1	Spring 1 Phase 5 graphemes /ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup		Spring 1 Tricky Words any many again who whole where two school call different thought through friend work
	Spring 2 Phase 5, set 2	Spring 2 Phase 5 graphemes /ur/ or word /oo/ u oul awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure		Spring 2 Tricky Words once laugh because eye

		/ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor		
	Summer 1 Phase 5, set 3	Summer 1: Phonics Screen check review – no new GPCs or tricky words		Summer 1 Tricky Words Phonics Screen check review – no new GPCs or tricky words
	Summer 2 Phase 5, set 4	Summer 2 Phase 5 graphemes: /ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more		Summer 2 Tricky Words busy beautiful pretty hour move improve parents shoe CEW the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where,

				love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our.
Year Two	Phase 5, set 4 Phase 5, set 5	Secure Consolidation of Phase 5 Rapid recall of all Phase 5 grapheme–phoneme correspondences Confidently decode words with alternative spellings for phonemes Choose appropriate grapheme when spelling based on position or pattern Read words containing split digraphs automatically Decoding Multisyllabic Words Segment longer words into syllables to support decoding Blend across syllables smoothly Recognise common syllable patterns (e.g. VC/CV patterns: nap-kin, bas-ket) Read compound words fluently	Building Fluency: Reads a wider range of familiar texts with greater accuracy Starts to re-read to improve understanding Comprehension Skills: Retrieves information confidently from fiction and non-fiction Makes predictions based on both text and own experience Identifies main events and retells stories in sequence Developing Vocabulary: Explains meaning of new words using context Uses discussion to clarify understanding Early Inference: Makes simple inferences about characters’ feelings and actions	CEW door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas, everybody, even.
	Gold			
	White			
Lower Key Stage 2				

	<p>Read books that are structured in different ways and read for a range of purposes</p>	<p>Read further exception words, noting the unusual correspondences between spelling and sounds, and where these occur in the word.</p> <p>Notice when ch makes a /k/ sound e.g. chorus, chemist, echo, character.</p> <p>Notice when ch makes a /sh/ sound e.g. chef, chalet, machine, brochure.</p> <p>Notice when sc makes a /s/ sound e.g. science, fascinate, crescent.</p> <p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet.</p> <p>Morphological Decoding (Bridging to KS2)</p> <p>Identify root words in longer words</p> <p>Read words with common suffixes:</p> <p>–ing, –ed, –er, –est, –ful, –less, –ment, –ness</p> <p>Understand that adding a suffix does not change the root pronunciation (mostly)</p> <p>Begin to read words with simple prefixes:</p>	<p><u>Literal</u></p> <p>Understand, describe, select or retrieve information, events or ideas from texts and use quotes/ references to text.</p> <p>Use dictionaries to check the meaning of words that they have read.</p> <p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Ask questions to improve their understanding of a text.</p> <p>Identify main ideas drawn from more than one paragraph and summarise these.</p> <p>Retrieve and record information from non-fiction.</p> <p><u>Deductive</u></p> <p>Deduce inferences such as inferring characters’ feelings, thought and motives from their actions, and justifying inferences with evidence.</p> <p>Predict what might happen from details and implied.</p> <p><u>Evaluative</u></p> <p>Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text levels.</p> <p>Increase their familiarity with a wide range of books, including fairy tales, myths and legends and retelling some of these orally.</p> <p>Read books that are structured in different ways and read for a range of purposes.</p> <p>Recognise some different forms of poetry e.g. free verse, narrative poems.</p>
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	<p>un-, re-, This directly prepares for Year 3 prefix and suffix work.</p> <p>Common Exception Words – Deep Knowledge</p> <p>Automatically read Year 1 & Year 2 CEWs</p> <p>Identify the “tricky” part of exception words</p> <p>Explain which part does not follow usual phonics rules</p> <p>Example:</p> <p>because → “au” makes /or/ sound people → “eo” makes /ee/</p> <p>Noticing Unusual Correspondences (Pre-KS2 Preparation)</p> <p>Introduce early awareness of:</p> <p>ch making /k/ (school, chorus)</p> <p>ch making /sh/ (chef – if appropriate)</p> <p>sc making /s/ (science – introduced verbally)</p> <p>Not in depth — just noticing patterns to reduce cognitive shock in Year 3.</p>	<p>Discuss how structure of a text and presentation add meaning to a text.</p> <p>Explain and comment on the writer’s use of language, including grammatical and literacy features at word and sentence levels.</p> <p>Discuss words and phrases that capture the reader’s interest and imagination.</p> <p>Discuss how language adds meaning to a text.</p> <p><u>Speaking about and listening to books</u></p> <p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p>
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		Increasing Automaticity Read decodable texts with 95%+ accuracy Self-correct when decoding breaks down Reread to build phrasing and fluency Track print accurately without finger pointing		
Year Three	White	<u>Prefixes</u> Unchanging prefixes- un, dis, mis, re, sub. <u>Suffixes</u> Double the consonant before adding- ing, er, en, ed and to not double the consonant when adding suffixes to an unstressed syllable. Suffix ation (knocks off e to add ation as appropriate) Suffix sion Suffix ly added to adjectives to make adverbs, often unchanging the root word e.g. brightly.	Fluency & Automaticity: Reads age-appropriate texts with increasing speed and expression Deepening Comprehension: Retrieves explicit information efficiently Predicts outcomes with reference to text details Begins to summarise key ideas in paragraphs	accident, actual, address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy, business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight, eighth, enough, exercise, experience, experiment, extreme, famous, favourite, February, forward, fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest, island, knowledge, learn, length, library, material, medicine, mention, minute, natural, naughty, notice,
	Lime (Emerging)			
	Brown (Expected)		Inference & Relationships: Begins to infer characters' thoughts and feelings from written clues	

	Grey (Exceeding)		<p>Starts to understand how texts are structured and linked</p> <p>Vocabulary & Word Choice: Explains word meaning and recognises how vocabulary affects meaning</p>	<p>occasion, occasionally, often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possess, possession, possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though, although, thought, through, various, weight, woman, women.</p>
Year Four	Brown (Emerging)	<p>Read further exception words, noting the unusual correspondences between spelling and sounds, and where these occur in the word.</p> <p>Notice when ch makes a /k/ sound e.g. chorus, chemist, echo, character. Notice when ch makes a /sh/ sound e.g. chef, chalet, machine, brochure.</p>	<p>Advanced Fluency: Reads a range of fiction and non-fiction texts with appropriate rhythm and pace</p> <p>Comprehension Skills: Retrieves and records information across longer texts</p>	<p>accident, actual, address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy, business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight, eighth, enough, exercise, experience, experiment, extreme, famous, favourite, February, forward, fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest, island, knowledge, learn, length, library, material, medicine, mention,</p>
	Grey (Expected)	<p>Notice when sc makes a /s/ sound e.g. science, fascinate, crescent.</p> <p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet.</p>	<p>Predicts with key textual evidence</p> <p>Summarises main ideas from several paragraphs</p> <p>Inference & Relationships: Makes deeper inferences about motives or themes</p>	

	Dark Blue (Exceeding)	<u>Prefixes</u> Unchanging prefixes – re, sub, inter, super, anti, auto <u>Suffixes</u> Suffixes tion, sio, ssion, cian applying the various rules. Suffix ly (knocks of e, changes y to l before adding ly and add ally not ly after ic) Suffix ous (either added unchanged, our changed or before ous, knocks off e and changes y to l before adding ous).	Explains how events and ideas are linked Vocabulary & Word Choice: Analyses why authors choose certain words and phrases	minute, natural, naughty, notice, occasion, occasionally, often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possess, possession, possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though, although, thought, through, various, weight, woman, women.
Upper Key Stage Two				
		Read most words effortlessly and work out how to pronounce them with increasing accuracy. Ask for help determining the meaning and pronunciation of unfamiliar words. Infer the meaning of unfamiliar words from context. Apply their growing knowledge of root words, prefixes, suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet. Recognise Spelling Rules i before e except after c	<u>Literal</u> Understand, describe, select or retrieve information, events or ideas from texts and use quotes/ reference to text. Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Ask questions to improve understanding. Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. Retrieve, record and present information from non-fiction. <u>Deductive</u> Deduce, infer or interpret information, events or ideas from text.	

			<p>Draw inferences such as inferring characters' feelings, thought and motives from their actions, and justifying inferences with evidence.</p> <p>Predict what might happen from details stated and implied.</p> <p>Distinguish between statements of fact or opinion.</p> <p><u>Evaluative</u></p> <p>Identify and comment on the structure and organisation of texts, including myths, legends and traditional stories, modern fiction, fiction from our literacy heritage and books from other cultures and traditions.</p> <p>Make comparisons within and across books.</p> <p>Identify how structure and presentation contribute to meaning.</p> <p>Explain and comment on the writer's use of language, including grammatical and literacy features at word and sentence levels.</p> <p>Make comparisons within and across books.</p> <p>Identify how language contributes to meaning.</p> <p>Discuss and evaluate how authors use language – including figurative language-considering its impact on the reader.</p> <p>Identify and comment on writer's purposes and viewpoints and the overall effect of the text on the reader.</p> <p><u>Speaking about and listening to books</u></p> <p>Identify and discuss themes and conventions in and across a wide range of writing.</p>
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			<p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fictions and reference books and textbooks.</p> <p>Discuss books they have read to them, building on their own and others ideas and be able to challenge views courteously.</p> <p>Explain and discuss their understanding of what they read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p>Recommend books that they have read to their peers, giving reasons for their choices.</p> <p>Learn a wider range of poetry by heart.</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 audience.</p>	
Year Five	Grey (Emerging)	<p>Recognises silent letters in words and spells them correctly</p> <p>Prefixes</p> <p>Adds – (hyphen) to join a prefix to the root word, especially when adjoining two vowels</p> <p>Suffixes</p> <p>Adding cious to root words which end in ce (knock off e) and adding tious to root word which ends in tion (knock off tion)</p>	<p>Independent Fluent Reading: Reads longer, more complex chapters independently and with understanding</p> <p>Critical Comprehension: Retrieves information from a range of fiction and non-fiction</p> <p>Makes supported predictions about plot or meaning</p>	<p>Accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward bargain bruise category cemetery committee communicate community competition conscience conscious controversy convenience</p>

	Dark Blue (Expected)	<p>cial ending after a vowel and tial after a consonant</p> <p>Adds ant, ance/ancy (replacing ation) or ent, ence/ency after soft c,g and qu.</p> <p>Add able/ably (replacing ation) and ible/ ibly. When adding –ing and –ed, double r if- fer is stressed and doesn't double r when fer is unstressed.</p>	<p>Summarises and paraphrases key ideas accurately</p> <p>Developing Inference: Explains inferred meaning using multiple pieces of text evidence</p> <p>Comparison & Analysis: Compares characters, themes or information across texts</p> <p>Begins to comment on authorial choice and effect</p> <p>Vocabulary & Context: Explores the shades of meaning in ambitious vocabulary</p>	<p>correspond criticise curiosity definite desperate develop dictionary disastrous embarrass environment equip especially exaggerate excellent existence explanation familiar foreign forty frequently government guarantee harass hindrance identity immediate individual interfere interrupt language leisure lightning marvellous mischievous muscle necessary neighbour occupy occur opportunity parliament persuade physical prejudice privilege profession programme pronunciation queue recognise recommend relevant restaurant rhyme rhythm sacrifice secretary shoulder signature sincere soldier stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht</p>
	Dark Red (Exceeding)			

Year Six	Dark Blue (Emerging)		<p>Mastery of Fluency: Reads independently with strong fluency, expression, and comprehension</p> <p>Sophisticated Comprehension: Retrieves and interprets explicit and implied information across longer texts</p> <p>Synthesises information from different parts of a text</p>	<p>Accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward bargain bruise category cemetery committee communicate community competition conscience conscious controversy convenience correspond criticise curiosity</p>
	Dark Red (Expected)		<p>Summarises main ideas with clarity and precision</p> <p>Advanced Inference & Evaluation: Makes well-justified inferences about deeper meaning</p> <p>Explains how relationships, themes and ideas develop throughout a text</p>	<p>definite desperate develop dictionary disastrous embarrass environment equip especially exaggerate excellent existence explanation familiar foreign forty frequently government guarantee harass hindrance identity immediate individual interfere interrupt language leisure lightning marvellous mischievous muscle necessary neighbour occupy occur opportunity parliament persuade physical prejudice privilege profession programme pronunciation queue recognise recommend relevant restaurant rhyme rhythm sacrifice secretary shoulder signature sincere soldier stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle</p>
	Black (Exceeding)		<p>Comparison & Word Choice: Compares across texts and evaluates authorial choices</p> <p>Analyses how vocabulary, tone and style contribute to meaning</p>	

				yacht
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Key Stage Two Comprehension Skills



Word meaning
Read around the target word to see how it is being used in the text.

Retrieval
Touch the answer in the text before you fish it out.

Summarising
Find and talk about the text's main points.

Inference
Use clues from the text and your own ideas to work out the answer.

Prediction
Decide what is most likely to happen next in the text.

Relationship
Talk about the structure of the text.

Word choice
Talk about the effect of words and groups of words used in the text.

Comparison
Compare the events, characters and structure of the text.

Remember

- Read the whole question carefully.
- Find the key words in the question.
- Look for key words from the question in the text.
- Check that your answer matches the question.