

Learn together, grow together

Progression in Reading



In English we aim to provide pupils with a high-quality education, that will teach pupils to speak, read and write fluently so that they can communicate their ideas and emotions to others effectively. English is taught in a cross curricular way, linking up with other areas of the curriculum so that pupils develop and apply their writing skills. We develop the children's' writing skills so that they have stamina and the ability to write for a range of audiences and for different purposes.

Reading is at the heart of our curriculum as know these skills underpin all other learning. Our pupils are encouraged to read for pleasure and to read more complex texts as these will widen their vocabulary. We use Read, Write Inc. for our phonics programme; this helps the development of early reading.

| Reception | | | | |
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| <p>Understand the five key concepts about print: Print has meaning Print can have different purposes We read English text from left to right and from top to bottom The names of the different parts of a book Page sequencing</p> <p>Develop their phonological awareness, so that they can: Spot and suggest rhymes Count or clap syllables in a word Recognise words with the same initial sound, such as money and mother</p> | | <ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the RWInc phonic sounds. • Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words (Red words). • Re-read these books to build up 'Red Word' confidence in word reading, fluency and their understanding and enjoyment. • Engage in story times • Listen to and talk about stories to build familiarity and understanding • Retell stories once they have developed a deep familiarity and use exact repetition. | | |
| | Year 1 | Year 2 | Year 3 and Year 4 | Year 5 and Year 6 |
| Decoding | 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 multisyllable 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 | Independently 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 |

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| <p>Range of reading</p> | <p>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</p> | <p>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</p> | <p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Reading books that are structured in different ways and reading for a range of purposes</p> | <p>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Reading books that are structured in different ways and reading for a range of purposes making comparisons within and across books</p> |
| <p>Familiarity with texts</p> | <p>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>Recognising and joining in with predictable phrases</p> <p>Learning to appreciate rhymes and poems and to recite some by heart.</p> | <p>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>Recognising simple recurring literary language in stories and poetry</p> | <p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>Identifying themes and conventions in a wide range of books</p> | <p>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</p> <p>Identifying and discussing themes and conventions in and across a wide range of writing</p> |
| <p>Word Meanings</p> | <p>Discussing word meanings, linking new meanings to those already known</p> | <p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>Discussing their favourite words and phrases</p> | <p>Using dictionaries to check the meaning of words that they have read</p> | <p>Independently using dictionaries to check the meaning of words that they have read</p> |
| <p>Understanding</p> | <p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading</p> | <p>Discussing the sequence of events in books and how items of information are related</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading</p> | <p>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> | <p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> |

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| | | | Asking questions to improve their understanding of a text Identifying main ideas drawn from more than one paragraph and summarising these | 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 across a page, chapter and whole text |
| Prediction | 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 |
| Authorial Intent | | | 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 |
| Non-fiction | | Being introduced to non-fiction books that are structured in different ways | Retrieve and record information from non-fiction Distinguish between statements of fact and opinion Retrieve, record and present information from nonfiction | Retrieve and record information from non-fiction Distinguish between statements of fact and opinion Retrieve, record and present information from nonfiction |

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| Discussion in 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 and other works that are read to them and those that 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 | 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 |
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