

Reading **progression:**

From Statutory framework for the early years foundation stage:

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

From National Curriculum English POS:

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Reading

The programmes of study for reading at key stages 1 and 2 consist of 2 dimensions:

- word reading
- comprehension (both listening and reading)

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e.: unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Phonics	Single sounds. Learn phases 2 and 3. Hearing initial sounds. Segmenting and Blending CVC words. High Frequency words Digraph sounds. Phase 4 Phonics Segmenting/Blending CVC, CVCC, CCVC, CVVC words. Double Sounds-. High Frequency words	Revise phase 3 phonics. Learn phase 4 and 5 phonics. Accurately read the Year 1 common exception words. Phonic screening test	Revise phases 4 and 5. Learn phase 6 phonics. Accurately read the Year 2 common exception words.	Revise and consolidate phonic phases 3-6.	Revise and consolidate phonic phases 3-6.	Ensure phonics competence	Ensure phonics competence
	To continue a rhyming string. To hear and say the initial sound in words. To segment the sounds in simple words and blend them together and know which letter represents some of them. To link sounds to letters, naming and sounding the letters of the alphabet. To ascribe meanings to marks that they	Vocabulary: To segment sounds in words and blend together. Identify sounds in common exception words To read words containing -s, -es, -ing, - ed and -est endings. To read words with contractions, e.g. I'm, I'll and we'll. Read 2 or more syllable words. Use pictures to help their	Vocabulary: Decoding Consolidate phonics knowledge and apply it to new and unfamiliar texts. To read out loud and begin to explain the meaning of new words. To read year 1 and 2 common exception words. Word meanings Discuss and explicitly teach strategies for finding out the meaning of new and unfamiliar words. Understanding	Vocabulary: Decoding Apply their growing knowledge of root words, prefixes and suffixes taught in KS1 and Year 3, when reading aloud and explaining the meaning of new words. Read some further exception words, noting the unusual correspondences between spelling and sounds and where these occur in the word. Word meanings	Vocabulary: Decoding Apply their growing knowledge of root words, prefixes and suffixes taught in KS1 to LKS2, when reading aloud and explaining the meaning of new words Independently read further exception words, explaining the unusual correspondence between the spelling and sound and where these occur in the word. Word meanings	Vocabulary: Decoding Children can apply their understanding of new words making reference to known root words, prefixes and suffixes taught throughout KS1 to Year 5. They can apply their knowledge of morphology and etymology to explain unfamiliar words. Word meanings Apply their understanding of how to use a dictionary to become increasingly	Vocabulary: Decoding Children can apply their understanding of new words making reference to known root words, prefixes and suffixes taught throughout KS1 and KS2. They can apply their knowledge of morphology and etymology to explain unfamiliar words. Word meanings Independently using dictionaries to check to meaning of words that they have read. Understanding

	<p>see in different places. To begin to break the flow of speech into words. To begin to read words and simple sentences. To understand humour, e.g. nonsense rhymes, jokes. To enjoy an increasing range of books. To follow a story without pictures or props. To play cooperatively as part of a group to develop and act out a narrative. To know that information can be retrieved from books and computers. To use phonic knowledge to decode regular words and read them aloud accurately. To read some common irregular words.</p>	<p>understanding of the story.</p>	<p>To be explicitly taught how to use the context of a text to understand the meaning of words. To begin to explain the meaning of words independently, making some references to the text they are reading</p>	<p>Explicitly teaching and providing assistance in using dictionaries to check meaning of words. Understanding To be explicitly taught and beginning to use meaning breakdown and background knowledge to explain meaning of words in a text. To explain the meaning of the words, making references to a section of text or paragraph.</p>	<p>Explicitly teaching and providing some assistance in using dictionaries to check meaning of words. Understanding To be explicitly taught and independently using meaning break down and background knowledge to explain meaning of words in a text. To explain the meaning of words, making reference to a specific paragraph.</p>	<p>more independent in checking the meaning of words that they have read. Understanding To discuss their understanding of a text using INFERENCE and PREDICTION SKILLS To explain the meaning of words, making reference to a specific page in the text</p>	<p>To discuss their understanding of the text in full, using all comprehension strategies. To explain the meaning of words, making reference to the longer, whole texts. To use their word knowledge to find synonyms for words in a whole text.</p>
		<p>Inference: Orally answering questions relating to texts.</p>	<p>Inference: To make simple inferences from any part of the text, referring to settings or characters.</p>	<p>Inference: To draw inference from across a paragraph referring to simple settings and characters</p>	<p>Inference: To draw inferences from across a page of text referring to settings and characters using evidence from the text.</p>	<p>Inference : To use quotations from the text to explain characters' thoughts, feelings and motives from their actions and settings using evidence from a chapter.</p>	<p>Inference: To concisely paraphrase evidence from the text to explain character's thoughts, feelings and motives from their actions and settings using evidence from across the whole text.</p>
		<p>Prediction: Predict and answer questions. To check that a text</p>	<p>Prediction: To understand what the skill of prediction means. To use knowledge of events in the text to</p>	<p>Prediction: To use background knowledge and prediction reading strategies. To use events that has</p>	<p>Prediction: To explain reading strategies (use background knowledge, ask questions and infer)</p>	<p>Prediction: To use all reading strategies to help make their prediction. To infer and retrieve details</p>	<p>Prediction: To use all reading strategies to help make their prediction. To infer and retrieve details stated and implied to</p>

	<p>To read and understand simple sentences. To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. To demonstrate understanding when talking with others about what they have read. To answer 'how' and 'why' questions about their experiences and in response to stories or events. To express themselves effectively, showing awareness of listeners needs</p>	<p>makes sense to self-correct.</p>	<p>make sensible predictions.</p>	<p>happened in the text to make an accurate prediction from a short passage.</p>	<p>To use events that has happened in the text and background knowledge to make an accurate prediction.</p>	<p>stated and implied to make an accurate prediction based on quotations from the previous chapter.</p>	<p>make an accurate prediction based on evidence from chapters previously read.</p>
		<p>Explain: To link what they have read or have read to them to their own experiences. To retell familiar stories in increasing detail.</p>	<p>Explain: To be able to explain what new words mean, based on the context. To explain what parts of a text they find interesting and why. To discuss how word choices effect the meaning.</p>	<p>Explain: To explore the meaning of words in context. To identify words and phrases that capture the reader's interest and imagination from a short passage. To discuss and identify how language, structure and presentation contribute to meaning.</p>	<p>Explain : To explain the meaning of words in context. To discuss and identify words and phrases that capture the reader's interest and imagination from a page of text. Identify and explain how language, structure and presentation contribute to meaning.</p>	<p>Explain: To accurately explain the meaning of words in context and suggest other suitable synonyms. To discuss how language, structure and presentation contribute to meaning in a chapter. Discuss how authors use language, including figurative language, considering the impact on the reader.</p>	<p>Explain: To accurately explain the meaning of words in context and show understanding by suggesting synonyms and antonyms. To discuss how language, structure and presentation contribute to meaning in a whole text. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>
		<p>Retrieve: To join in with discussions about a text, taking turns and listening to what others say</p>	<p>Retrieve: To retrieve and record information from fiction and non-fiction, based on a specific question.</p>	<p>Retrieve : To retrieve and record information from fiction and non – fiction from a passage. To explain the difference between statements of fact and opinion. Retrieve, record and present information from non-fiction.</p>	<p>Retrieve : To retrieve and record information from fiction and non – fiction from a page of text. To explain the difference between statements of fact and opinion. Retrieve, record and present information from non-fiction.</p>	<p>Retrieve : To retrieve and record information from fiction and non – fiction from a chapter. To explain the difference between statements of fact and opinion using examples from the text. Retrieve, record and present information from non-fiction.</p>	<p>Retrieve: To record and present information from non-fiction.</p>



Summarise:
To discuss the significance of titles and events. To discuss word meaning and link new meanings to those already known. To recite simple poems.

Summarise:
To begin to identify the main ideas drawn from one paragraph and begin to summarise using a short passage

Summarise:
To identify the main ideas drawn from more than one paragraph and summarising using a short passage.

Summarise:
To identify the main ideas drawn from more than one paragraph and summarising using a chapter of text.

Summarise :
To summarise the main ideas drawn from more than one paragraph identifying key details to support the main ideas.

Summarise :
To concisely, summarise the main ideas drawn from more than one paragraph using the key details to support the main ideas.