

Reading Progression map



Our Rationale

- A shared language and common pedagogical principles to enable high-quality teaching and learning of systematic synthetic phonics and reading.
- Focus on fluency and automaticity so that children can confidently access texts.
- Evidence formed approach towards the teaching of systematic synthetic phonics and reading.
- A culture where children have skill and the will, enabling them to develop a love of reading.
- A shared understanding that reading is the gateway to the wider curriculum and where books are at the heart.
- Children think as readers, drawing upon the knowledge and skills they need to make meaning.

English Curriculum Intent

As communicators, our children will experience an English curriculum which is underpinned by oracy and language. Our children will build confidence as oral and written communicators who are fluent readers and are prepared for the next step in their education. The English curriculum will be language-rich, foster a love of our literary heritage, encourage children to take pleasure in reading from a variety of sources including books and they will acquire knowledge across the broader curriculum. As writers, children will learn to craft texts for a variety of audiences and purposes and develop their authorial voice with an increasing knowledge of vocabulary and grammar which will equip them for the future. From an emerging decoder to fluent reader: the journey throughout primary Children who can confidently decode and comprehend a text at an age-appropriate level are able to access the wider curriculum and gain knowledge for themselves. If children struggle when reading, they cannot access their learning across the curriculum to the full and this is a barrier which affects them in every lesson. As a Trust, our vision for the children is to have 'Flourishing Futures' and one of the fundamental ways that children can flourish is having the skill of reading and the will to read.

Programme of study

We use the [National Curriculum 2014](#) for our programmes of study in reading.

Reading Progression map

		Year 1	Year 2	Year 3/4	Year 5/6
Reading	Word Reading	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • apply phonic knowledge and skills as the route to decode words • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings • read other words of more than one syllable that contain taught GPCs • read words with contractions, e.g. I’m, I’ll, we’ll and understand that the apostrophe represents the omitted letter(s) • read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • re-read these books to build up their fluency and confidence in word reading 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • read accurately words of two or more syllables that contain the same graphemes as above • read words containing common suffixes • read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read most words quickly and accurately without overt sounding and blending when they have been frequently encountered • read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • re-read these books to build up their fluency and confidence in word reading 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, 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 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet
		Year 1	Year 2	Year 3/4	Year 5/6

Reading Progression map

Reading	Comprehension Cont.	<ul style="list-style-type: none"> ○ discussing word meanings, linking new meanings to those already known • understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> ○ 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 significance of the title and events ○ making inferences on the basis of what is being said and done ○ predicting what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> ○ discussing and clarifying the meanings of words, linking new meanings to known vocabulary ○ discussing their favourite words and phrases ○ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear • understand both the books that they can already read accurately and fluently and those that they listen to by: <ul style="list-style-type: none"> ○ 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 ○ making inferences on the basis of what is being said and done 	<ul style="list-style-type: none"> ○ preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action ○ discussing words and phrases that capture the reader's interest and imagination ○ recognising some different forms of poetry (e.g. free verse, narrative poetry) • understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> ○ 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 	<ul style="list-style-type: none"> ○ making comparisons within and across books ○ 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 • understand what they read by: <ul style="list-style-type: none"> ○ 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 ○ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ○ predicting what might happen from details stated and implied
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Reading Progression map

		Year 1	Year 2	Year 3/4	Year 5/6
Reading	Comprehension Cont.	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> ○ answering and asking question ○ predicting what might happen on the basis of what has been read so far • 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 <ul style="list-style-type: none"> • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves 	<ul style="list-style-type: none"> ○ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ○ predicting what might happen from details stated and implied ○ identifying main ideas drawn from more than one paragraph and summarising these ○ identifying how language, structure, and presentation contribute to meaning • retrieve and record information from non-fiction <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> ○ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas ○ 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 • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction • participate in discussions about books that are read to them and those they can read for themselves, 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, maintaining a focus on the topic and using notes where necessary • provide reasoned justifications for their views