

Progression of reading



We have worked hard in Springwell Park to ensure that the progression of our teaching and learning of reading is efficient and effective, and the children's knowledge and skills are continually extended and built upon year upon year. From EYFS right through to Y6, we have a clear balance between decoding and comprehension.

The teaching of the reading content domains starts from reception, where the children take part in teacher led and high-quality comprehension reading activities linked to a high quality book. This progresses into Y1, where the children still do teacher led reading activities, but this time in a whole class setting and with individual exercise books being only being introduced in the summer term – this results in the teaching of reading being unadulterated and there not being an writing barriers effecting the quality of the comprehension activity. This method of the teaching of reading results in the children, from Autumn 1 in Y2, being familiar with the areas of the content domains and being able to start the year group with an already sound understanding.

The books selected on the LTP for each year group have been chosen with challenge and progression in mind (in relation to vocabulary, themes, writing styles, and genre). Not only do the books show progression across the year groups, but also side to side progression within a year group.

Reading focus	EYFS	KS1		KS2			
	2 – 4 year olds Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and decoding	<p>Develop their phonological awareness so that they can:</p> <ul style="list-style-type: none"> Spot and suggest rhymes Count or clap syllables in words Recognise words with the same initial sound, such as money and mother. <p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>	<p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>To read words containing taught GPCs.</p> <p>To read words containing -s, -es, -ing, -ed and -est endings.</p>	<p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables.</p> <p>To read most words containing common suffixes.</p>	<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.*</p> <p>To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>To apply their growing knowledge of root words, prefixes and suffixes/word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.</p>	<p>To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p>
Fluency	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> print has meaning 	<p>Read age-appropriate books with some fluency (show some awareness for</p>	<p>Maintain fluency whilst reading age-appropriate books at speed (showing awareness of the</p>	<p>Read age-appropriate books fluently and accurately using intonation</p>	<p>Shows stamina whilst reading age-appropriate books fluently and accurately</p>	<p>Shows stamina whilst reading age-appropriate books fluently and accurately whilst</p>	<p>Shows stamina whilst reading age-appropriate books fluently and accurately whilst</p>

	<ul style="list-style-type: none"> the names of different parts of a book print can have different purposes page sequencing we read English text from left to right and from top to bottom. <p>Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>punctuation when reading).</p> <p>To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</p> <p>To reread texts to build up fluency and confidence in word reading.</p>	<p>function of punctuation when reading, some intonation).</p> <p>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>To reread these books to build up fluency and confidence in word reading.</p> <p>To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</p>	<p>Pupils show stamina and resilience (prepared to persevere with all texts) reading longer age-appropriate texts with fluency.</p>	<p>whilst retaining speed (using intonation)</p>	<p>retaining speed (using intonation)</p>	<p>retaining speed (using intonation)</p>
<p>Common exception words</p>	<p>Read a few common exception words matched to our school's phonic programme (RWI). These are referred to as 'red words'.</p>	<p>To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</p>	<p>To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>To begin to read Y3/Y4 exception words.*</p>	<p>To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word</p>	<p>To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>To read all Y5/6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>

<p>Comprehension (including inference, literal, prediction and summarising)</p>	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so big?"</p> <p>Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Engage in teacher led, high quality comprehension activities linked to a high quality text.</p> <p>Be able to infer feelings and emotions of characters within the text and verbally justify their reasoning.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p>	<p>Engage in teacher led, whole class comprehension activities, with exercise books being introduced in the Summer term.</p> <p>Skimming and scanning (You Choose)</p> <p>Find and Point to... (visuals/words)</p> <p>Teaching pupils to infer/ justify their answers through scaffolded / modelled answer stems using both pictures and texts (I think ____ because)</p> <p>Beginning to develop an understanding for true/ false through a variety of questions (within English and across the curriculum)</p> <p>Beginning to sequence events through modelled responses</p> <p>Guided retrieval activities using question stems from the KS1 curriculum</p>	<p>Engage in whole class reading lessons, covering the KS1 content domains with individual exercise books.</p> <p>'Find and point' skimming and scanning is developed to 'Find and Copy' where children can identify writer's choice of language demonstrating an understanding of writer/ reader relationship. (through pictures and texts)</p> <p>Pupils develop their skills to infer/ justify their opinion as the texts presented display more complex plots.</p> <p>Pupils develop retrieval skills where questions increase in difficulty (word substitutions)</p> <p>Over the academic year, pupils independently summarise the general gist of what they are reading in various forms.</p>	<p>Engage in whole class reading lessons, covering the KS2 content domains with individual exercise books.</p> <p>Over the academic year, pupils develop a more controlled skill of summarising the gist of what they have read (verbally and in the written form).</p> <p>Teachers scaffold frames to support pupils to find evidence to support their points (using Impression/ Evidence through PE, PE)</p> <p>Pupils develop a stronger understanding of the need to be precise with their answers.</p> <p>Pupils are encouraged and guided to compare what they have read to previous texts and justify these similarities and differences.</p>	<p>Engage in whole class reading lessons, covering the KS2 content domains with individual exercise books.</p> <p>Pupils apply a more controlled skill of summarising the gist of what they have read (verbally and in the written form).</p> <p>As the demand of text increases, pupils are challenged to discuss the meaning of words within texts.</p> <p>Pupils are able to find evidence to support their points (using Impression/ Evidence through PE, PE)</p> <p>Pupils' answers precision.</p> <p>Pupils are able to compare what they have read to previous</p>	<p>Engage in whole class reading lessons, covering the KS2 content domains with individual exercise books.</p> <p>Pupils' verbal and written responses to questions display precision and an awareness of understanding the expectations of the question.</p> <p>Pupils can discuss the difference between fact and opinion across a range of texts (including the wider curriculum)</p> <p>Pupils can summarise with ease across more than one paragraph and can express their opinion of what they have read (with reference to the text where appropriate)</p> <p>Pupils can apply their retrieval skills across a wide range of age-appropriate</p>	<p>Engage in whole class reading lessons, covering the KS2 content domains with individual exercise books.</p> <p>Pupils in year 6 apply what they have learned to more complex writing – specifically texts that they may not ordinarily choose to read.</p> <p>Texts chosen deliberately generate more 'meaty' discussions where pupils can debate contemporary issues.</p> <p>Pupils demonstrate independence when researching – showing a real understanding of reading.</p> <p>Pupils demonstrate retrieval skills across the curriculum at the same standard as</p>
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Vocabulary	<p>Use a wider range of vocabulary.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary throughout the day.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and</p>	<p>Pupils develop a deeper understanding of a wider range of vocabulary.</p> <p>To discuss word meaning and link new meanings to those already known.</p>	<p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>To discuss their favourite words and phrases.</p> <p>To be introduced to dictionaries.</p>	<p>As the demand of text increases, pupils are challenged to discuss the meaning of words within texts.</p> <p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>To begin to explore dictionaries.</p>	<p>Discuss vocabulary used to capture readers' interest and imagination</p> <p>Begin to use dictionaries and thesauruses with a level of independence.</p>	<p>To discuss vocabulary used by the author to create effect including figurative language.</p> <p>To evaluate the use of authors' language and explain how it has created an impact on the reader.</p> <p>To use dictionaries and thesauruses independently.</p>	<p>To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.</p> <p>To use dictionaries and thesauruses independently.</p>

	vocabulary.			To discuss authors' choice of words and phrases for effect.			
Poetry and performance	<p>Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p>Remember and sing entire songs.</p> <p>Engage in story times.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Learn rhymes, poems and songs.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in their pretend play.</p>	To recite simple poems by heart.	To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.	<p>To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</p> <p>To begin to use appropriate intonation and volume when reading aloud.</p>	<p>To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).</p> <p>To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud</p>	To continually show an awareness of audience when reading out loud using intonation, tone, volume and action	To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.