

ST MARY'S READING PROGRESSION 2021

INTENT:

At St Mary's we feel that English has a vital place in education and society. Our children need to develop skills in reading, writing, speaking and listening so that they can express themselves creatively and communicate with others effectively. We ensure that pupils leaving the school are confident, independent and literate learners.

We offer an exciting, broad and balanced curriculum that develops the literacy skills of each child to the highest level. Spoken language underpins the development of reading and writing in our school and speaking and listening is an integral part of the whole of the school day. Reading is a skill essential for life and it is vital that our children leave school able to read fluently, confidently and have a love of reading.

We want to encourage children to become enthusiastic and thoughtful readers who understand and engage with what they are reading which is supported through:

- Whole school approach to RWI phonics beginning in Nursery
 - (N) Start with set 1 sounds, a focus on a sound per week in the recommended sequence, taught and reviewed discretely each day
 - (R) Start with tricky/key words, five to begin and then a new set once those five have been learnt. Set 1 sounds are introduced at the beginning of Autumn 1 with 2 sounds a week being learnt. There is a greater focus on recognising these within words, segmenting and blending as well as formation and application in writing words and sentences in a 15/20 minute daily lesson on the carpet. By the end of Reception all children should know most key words and all set 1 and set 2 sounds
 - (1) Assess the sounds they know. Revise set 2 sounds in a 15/20 minute starter to ensure everyday practise. Introduction of set 3 sounds is a separate lesson held for around 30 minutes in the afternoon. Two set 3 sounds a week
- Oxford Reading tree beginning in Nursery with picture books before moving onto the stages. Children also encouraged to take home a separate picture book to enjoy. Story time an integral part of the day time routine. Bookshop introduced in YR to foster a love of reading
- Carefully selected texts to base reading and writing tasks around
- Carefully chosen books to read as a whole class at the end of a school day to allow all abilities to access an uninterrupted read
- Carefully planned and constructed *Think Aloud* worksheets in KS2 to develop inference
- A well-stocked and varied library and class book corner
- The ACR programme and reward system in KS2 to foster a love of reading
- An emphasis on sustained reading in guided sessions
- A focus on parental support in reading at home

We feel that the key purpose when teaching reading is a strong phonics scheme and reading programme beginning in the youngest years as well as many other opportunities for reading for pleasure to foster a love for stories and story telling. When reading, pupils are encouraged to use, practise and develop their phonic skills as well as reading for enjoyment. As children approach KS2, we aim to encourage a continued love of reading through a diverse book corner, varied reading opportunities in our *Think Alouds* and explicitly taught skills to aid children in their comprehension.

| | 30 – 50 months | 40 – 60 months | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Decoding | Recognises familiar words and signs such as | Hear and say the initial sound in words | Apply phonic knowledge and skills as | Continue to apply phonic knowledge and skills as the route to | Apply their growing knowledge of root words, prefixes and | Apply their growing knowledge of root words, prefixes and | Apply their growing knowledge of root words, prefixes and | Apply their growing knowledge of root words, prefixes and |

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| | <p>own name and advertising logos</p> | <p>Segment the sounds in simple words and blend them together</p> <p>Link sounds to letters, naming and sounding the letters of the alphabet and know which letters represent some sounds in simple words</p> <p>Begin to read words and simple sentences</p> <p>Use phonic knowledge to decode regular words and read them aloud accurately</p> <p>Read some common irregular words</p> <p>Read phonically regular words of more than</p> <p>Read many irregular but high frequency words</p> | <p>the route to decode words</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>Read accurately by blending sounds in unfamiliar words</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>Read common exception words</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</p> <p>Read other words of more than one syllable that contain taught GPCs</p> <p>Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</p> <p>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</p> | <p>decode words until automatic decoding has become embedded and reading is fluent</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>Read accurately words of two or more syllables that contain the same graphemes as above</p> <p>Read words containing common suffixes</p> <p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read most words [at an instructional level 93-95%] quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> | <p>suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet (relevant to Y3 see NC English Appendix 1)</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p>Child is beginning to experiment with different pronunciation of words based on their decoding knowledge</p> | <p>suffixes, both to read aloud and to understand the meaning of new words they meet</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p>Child can decode the word with the correct pronunciation based on their knowledge of vocabulary</p> | <p>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</p> | <p>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</p> <p>Child can decode new words fluently.</p> |
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| | | | Re-read these books to build up their fluency and confidence in word reading | | | | | |
| Range of Reading | <p>Listens to and joins in with stories and poems, one-to-one and also in small groups</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</p> | <p>Enjoy an increasing range of books</p> <p>Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions</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</p> <p>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>Child can independently link what they have read to their own experiences</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>Child can make links between what they are reading and their own experiences or what they have read before</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>Child can use the features/structures in different books (e.g. using the glossary to find the meaning of new words)</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</p> <p>Making comparisons within and across books</p> <p>Child begins to think about authorial intent with support</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</p> <p>Making comparisons within and across books</p> <p>Child is able to think about what they have read and what the author's intent was through the way it has been written/language used/layout on the page.</p> |
| Familiarity with Texts | <p>Looks at books independently</p> <p>Handles books carefully</p> <p>Knows information can be relayed in the form of print</p> <p>Holds books the correct way up and turns pages</p> <p>Knows that print carries meaning and, in English, is read from left to right and top to bottom</p> <p>Shows interest in illustrations and print in books and print in the environment</p> <p>Beginning to be aware of the way stories are structured</p> | <p>Follow a story without pictures or props</p> <p>Follow instructions involving several ideas or actions</p> | <p>Becoming very familiar with key stories, fairy stories and traditional tales</p> <p>Retelling key stories, fairy stories and traditional tales considering their particular characteristics</p> <p>Recognising and joining in with predictable phrases</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>Child is beginning to read a broader range of genres independently</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>Child is able to identify books of different genres</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>Children are beginning to identify the features of different types of genres with support</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>Children are independently able to identify the features of different genres</p> |
| Poetry & Performance | <p>Enjoys rhyming and rhythmic activities</p> <p>Shows awareness of rhyme and alliteration</p> | | <p>Learning to appreciate rhymes and poems</p> <p>Recite some rhymes and poems by heart</p> | <p>Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with</p> | <p>Preparing poems and play scripts to read aloud and to perform, showing understanding through</p> | <p>Preparing poems and play scripts to read aloud and to perform, showing understanding through</p> | <p>Learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing</p> | <p>Learning a wider range of poetry by heart; preparing poems and plays to read aloud and to perform, showing</p> |

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| | Recognises rhythm in spoken words | | | appropriate intonation to make the meaning clear | intonation, tone, volume and action Recognising some different forms of poetry | intonation, tone, volume and action Recognising some different forms of poetry Can identify the mood/tone of a poem from how it is written or performed (it is a happy poem because it has a lively rhythm) | understanding through intonation, tone and volume so that the meaning is clear to an audience Can identify different features of different types of poems | understanding through intonation, tone and volume so that the meaning is clear to an audience Is able to pick out linguistic features of different types of poems and why they have been used (e.g. I think the poet has used this metaphor because...) |
| Word Meanings | | Use vocabulary and forms of speech that are increasingly influenced by experiences of books | Discussing word meanings, linking new meanings to those already known | Discussing and clarifying the meanings of words, linking new meanings to known vocabulary Discussing their favourite words and phrases | Using dictionaries to check the meaning of words that they have read | Using dictionaries to check the meaning of words that they have read and can find synonyms | Can use dictionaries to check the meaning of words they have read and can find synonyms Is beginning to work out the meaning of new vocabulary from the context in which it was written | Can use dictionaries to check the meaning of words they have read and can find synonyms Can work out the meaning of new vocabulary from the context in which it was written Understands how connotations for different words can affect the mood/meaning of the text |
| Understanding | Suggests how the story might end Listens to stories with increasing attention and recall Describes main story settings, events and principal characters | Continue a rhyming string Know that information can be retrieved from books and computers | 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 As they read correcting inaccurate reading | Discussing the sequence of events in books and how items of information are related 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 | 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 Identifying main ideas drawn from more than one paragraph and summarising these | 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 Identifying main ideas drawn from more than one paragraph and summarising these Beginning to use evidence from the text to support their ideas | 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 Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main Ideas Can use evidence from the text to support points they are making about what they have read | 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; Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas Can use evidence from the text to support points they are making about what they have read Think about sentence structures and language used by the author to convey certain moods/ideas |

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| Inference | | Answer 'how' and 'why' questions about experiences and in response to stories or events | 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 from across the text | Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Can draw inferences from things that are not explicitly mentioned in the text | Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Can draw inferences from things that are not explicitly mentioned in the text Can talk about how the author wants the reader to think/feel through how the text is written |
| 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 | 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 | Discussing words and phrases that capture the reader's interest and imagination Identifying how language, structure, and presentation contribute to meaning Can identify how the layout of a text supports the authors intent | 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 Can draw comparisons with what they have read before | 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 Can draw comparisons with what they have read before Can identify whether or not they think the author's intent was successful and explain their opinions using examples and evidence |
| Non-Fiction | | | | Being introduced to non-fiction books that are structured in different ways | Retrieve and record information from non-fiction | Retrieve and record information from non-fiction | Distinguish between statements of fact and opinion Retrieve, record and present information from nonfiction | Distinguish between statements of fact and opinion Retrieve, record and present information from non-fiction Critique the text and how successful it is in their opinion |
| Discussing Reading | | Listen and respond to ideas expressed by | Participate in discussion about what is read to | Participate in discussion about books, poems & | Participate in discussion about both books that | Participate in discussion about both books that | Recommending books that they have read to | Recommending books that they have read to |

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| | | <p>others in conversation or discussion</p> <p>Understand humour, eg. nonsense rhymes, jokes</p> <p>Respond to instructions involving a two-part sequence</p> | <p>them, taking turns and listening to what others say</p> <p>Explain clearly their understanding of what is read to them</p> | <p>other works that are read to them & those that they can read for themselves, taking turns and listening to what others say</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p> | <p>are read to them and those they can read for themselves, taking turns and listening to what others say</p> | <p>are read to them and those they can read for themselves, taking turns and listening to what others say</p> <p>Discuss and compare how different themes and motifs are presented in different texts</p> | <p>their peers, giving reasons for their choices</p> <p>Participate in discussions about books, building on their own and others' ideas and challenging views courteously</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates</p> <p>Provide reasoned justifications for their views</p> | <p>their peers, giving reasons for their choices</p> <p>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</p> <p>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</p> <p>Provide reasoned justifications for their views</p> |
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