

Progression of skills in Reading

INTENT:

St Marie's RC Primary School we believe that all children should be actively encouraged to develop a love of the written word to lead them onto a path of 'lifetime reading'. We understand that reading is a fundamental skill which children need to master in order to flourish and to reach their potential. We aim for our children to be confident and expressive readers, who immerse themselves in the world of books in school and at home and develop a passion and enjoyment for reading. We recognise that reading exposes our children to new experiences, new cultures and stimulates their imagination.

IMPLEMENTATION

• 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. Phonics and the reading of reading skills is pivotal in our school. All children in in EYFS/Key Stage 1 have a daily phonics lesson through RWI. Children in Y2-Y6 read and complete Reading Explorers within a 4 day model. This whole class guided reading lesson focuses on decoding, orientation of the text, vocabulary, inference, deduction, and predictive reading skills. Every 2 weeks, children will read a 'cold text', which is differentiated to practise and embed the skills independently that they have learnt. 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. Our school and class libraries allow children to immerse themselves in the wonderful world of books. They are stocked with an attractive range of fiction and non-fiction to support every ability and reading choice and encompass the latest reading trends and classic texts that should be part of every child's primary school experience- building the children's cultural capital. Each class has a weekly library slot where they can spend quality time exploring the texts it has to offer. During this time, children are also invited to take home a 'Reading for Pleasure' book in addition to their school reading book/s. 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 to prepare them for their secondary education.

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
The everywhere bear.	Rapunzel	Pattan's Pumpkin	The Stone Age Boy	Arthur and the Golden	Queen of Darkness	The Adventurers of
So Much (Nursery)	The Lost Wolf	If All The World Were	The Tin Forest	Rope	Escape from Pompei	Odysseus
Billy's Bucket	The Snail and the Whale	Emperor's Egg	Pebble in my Pocket	Charlotte's Web	Song from Somewhere	Way Home
Surprising sharks (NF)	The Fox and the Star	Antarctic Antics	The Iron Man	Belonging	Else	Promise
The Jolly postman	Traction Man	The Dark	The Princess who hid in	All the Wild Wonders	Cosmic Disco	Stay where you are
(Christmas)	Anna Hibiscus	The Great Fire of	the Tree	The Sun is laughing	Street Child Snow	then leave
The Gruffalo	Out and About	London	The Owl and the Pussy	The Lost Happy Endings	Shackleton's Journey	Good Night Mr Tom
We're going on a bear	Beegu	The Princess and the	Cat	The Wolfs Footprints	Rain Player	Sheep Don't Go to
hunt.	The Man on the Moon	White Bear King	The Bluest of Blues	The Egyptian Cinderella	The corn Grows Ripe	school
Brave bear	Where the Wild Things	A necklace of Raindrops	The Mouse Hole Cat	The Great Hippo	Bitter Chocolate	Varmints
Aagh Spider	are.	The Robot and the Blue	The Great Kapok Tree	Hot like Fire	The Journey	Dark Sky Park
Handa's Surprise	The Lonely Beast.	Bird				Foodland

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No Dinner Naughty Bus Splash Anna Hibiscus	The bee who spoke Storm Whale The Secret Garden	How to Find Gold Florence Nightingale Mary Seacole Moth Greta and the Giants Ten things I can do to help my world	Rejoice- Rainforest Poems Into the Forest One Plastic Bag	The boy at the Back of the Class Fly eagle Fly		
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Impact- How do we know our intent has been implemented?

Pupil voice reflections conducted by subject leader and school council.
Monitoring of progress by SLT and phase leads
Range of texts that children are exposed to in English and Reading Explorers lessons.
Teachers reading and sharing high quality books and poetry with children.
Our Book culture within our school.
Children using the library to support their love of reading.
Reading areas around school are used to their full potential Progression in the work and outcomes of the children.
End of Year assessment objectives are met, and data tracked each term by leaders (including NTS Reading assessments)
Children able to apply reading skills to a range of contexts and subjects in school.
Children love to read and immerse themselves in books.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding	Initial Code (Sounds Write units 1-7) Initial Code (Sounds Write units 8-11) Bridging Lessons in to the Extended Code (this begins in Year 1)	Extended Code (Sounds Write units 1-26) See Phonics LTP (separate document)	Extended Code (Sounds Write units 27-50) See Phonics LTP (separate document) *secure phonic decoding unit reading is fluent *read accurately by blending, including	*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	*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	*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	*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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	See Phonics LTP (separate document)		alternative sounds for graphemes *read multisyllable words containing these graphemes *read common suffixes *read exception words, noting unusual *read most words quickly & accurately without overt sounding and blending	where these occur in the word	where these occur in the word		
Range of Reading	*Listens to and joins in with stories and poems, one-to-one and also in small groups *listens to stories with increasing attention and recall *shows interest in illustrations and print in books and print in the environment	*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	*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	*listening to and discussing a wide of fiction, poetry, plays, non-fiction and reference books or textbooks *reading books that are structured in different ways and reading for a range of purposes	*listening to and discussing a wide of fiction, poetry, plays, non-fiction and reference books or textbooks *reading books that are structured in different ways and reading for a range of purposes	*continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *reading books that are structured in different ways and reading for a range of purposes *making comparisons within and across books	*continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *reading books that are structured in different ways and reading for a range of purposes *making comparisons within and across books
Familiarity with texts	*joins in with repeated refrains and anticipates	*becoming very familiar with key stories, fairy	*becoming increasingly familiar with and	*increasing their familiarity with a wide of range	*increasing their familiarity with a wide of range	*increasing their familiarity with a wide range of	*increasing their familiarity with a wide range of

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	key events and phrases in rhymes and stories *beginning to be aware of the way stories are structured *suggests how the story might end *describes main story settings, events and principal characters	stories and traditional tales, retelling them and considering their particular characteristics *recognising and joining in with predictable phrases	retelling a wider range of stories, fairy stories and traditional tales *recognising simple recurring literary language in stories and poetry	books, including fairy stories, myths and legends, and retelling some of these orally *identifying themes and conventions in a wide range of books	books, including fairy stories, myths and legends, and retelling some of these orally *identifying themes and conventions in a wide range of books	books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions *identifying and discussing themes and conventions in and across a wide range of writing	books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions *identifying and discussing themes and conventions in and across a wide range of writing
Poetry & Performance	*enjoys rhyming and rhythmic activities *shows awareness of rhyme and alliteration *listens to and joins in with poems, one-to-one and also in small groups Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories *continues a rhyming string	*learning to appreciate rhymes and poems, and to recite some by heart	*continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	*preparing poems and play scripts to read aloud and to perform, showing understand through intonation, tone, volume and action *recognising some different forms of poetry	*preparing poems and play scripts to read aloud and to perform, showing understand through intonation, tone, volume and action *recognising some different forms of poetry	*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	*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

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Word Meanings	*uses vocabulary and forms of speech that are increasingly influenced by their experiences of books *extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words	*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		
Understanding	*beginning to be aware of the way stories are structured *they demonstrate an understanding when talking with others about what they have read	*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 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	*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	*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

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Inference	*suggests how the story might end *describes main story settings, events and principal characters	*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 inference such as inferring characters' feelings, thought and motives from their actions, and justifying inferences with evidence	*drawing inference such as inferring characters' feelings, thought and motives from their actions, and justifying inferences with evidence	*drawing inference such as inferring characters' feelings, thought and motives from their actions, and justifying inferences with evidence	*drawing inference such as inferring characters' feelings, thought and motives from their actions, and justifying inferences with evidence
Prediction	*predict what the sort could be about using the title page	*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	*identifying how language, structure and presentation contribute to meaning *discuss and evaluate how authors uses language, including figurative language, considering the impact on the reader	*identifying how language, structure and presentation contribute to meaning *discuss and evaluate how authors uses language, including figurative language, considering the impact on the reader
Non-fiction	*knows how information can be relayed in the form of print		*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	*distinguish between statements of fact and opinion *retrieve, record and present

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						information from non-fiction	information from non-fiction
Discussing Reading	*listens to stories and participate in discussion about what is read to them, taking turns and listening to what others say	*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 & other works that are read to them & 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	*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 reason 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	*recommending books that they have read to their peers, giving reason 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