Reading Curriculum Progression Overview

Nursery	Reception

By the end of Nursery children should:
 	
• Understand the five key concepts about print:
  ○ print has meaning
  ○ print can have different purposes
  ○ we read English text from left to right and from top to bottom
  ○ the names of the different parts of a book
  ○ page sequencing
 	
• Develop their phonological awareness, so that they can:
  ○ spot and suggest rhymes
  ○ count or clap syllables in a word
  ○ recognise words with the same initial sound, such as money and mother
 	
• Engage in extended conversations about stories, learning new vocabulary.
	By the end of Reception children should be able to:
	
	• Read individual letters by saying the sounds for them.
	• Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.
	• Read some letter groups that each represent one sound and say sounds for them.
	• Read a few common exception words matched to the school's phonic programme.
	• Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.
	• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
	
	<u>Early Learning Goals</u>
	
	<u>Comprehension</u>
	Children at the expected level of development will:
	- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
	- Anticipate – where app in ropriate – key events in stories;
	- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
	
	<u>Word Reading</u>
	Children at the expected level of development will:
	- Say a sound for each letter in the alphabet and at least 10 digraphs;
	- Read words consistent with their phonic knowledge by sound-blending;
	- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Reading Curriculum Progression Overview

	Year 1	Year 2	Year 3
	WORD READING & FLUENCY		
Decoding	• 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 [*Grapheme-Phoneme Correspondences • 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	• 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 correspondence 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 without undue hesitation • Re-read these books to build up their fluency and confidence in word reading • 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	• apply a growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words • read exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

Reading Curriculum Progression Overview

Performance and Reading Aloud	• Learn to appreciate rhymes and poems, and to recite some by heart	• Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	• prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • read and respond to unfamiliar texts fluently, using the punctuation correctly • self-correct when reading out loud • recognise some different forms of poetry
COMPREHENSION			
Range of Reading	• Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • Be encouraged to link what they read or hear read to their own experiences • Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • Recognise and join in with predictable phrases	• Develop pleasure in reading, motivation to read, vocabulary and understanding by 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 • Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Recognise simple recurring literary language in stories and poetry • Be introduced to non-fiction books that are structured in different ways	• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • retrieve and record information from non-fiction • reading books that are structured in different ways and reading for a range of purposes • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • reading books from a range of different cultures and traditions • identify themes and conventions in a wide range of books • make connections across texts in order to build knowledge about a subject area
Discussing Reading	• 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 what is read to them, taking turns and listening to what others say • Explain clearly their understanding of what is read to them	• express opinions about books and authors, giving reasons • 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 • communicate ideas relating to character motivation, story structure and use of language by drawing on personal experience to support with reasoning

Reading Curriculum Progression Overview

Problem Solving	**Word Meaning** • Discuss word meanings, linking new meanings to those already known **Understanding** • Check that the text makes sense to them as they read and correcting inaccurate reading • Draw on what they already know or on background information and vocabulary provided by the teacher	**Word Meaning** • Discuss and clarify the meanings of words, linking new meanings to known vocabulary **Understanding** • Discuss the sequence of events in books and how items of information are related • Draw on what they already know or on background information and vocabulary provided by the teacher • Check that the text makes sense to them as they read and correct inaccurate reading	• check that the book makes sense, discussing understanding and exploring the meaning of words in context • use dictionaries to check the meaning of words • ask questions to improve their understanding and clarify the meaning of words • read around unfamiliar words to develop an understanding of their meaning
Authorial Intent	• Discuss their favourite words and phrases	• Discuss their favourite words and phrases	• discuss words and phrases that capture the reader's interest and imagination • identifying how language, structure, and presentation contribute to meaning
Summarising			• identify main ideas drawn from more than one paragraph and summarising these in different ways (bullet points and/or paragraphs)
Predicting	• Discuss the significance of the title and events • Predict what might happen on the basis of what has been read so far	• Answer and ask questions • Predict what might happen on the basis of what has been read so far	• predict what might happen with evidence from the text
Inferring	• Make inferences on the basis of what is being said and done	• Make inferences on the basis of what is being said and done	• draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Reading Curriculum Progression Overview

Reading Curriculum Progression Overview

	Year 4	Year 5	Year 6
WORD READING & FLUENCY			
Decoding	• apply a growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words • read exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	• apply a 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	
Performance and Reading Aloud	• prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • read and respond to unfamiliar texts fluently, using the punctuation correctly • self-correct when reading out loud • recognise some different forms of poetry	• learn a wider range of poetry by heart preparing poems and plays to read aloud and to perform • read unfamiliar texts with ease, showing understanding through intonation, tone and volume so that the meaning is clear to an audience • read aloud with an awareness of audience and purpose (to entertain, inform, persuade)	
COMPREHENSION			
Range of Reading	• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • retrieve and record information from non-fiction • reading books that are structured in different ways and reading for a range of purposes • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • reading books from a range of different cultures and traditions	• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • retrieve, record and present information from a range of non-fiction in appropriate ways • reading books that are structured in different ways, including unconventional ways and reading for a range of purposes • making comparisons within and across books • 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 to enable a comparative analysis • identifying and discussing themes and conventions in and across a wide range of writing	

Reading Curriculum Progression Overview

	• identify themes and conventions in a wide range of books • make connections across texts in order to build knowledge about a subject area	• make connections across texts, building knowledge about a subject and thinking critically about the sources and style of language used
Discussing Reading	• express opinions about books and authors, giving reasons • 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 • communicate ideas relating to character motivation, story structure and use of language by drawing on personal experience to support with reasoning	• recommend books to peers, giving reasons for choices • participate in discussions about books, building on own and others' ideas and challenging views courteously • explain and discuss understanding texts read, including through formal presentations and debates, • provide reasoned justifications for views
Problem Solving	• check that the book makes sense, discussing understanding and exploring the meaning of words in context • use dictionaries to check the meaning of words • ask questions to improve their understanding and clarify the meaning of words • read around unfamiliar words to develop an understanding of their meaning	• check that the book makes sense, discussing understanding and exploring the meaning of words in context • use dictionaries to check the meaning of words • ask questions to improve their understanding and clarify the meaning of words • read around unfamiliar words to develop an understanding of their meaning
Authorial Intent	• discuss words and phrases that capture the reader's interest and imagination • identifying how language, structure, and presentation contribute to meaning	• identify 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 in non-fiction texts, including bias
Summarising	• identify main ideas drawn from more than one paragraph and summarising these in different ways (bullet points and/or paragraphs)	• summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas • giving succinct summaries for varying lengths of text, focusing on the salient aspects
Predicting	• predict what might happen with evidence from the text	• predict what might happen from details stated and implied (being able to read between the lines of actions, dialogue and narrative). • make predictions using the correct degree of certainty (might, is likely to…)

Reading Curriculum Progression Overview

Inferring	• draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	• draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • draw inferences from the text, with reference to a wider knowledge base, both general and subject-specific