



St. Mark's CofE Primary School

Reading Progression Plan



	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1. Word Reading/ Phonics	<p>ELG: Word Reading Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. 	<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 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 [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) 	<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 	<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 			<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.
2. Common exception words	<p>To read some common exception words matched to the school's phonic programme.</p> <p>To read some common exception words by sight.</p>	<p>To read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p>	<p>To read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p>	<p>- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>			<p>- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>

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3. Fluency	<p>Blend sounds into words, so that they can read short words made up of letter-sound correspondences. Read simple phrases and sentences made up of words with known letter sound correspondences and, where necessary, a few exception words. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</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>- re-read these books to build up their fluency and confidence in word reading.</p>	<p>- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>-read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>- re-read these books to build up their fluency and confidence in word reading</p>	To read for fluency, understanding and for an audience.		To read for fluency, understanding and for an audience.	
4. Range of reading		<p>Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p> <p>Recognise and join in with predictable phrases.</p>	<p>Listen to, discuss and express 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>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</p> <p>Be introduced to non-fiction books that are structured in different ways</p> <p>Recognise simple recurring literary language in stories and poetry.</p>	<p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Identifying themes and conventions in a wide range of books.</p> <p>Read books that are structured in different ways and reading for a range of purposes</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>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Read books that are structured in different ways and reading for a range of purposes.</p> <p>Increase 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 English</p>	
2. Comprehension Understanding	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;	Be encouraged to link what they read or hear read to their own experiences.	Discuss the sequence of events in books, and how items of information are related. Understand both the books that they can already read accurately	Use dictionaries to check the meaning of words that they have read Understand what they read, in books they can read independently, by:		Understand what they read by: - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.	

		<p>Discuss word meanings, linking new meanings to those already known.</p> <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <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. 	<p>and fluently and those that they listen to by:</p> <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 	<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. - identifying main ideas drawn from more than one paragraph and summarising these. 	<ul style="list-style-type: none"> - asking questions to improve their understanding. - 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. 		
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Inference		<p>Discuss the significance of the title and events.</p> <p>Making inferences on the basis of what is being said and done.</p>	<p>Making inferences on the basis of what is being said and done.</p>	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>		
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Prediction	<p>Anticipate – where appropriate – key events in stories</p>	<p>Predicting what might happen on the basis of what has been read so far.</p>	<p>Answering and asking questions - predicting what might happen on the basis of what has been read so far</p>	<p>Predicting what might happen from details stated and implied</p>	<p>Predicting what might happen from details stated and implied</p>		
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
3. Vocabulary	<p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>	<p>Pupils should revise and consolidate the GPCs and the common exception words taught in Reception.</p> <p>As soon as they can read words comprising the year 1 GPCs accurately and speedily, they should move on to the year 2 programme of study for word reading.</p> <p>The number, order and choice of exception words taught will vary according to the phonics programme being used.</p>	<p>Pupils should revise and consolidate the GPCs and the common exception words taught in year 1.</p> <p>The exception words taught will vary slightly, depending on the phonics programme being used.</p> <p>As soon as pupils can read words comprising the year 2 GPCs accurately and speedily, they should move on to the years 3 and 4 programme of study for word reading.</p> <p>When pupils are taught how to read longer words, they should be</p>	<p>At this stage, teaching comprehension should be taking precedence over teaching word reading directly.</p> <p>Any focus on word reading should support the development of vocabulary.</p> <p>When pupils are taught to read longer words, they should be supported to test out different pronunciations.</p> <p>They will attempt to match what they decode to words they may have already heard but may not have seen in print [for example, in reading 'technical', the pronunciation /tɛtʃnɪkəl/ ('tetchnical') might not sound familiar, but /tɛknɪkəl/ ('teknical') should].</p>	<p>At this stage, there should be no need for further direct teaching of word reading skills for almost all pupils.</p> <p>If pupils are struggling or failing in this, the reasons for this should be investigated. It is imperative that pupils are taught to read during their last two years at primary school if they enter year 5 not being able to do so.</p> <p>Pupils should be encouraged to work out any unfamiliar word. They should focus on all the letters in a word so that they do not, for example, read 'invitation' for 'imitation' simply because they might be more familiar with the first word.</p>		

		<p>Ensuring that pupils are aware of the GPCs they contain, however unusual these are, supports spelling later.</p> <p>Young readers encounter words that they have not seen before much more frequently than experienced readers do, and they may not know the meaning of some of these.</p> <p>Practice at reading such words by sounding and blending can provide opportunities not only for pupils to develop confidence in their decoding skills, but also for teachers to explain the meaning and thus develop pupils' vocabulary.</p> <p>English 22 Notes and guidance (non-statutory) Pupils should be taught how to read words with suffixes by being helped to build on the root words that they can read already.</p> <p>Pupils' reading and re-reading of books that are closely matched to their developing phonic knowledge and knowledge of common exception words supports their fluency, as well as increasing their confidence in their reading skills.</p> <p>Fluent word reading greatly assists comprehension, especially when pupils come to read longer books.</p>	<p>shown syllable boundaries and how to read each syllable separately before they combine them to read the word.</p> <p>Pupils should be taught how to read suffixes by building on the root words that they have already learnt. The whole suffix should be taught as well as the letters that make it up.</p> <p>Pupils who are still at the early stages of learning to read should have ample practice in reading books that are closely matched to their developing phonic knowledge and knowledge of common exception words. As soon as the decoding of most regular words and common exception words is embedded fully, the range of books that pupils can read independently will expand rapidly.</p> <p>Pupils should have opportunities to exercise choice in selecting books and be taught how to do so.</p>			<p>Accurate reading of individual words, which might be key to the meaning of a sentence or paragraph, improves comprehension.</p> <p>When teachers are reading with or to pupils, attention should be paid to new vocabulary – both a word's meaning(s) and its correct pronunciation.</p>	
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Authorial intent				<p>discussing words and phrases that capture the reader's interest and imagination</p> <p>identifying how language, structure, and presentation contribute to meaning</p>		<p>- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>	
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Discussing reading		<p>Participate in discussion about what is read to them, taking turns and listening to what others say</p>	<p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p>	<p>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.</p>		<p>Recommending books that they have read to their peers, giving reasons for their choices</p>	

		Explain clearly their understanding of what is read to them	Discussing their favourite words and phrases. 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 Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.			Identifying and discussing themes and conventions in and across a wide range of writing. Making comparisons within and across books. 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.	
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Non- Fiction			Be introduced to non-fiction books that are structured in different ways	Retrieve and record information from non-fiction		distinguish between statements of fact and opinion - retrieve, record and present information from non-fiction	
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Poetry	Learn rhymes, poems, and songs	- 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 understanding through intonation, tone, volume and action - recognising some different forms of poetry [for example, free verse, narrative 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	
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4. Love of reading	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories	Pupils should have extensive experience of listening to, sharing and discussing a wide range of high-quality books with the teacher, other adults and each other to engender a love of reading at the same time as they are reading independently. Pupils' vocabulary should be developed when they listen to books read aloud and when they discuss what they have heard. Such vocabulary can also feed into their writing. Knowing the meaning of more words increases pupils'	Pupils should be encouraged to read all the words in a sentence and to do this accurately, so that their understanding of what they read is not hindered by imprecise decoding (for example, by reading 'place' instead of 'palace'). English 30 Notes and guidance (non-statutory) Pupils should monitor what they read, checking that the word they have decoded fits in with what else they have read and makes sense in the context of what they already know about the topic.	The focus should continue to be on pupils' comprehension as a primary element in reading. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge. Pupils should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales. They should also learn the conventions of different types of writing (for example, the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions).		Even though pupils can now read independently, reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. Pupils should continue to apply what they have already learnt to more complex writing. Pupils should be taught to recognise themes in what they read, such as loss or heroism. They should have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters),	

<p>and non-fiction) they read with them, and enjoy rhymes, poems and songs together.</p> <p>Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p>	<p>chances of understanding when they read by themselves. The meaning of some new words should be introduced to pupils before they start to read on their own, so that these unknown words do not hold up their comprehension. However, once pupils have already decoded words successfully, the meaning of those that are new to them can be discussed with them, so contributing to developing their early skills of inference.</p> <p>By listening frequently to stories, poems and non-fiction that they cannot yet read for themselves, pupils begin to understand how written language can be structured in order, for example, to build surprise in narratives or to present facts in non-fiction. Listening to and discussing information books and other non-fiction establishes the foundations for their learning in other subjects.</p> <p>Pupils should be shown some of the processes for finding out information. Through listening, pupils also start to learn how language sounds and increase their vocabulary and awareness of grammatical structures. In due course, they will be able to draw on such grammar in their own writing.</p> <p>Rules for effective discussions should be agreed with and demonstrated for pupils. They should help to develop and evaluate them, with the expectation that everyone takes part.</p> <p>Pupils should be helped to consider the opinions of others. Role-play can help pupils to identify with and explore characters and to try out the language they have listened to.</p>	<p>The meaning of new words should be explained to pupils within the context of what they are reading, and they should be encouraged to use morphology (such as prefixes) to work out unknown words.</p> <p>Pupils should learn about cause and effect in both narrative and non-fiction (for example, what has prompted a character's behaviour in a story; why certain dates are commemorated annually). 'Thinking aloud' when reading to pupils may help them to understand what skilled readers do.</p> <p>Deliberate steps should be taken to increase pupils' vocabulary and their awareness of grammar so that they continue to understand the differences between spoken and written language.</p> <p>Discussion should be demonstrated to pupils.</p> <p>They should be guided to participate in it and they should be helped to consider the opinions of others. They should receive feedback on their discussions.</p> <p>Role-play and other drama techniques can help pupils to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to</p>	<p>Pupils should be taught to use the skills they have learnt earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words.</p> <p>English 38 Notes and guidance (non-statutory) Pupils should continue to have opportunities to listen frequently to stories, poems, nonfiction and other writing, including whole books and not just extracts, so that they build on what was taught previously. In this way, they also meet books and authors that they might not choose themselves.</p> <p>Pupils should also have opportunities to exercise choice in selecting books and be taught how to do so, with teachers making use of any library services and expertise to support this.</p> <p>Reading, re-reading, and rehearsing poems and plays for presentation and performance give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words.</p> <p>Pupils should be encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning.</p> <p>These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension. In using non-fiction, pupils should know what information they need to look for before they begin and be clear about the task.</p> <p>They should be shown how to use contents pages and indexes to locate information.</p> <p>Pupils should have guidance about the kinds of explanations and questions that are expected from them. They should help to develop, agree on, and evaluate rules for effective discussion. The expectation should be that all pupils take part</p>	<p>within a text and across more than one text. They should continue to learn the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies.</p> <p>Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect. In using reference books, pupils need to know what information they need to look for before they begin and need to understand the task.</p> <p>They should be shown how to use contents pages and indexes to locate information. The skills of information retrieval that are taught should be applied, for example, in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information, for example, reading information leaflets before a gallery or museum visit or reading a theatre programme or review.</p> <p>Teachers should consider making use of any library services and expertise to support this. Pupils should have guidance about and feedback on the quality of their explanations and contributions to discussions.</p> <p>Pupils should be shown how to compare characters, settings, themes and other aspects of what they read.</p>
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