



Aldermaston CE Primary School

Progression in reading

Intent

Reading is a life skill.

At Aldermaston CE Primary School we want every child to leave school as a fluent reader, enabling them to be fully prepared for further academic study, and suitably equipped for the essentials of everyday life. Children will have accessed a core spine of texts which cover a wide range of genres. We want them to read for information and for pleasure, experiencing the joy of books through reading, and being read to. Over time, we want every child to develop a reading identity of their own, and to gain the passion and curiosity to want to continue their reading journey.

In Early Years and KS1 reading is introduced through the "Letters and Sounds" phonics scheme (Primary National Strategy 2007).

We have a strong foundation of shared reading approaches across the school.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and decoding	<p>To enjoy rhyming and rhythmic activities</p> <p>To show an awareness of rhyme and alliteration</p> <p>To recognise rhythm in spoken words</p> <p>To continue a rhyming string</p> <p>To hear and say the initial sound in words</p> <p>To segment the sounds in simple words, blend them together and know which letter represents some of them</p> <p>To link sounds to letters, naming and sounding the letters of the alphabet</p> <p>To use phonic knowledge to decode regular words and read them aloud accurately.</p>	<p>To apply phonic knowledge and skills as the route to decode words</p> <p>To blend sounds in unfamiliar words using the phonemes they have been taught</p> <p>To respond speedily, giving the correct sound to the graphemes for all of the 40+ phonemes</p> <p>To read words containing taught phonemes</p> <p>To read words containing –s, -es, -ing, -ed and –est endings</p> <p>To read words with contractions</p>	<p>To continue to apply phonic knowledge and skills as the route to decode words till automatic decoding is 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 or 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 (possibly still needing support to read longer unknown words)</p> <p>To apply their growing knowledge of root words and prefixes (see spelling lists) to read longer words</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill</p> <p>To apply their growing knowledge of root words and prefixes (see spelling lists) to read longer words aloud fluently</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill</p> <p>To recognise meanings through contextual cues</p> <p>To apply their growing knowledge of root words and prefixes (see spelling lists) to read longer words aloud fluently</p>	<p>To read fluently with full knowledge of Y5/6 exception words, root words, prefixes, suffixes/word endings</p> <p>To decode any unfamiliar words with increasing speed and skill, recognising their meanings through contextual cues</p>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Common exception words	To read some common irregular words	To read Year 1 common exception words, noting unusual correspondences between spelling and sound and where these occur	To read Year 1/2 common exception words, noting unusual correspondences between spelling and sound and where these occur	To begin to read Year 3/4 common exception words	To read all Year 3/4 common exception words, discussing unusual correspondences between spelling and sound and where these occur	To read most Year 5/6 common exception words, discussing unusual correspondences between spelling and sound and where these occur	To read all Year 5/6 common exception words, discussing unusual correspondences between spelling and sound and where these occur

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fluency	<p>To show interest in illustrations and print in books and print in the environment</p> <p>To recognise familiar words and signs such as own name and advertising logos</p> <p>To look at/handle books independently, for example by holding them the correct way up and turning the pages</p> <p>To ascribe meaning to marks that they see in different places</p> <p>To begin to break the flow of speech into words</p> <p>To begin to read words and simple sentences</p> <p>To understand simple sentences they have read</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 (fully decodable)</p> <p>To reread texts to build up fluency and confidence in word reading</p>	<p>To read aloud books, closely matched to their phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>To reread books to build up fluency and confidence in word reading</p> <p>To read words accurately and fluently without overt sounding and blending – at about 90 words per minute, in age-appropriate texts</p>	<div> <p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading, in individual or guided sessions, should support the development of vocabulary.</p> </div>			

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding and correcting inaccuracies	<p>To know that print carries meaning and, in English, is read from left to right and from top to bottom</p> <p>To understand humour, eg jokes</p>	<p>To check that a text makes sense to them as they read</p> <p>To self-correct</p>	<p>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>To check that a text makes sense to them as they read and to correct inaccurate reading</p>		<p>To check that a text makes sense to them as they read and to correct inaccurate reading</p>		

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Comparing, contrasting and commenting	<p>To listen to stories with increasing attention and recall</p> <p>To anticipate key events and phrases in rhymes and stories</p> <p>To begin to be aware of the way stories are structured</p> <p>To describe main story settings, events and characters</p> <p>To enjoy an increasing range of books</p> <p>To follow a story without pictures/props</p> <p>To listen to stories and respond to what they hear with relevant comments, questions, actions</p> <p>To demonstrate understanding when talking with others about what they have read</p>	<p>To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that which they can read independently</p> <p>To link what they have read to have read to them to their own experiences</p> <p>To retell familiar stories in increasing detail</p> <p>To join in with discussions about a text, taking turns and listening to what others say</p> <p>To discuss the significance of titles and events</p>	<p>To participate in discussions about books, poems and other works that are read to them at a level beyond that which they can read independently</p> <p>To explain their understanding and express their views</p> <p>To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales</p> <p>To discuss the sequence of events in books and how items of information are related</p> <p>To recognise simple recurring literary language</p> <p>To ask and answer questions about a text</p>	<p>To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books</p> <p>To use appropriate terminology when discussing texts (plot, character, setting)</p>	<p>To discuss and compare texts from a wide variety of genres and writers</p> <p>To read for a range of purposes</p> <p>To identify themes and conventions in a wide range of books</p> <p>To refer to authorial style, overall themes, features and presentational devices</p> <p>To identify how language, structure and presentation contribute to meaning</p> <p>To identify main ideas drawn from more than one paragraph and summarise these</p>	<p>To read a wide range of genres, identifying the characteristic of the text types and differences between text types</p> <p>To 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 their views courteously</p> <p>To identify main ideas drawn from more than one paragraph and to summarise these</p> <p>To recommend texts to peers based on personal choice</p>	<p>To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions</p> <p>To recognise more complex themes in what they read</p> <p>To 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 as necessary</p> <p>To listen to guidance and feedback on the quality of their explanations and contributions to discussions, and to make improvements</p> <p>To draw out key information</p>

			To make links between the text they are reading and other texts they have read				To summarise the main ideas in a text To distinguish between statements of fact and opinion, providing reasoned justifications for their views
--	--	--	--------------------------------------------------------------------------------	--	--	--	-------------------------------------------------------------------------------------------------------------------------------------------------------

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Words in context and authorial choice	<p>To build up vocabulary that reflects the breadth of their experiences</p> <p>To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words</p> <p>To use vocabulary and forms of speech that are increasingly influenced by their experiences of books</p>	To discuss words meaning and link new meanings to those already known	<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 check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>To discuss authors' choice of words and phrases for effect</p>	To discuss vocabulary used to capture reader's interest and imagination	<p>To discuss vocabulary used by the author to create particular effects, including figurative language</p> <p>To evaluate the use of authors' language and explain how it has created an impact on the reader</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, imagery

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Inference and prediction	<p>To suggest how a story might end</p> <p>To begin to understand “why” and “how” questions</p> <p>To answer “how” and “why” questions about their experiences and in response to stories or events</p>	<p>To begin to make simple inferences</p> <p>To predict what might happen on the basis on what has been read so far</p>	<p>To make inferences on the basis on what is being said and done</p> <p>To predict what might happen on the basis of what has been read so far in a text</p>	<p>To ask and answer questions appropriately, including some simple inference questions based on characters’ feelings, thoughts and motives</p> <p>To justify predictions using evidence from the text</p>	<p>To draw inferences from characters’ feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text</p> <p>To justify predictions from details stated and implied</p>	<p>To draw inferences from characters’ feelings, thoughts and motives</p> <p>To make predictions from details stated and implied, justifying these in detail using evidence from the text</p>	<p>To consider different accounts of the same event</p> <p>To discuss viewpoints, both of fictional characters and authors</p> <p>To discuss how characters change and develop through texts by drawing inferences</p>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Poetry and performance	<p>To listen to and join in with stories and poems, one to one and also in small groups</p> <p>To join in with repeated refrains in rhymes and stories</p> <p>To use intonation, rhythm and phrasing to make the meaning clear to others</p> <p>To develop preference for forms of expression</p> <p>To play cooperatively as part of a group to develop and act out a narrative</p> <p>To express themselves effectively, showing awareness of listener's needs</p>	To recite simple poems by heart	<p>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>	<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</p> <p>To prepare and perform poems and play scripts with appropriate techniques</p> <p>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

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Non fiction	<p>To know that information can be relayed in the form of print</p> <p>To know that information can be retrieved from books and computers</p>		To recognise that nonfiction books are often structured in different ways	To retrieve and record information from nonfiction texts	<p>To use all of the organisational devices available within a nonfiction text to retrieve, record and discuss information</p> <p>To use dictionaries to check the meaning of words</p>	To use knowledge of texts and organisational devices to retrieve, record and discuss information from fiction and nonfiction texts	<p>To retrieve, record and present information from fiction and nonfiction texts</p> <p>To use nonfiction texts for purposeful information retrieval in contexts where they are genuinely motivated to find out information (independent research, film reviews, leaflets/maps for a museum visit...)</p>