

Reading Progression Document



GILES BROOK SCHOOL

Early Years			
	Nursery (3 and 4 yrs)	Reception	ELG
Word Reading	<ul style="list-style-type: none"> • Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in words • recognise words with the same initial sound, such as money and mother 	<p>Read individual letters by saying the sounds for them.</p> <ul style="list-style-type: none"> • Blend sounds into words, so that they can read short words made up of letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words 	<p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <ul style="list-style-type: none"> • 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.
Common Exception Words		Read a few common exception words matched to the school's phonic programme.	
Fluency	<ul style="list-style-type: none"> • Understand the five key concepts about print: • print has meaning • the names of different parts of a book • print can have different purposes • page sequencing • we read English text from left to right and from top to bottom • Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in words • recognise words with the same initial sound, such as money and mother 	<p>Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</p> <ul style="list-style-type: none"> • 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.
Comprehension	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <ul style="list-style-type: none"> • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • Be able to express a point of view and debate when they disagree with 	<p>Listen to and talk about stories to build familiarity and understanding.</p> <ul style="list-style-type: none"> • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. • Listen carefully to rhymes and songs, paying attention to how they sound. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <ul style="list-style-type: none"> • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories,

	<p>an adult or a friend, using words as well as actions.</p> <ul style="list-style-type: none"> Engage in extended conversations about stories, learning new vocabulary 		<p>non-fiction, rhymes and poems and during role play.</p>
Words in Context and Authorial Choice	<ul style="list-style-type: none"> Use a wider range of vocabulary. <p>Literacy</p> <ul style="list-style-type: none"> Engage in extended conversations about stories, learning new vocabulary 	<p>Learn new vocabulary. • Use new vocabulary throughout the day.</p> <ul style="list-style-type: none"> Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 	<ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play
Inference and Prediction	<p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p>		<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Anticipate (where appropriate) key events in stories</p>
Poetry and Performance	<p>Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p>	<p>Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p>	<p>Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p>
Non Fiction	<p>Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p>		<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play</p>

Word Reading KS1

	Year 1	Year 2
Phonics and Decoding	<p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To 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>To read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p>	<p>To 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.</p> <p>To read accurately words of two or more syllables that contain the same graphemes as above.</p>

Common Exception Words	<p>To read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>To read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.</p> <p>To read other words of more than one syllable that contain taught GPCs.</p> <p>To read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).</p>	<p>.To read words containing common suffixes.</p> <p>To read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p>
Fluency	<p>To 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>To re-read these books to build up their fluency and confidence in word reading.</p>	<p>To read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</p> <p>To read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>To re-read these books to build up their fluency and confidence in word reading.</p>

Word Reading KS2

	Year 3	Year 4	Year 5	Year 6
Phonics and Decoding	<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>To apply their growing knowledge of root words, prefixes including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti and auto and to begin to read aloud and to understand the meaning of new words they meet.</p> <p>To apply their growing knowledge of suffixes/word endings including -ation, -ly, -ous, -ture, -sure, -sion, tion, -ssion and -cian, to begin to read aloud and to understand the meaning of new words they meet.</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>To apply their knowledge of root words, prefixes and suffixes/word endings including -sion, -tion, -cial, -tial, -ant, -ance, -ancy, -ent, -ence, -ency, -able, -ably,ible and -ibly to read aloud fluently.</p>	<p>To read fluently with full knowledge of all Y5/Y6 root words, prefixes, suffixes/word endings and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p>
Common Exception Words	<p>To begin to read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>To read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>To read most Y5 and Y6 exception words, discussing the unusual correspondences between spelling and sound where these occur in the word.</p>	<p>To read all Y5 and Y6 exception words, discussing the unusual correspondences between spelling and sound where these occur in the word.</p>

Fluency	To accurately read texts that are consistent with their developing phonic knowledge, that does not require them to use other strategies to work out words. To reread texts to build up fluency and confidence in word reading.	To read aloud books (closely matched to their improving phonic knowledge) sounding out unfamiliar words accurately, automatically and without undue hesitation. To reread these books to build up fluency and confidence in word reading.	At this stage teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.	At this stage teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.
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National Curriculum Links

Year 3 and 4:

- 2.1a apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet.
- 2.1b read further exception words, noting the unusual correspondence between spelling and sounds and where these occur in the word.

Year 5 and 6

- 2.1a apply their growing knowledge of root words, prefixes and suffice, both to read and to understand the meaning of the new words that they meet.

Comprehension KS1

	Year 1	Year 2
	<p>To 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>To be encouraged to link what they read or hear read to their own experiences by:</p> <ul style="list-style-type: none"> ● becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics ● recognising and joining in with predictable phrases ● learning to appreciate rhymes and poems, and to recite some by heart ● discussing word meanings, linking new meanings to those already known <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 ● discussing the significance of the title and events ● making inferences on the basis of what is being said and done ● predicting what might happen on the basis of what has been read so far <p>Participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Explain clearly their understanding of what is read to them.</p>	<p>To 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>To discuss the sequence of events in books and how items of information are related.</p> <p>To become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.</p> <p>To be introduced to non-fiction books that are structured in different ways.</p> <p>To recognise simple recurring literary language in stories and poetry.</p> <p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases.</p> <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>Understand both the books that they can already read accurately 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 ● making inferences on the basis of what is being said and done ● answering and asking questions ● predicting what might happen on the basis of what has been read so far <p>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.</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>

Comprehension KS2

	Year 3	Year 4	Year 5	Year 6
RC1 Listen to, read and discuss different authors across all genres and make comparisons between them	To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	To discuss and compare texts from a wide variety of genres and writers. To read books that are structured in a variety of ways for a range of purposes.	To read a wide range of genres, identifying characteristics of text types (such as the use of first person in writing diaries and autobiographies) and the difference between text type.	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 either culture and traditions.
National Curriculum Links Year 3 and 4: 2.2ai: listening to and discussing a wide range of fiction , poetry, paly, nonfiction and reference books or texts. 2.2avi: increase their familiarity with a wide range of books, including fairy stories, myths, legends and retelling some of these orally. 2.2d: 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. Year 5 and 6 2.2ai: continuing to read and discuss an increasingly wide range of fiction, poetry, paly, nonfiction and reference books or textbooks. 2.2aiii: increase their familiarity with a wide range of booms including myths, legends and traditional stories, modern fiction from our literary heritage and books from other cultures and traditions 2.2a vi: making comparisons within and across books 2.2f: 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 view courteously				
RC2 Retrieve and record information from fiction and nonfiction	To retrieve and record information from nonfiction texts. To begin to use dictionaries to check the meaning of words that they have read.	To use all of the organisational devices available within a nonfiction text to retrieve, record and discuss information. To use dictionaries to check the meaning of words that they have read.	To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and nonfiction texts.	To retrieve, record and present information from fiction and nonfiction texts. To use nonfiction materak for purposeful information retrieval (e.g, reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g, reading information leaflets before a gallery or museum visit or reading a theatre programme or review).
National Curriculum Links Year 3 and 4: 2.2c: retrieve, record and present information from nonfiction Year 5 and 6 2.2e: retrieve, record and present information from nonfiction				
RC3 Infer, deduce and predict a character's feelings, thoughts	To ask and answer questions appropriately, including some simple inferences questions based on character's feelings, thoughts and motives.	To draw inferences from character's feelings, thoughts and motives that justified their actions, supporting their views with evidence from the text. To justify predictions from details shared and implied.	To draw inferences from a character's feelings, thoughts and motives. To make predictions based on details stated and implied, justifying them in detail with evidence from the text.	To discuss how characters change and develop through texts by drawing inferences based on indirect cues.

<p>and motives with evidence from the text.</p>	<p>To justify predictions using evidence from the text.</p>			
<p>National Curriculum Links Year 3 and 4 2.2bii: drawing inferences such as inferring characters feelings, thoughts and motives from their actions and justifying inference with evidence 2.2b iv: predicting what might happen from details stated and implied Year 5 and 6 2.2b iii: drawing inferences such as inferring characters feelings, thoughts and motives from their actions and justifying inference with evidence 2.2b iv: predicting what might happen from details stated and implied</p>				
<p>RC4 Read books in all formats and comment on the different structures or features and make positive recommendations</p>	<p>To recognise some simple organisational features within the text.</p>	<p>To identify how language, structure and presentation contribute to meaning.</p>	<p>To identify how language, structure and presentation contribute to meaning.</p> <p>To recommend texts to peers based on personal choice.</p>	<p>To comment on structural choices of the text, showing a secure awareness of the author's writing using supporting evidence.</p> <p>To recommend texts based on his/her likes and dislikes of the book and to provide clear and concise reasons for these views.</p>
<p>National Curriculum Links Year 3 and 4 2.2aai: reading books that are structured in different ways and reading for a range of purposes. Year 5 and 6 2.2aai: reading books that are structured in different ways and reading for a range of purposes. 2.2aiv: recommending books that they have read to their peers, giving them reasons for their choices.</p>				
<p>RC5 Consider and question how the words, phrases and structure of writing contributes to its meaning and whether it</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>	<p>To discuss vocabulary used to capture the readers' interest and imagination.</p>	<p>To discuss vocabulary used by the author to create effect including figurative language.</p> <p>To evaluate the use of the author's language and explain how it has created an impact on the reader.</p>	<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, analogy, imagery, style and effect.</p>

<p>makes sense.</p>				
<p>National Curriculum Links Year 3 and 4 2.2a iii: using dictionaries to check the meaning of words they have read 2.2a vii: discussing words and phrases that capture the reader's interest and imagination. 2.2b i: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context 2.2b ii: asking questions to improve their understanding of the text 2.2b vi: identifying how language, structure and presentation contribute to meaning Year 5 and 6 2.2b i: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context 2.2b ii: asking questions to improve their understanding of the text 2.2b vi: identifying how language, structure and presentation contribute to meaning 2.2c: discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>				
<p>RC6 Explain your views in a book's themes and organisation, with reasons and evidence from the text.</p>	<p>To identify themes and conventions in a wide range of books.</p>	<p>To identify themes and conventions in a wide range of books. To refer to authorial style, overall themes (e.g triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).</p>	<p>To identify themes and conventions in a wide range of books and provide reasoned justifications for their views.</p>	<p>To recognise more complex themes in what they read (such as a loss or heroism). Draw on evidence from the text to provide reasoned justifications for their views.</p>
<p>National Curriculum Links Year 3 and 4 2.2a v: identifying themes and conventions in a wide range of books. Year 5 and 6 2.2a v: identifying themes and conventions in a wide range of books. 2.2h: provide reasoned justifications for their views.</p>				
<p>RC7 Discuss and explain your opinions of books through debated and presentations, using notes and taking turns</p>	<p>To discuss their understanding of the text.</p>	<p>To discuss their understanding of the text with simple forms of explanation.</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 views courteously.</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 where necessary.</p>

<p>National Curriculum Links Year 3 and 4 There is not a National Curriculum Objective for this area in Years 3 and 4 Year 5 and 6 2.2g: explain and discuss their understanding of what they have read, including through formal presentation and debates, maintaining a focus on the topic and using notes where necessary.</p>				
RC8 Identify and summarise main ideas of all writing	To show some awareness of the main ideas from more than one paragraph and summarise these.	To show an awareness of the main ideas within the text supported by simple references to the text.	To identify the main ideas drawn from one or more paragraphs and to summarise these drawing on key details within the text.	To draw out key information and to summarise the main ideas from more than one paragraph in a text using supporting evidence,
<p>National Curriculum Links Year 3 and 4 2.2b v: identifying main ideas drawn from more than 1 paragraph and summarising these. Year 5 and 6 2.2b v: summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas.</p>				
RC9 Recognise, discuss and compare all forms of poetry	To identify features in different forms of poetry.	To recognise and discuss some different forms of poetry by naming them and begin to make some simple comments on their purpose and structure.	To recognise and discuss a range of poetry with some explanations on the purpose of the text and how the author's language choices support this and contribute to its meaning and the effect on the reader.	To make critical comparisons across all forms of poetry with clear and supported explanations on the purpose of the text and how the author's language choices supports this and contribute to its meaning and the effect on the reader.
<p>National Curriculum Links Year 3 and 4 2.2a viii: recognising some different forms of poetry Year 5 and 6 2.2a i: reading books that are structured in different ways and reading for a range of purposes.</p>				
RC10 Prepare, learn and perform poems to an audience and retell stories orally	To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.	To prepare and perform poems and playscripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.	To prepare and perform texts, continually showing an awareness of the 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 for effect.
<p>National Curriculum Links Year 3 and 4 2.2a vi: preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Year 5 and 6 2.2a vii: learning a wider range of poetry by heart 2.2a viii: preparing poems and plays to read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to the audience.</p>				

RC11 Distinguish between fact and fiction	To begin identifying the key facts within a text and use these to make simple comments about his/her likes and dislikes about the text.	To begin identifying the key facts within a text and use these to make simple comments about his/her likes and dislikes about the text.	To identify and distinguish between facts and opinions providing some reasoned explanations and quotes as evidence across a range of text types although these may not be clearly linked.	To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.
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National Curriculum Links
Year 3 and 4
 There is not a National Curriculum Objective in this area for Years 3 and 4.
Year 5 and 6
 2.2d: distinguish between statements of fact and opinion.

Key Stage 3 (Year 7)

Pupils should be taught to develop an appreciation and love of reading, and read increasingly challenging material independently through:

- reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. The range will include high-quality works from English literature, both pre-1914 and contemporary, including prose, poetry and drama, Shakespeare (two plays), seminal world literature.
- choosing and reading books independently for challenge, interest and enjoyment.
- re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons.

Understand increasingly challenging texts through:

- learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries
- making inferences and referring to evidence in the text
- knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension
- checking their understanding to make sure that what they have read makes sense.

Read critically through:

- knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning
- recognising a range of poetic conventions and understanding how these have been used
- studying setting, plot, and characterisation, and the effects of these
- understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play
- making critical comparisons across texts
- studying a range of authors, including at least two authors in depth each year

Word reading and reading comprehension objectives for Giles Brook School have been linked against the EYFS and National Curriculums.. For KS2 there are also age related expectations of progress. The progression between each year group is designed to build upon the pupils' knowledge and understanding from the previous year and develops with increasing challenge through the school.