

Warbstow Primary Academy and Nursery

READING WHOLE SCHOOL PROGRESSION

National Curriculum Programme of Study KS1 & KS2

The programmes of study for reading at key stages 1 and 2 consist of 2 dimensions:

- 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. This is why phonics should be emphasised in the early teaching of reading to beginners (ie unskilled readers) when they start school. Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. 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. 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 in their forthcoming secondary education.

EYFS Programme

ELG: English - 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 and non-fiction) they read with them, and enjoy rhymes, poems and songs together. 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.

	Foundation Sequence towards KS1	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
WORD READING	<p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>Apply phonic knowledge and skills as the route to decode words.</p> <p>Respond speedily with the correct sound to graphemes for all 40+ phonemes, including alternative sounds for graphemes.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Read common exception words that have been taught GPCs and -s, -es, -ing, -ed, -er and -est endings.</p> <p>Read other words of more than one syllable that contain taught GPCs</p>	<p>Use phonic knowledge and skills to decode words until decoding has become embedded and reading is fluent.</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught.</p> <p>Read accurately words of two or more syllables that contain the graphemes taught.</p> <p>Read words with common suffixes.</p> <p>Read common exception words.</p>	<p>Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words.</p> <p>Read further exception words, noting the unusual correspondence between spelling and sound.</p> <p>Enjoy listening to and discussing wide range of poetry, fiction, plays, non-fiction and reference books.</p> <p>Read books that are structured in a number of different ways and read for different purposes.</p> <p>Use dictionaries to check the meaning of unknown words read</p>	<p>Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words.</p> <p>Use prefixes and suffixes to understand meanings (sub-, inter-, anti-, -ation, -ous, -tion)</p> <p>Read further exception words, noting the unusual correspondence between spelling and sound.</p> <p>Enjoy listening to and discussing wide range of poetry, fiction, plays, non-fiction and reference books.</p> <p>Read books that are structured in a number of different ways and read for different purposes.</p>	<p>Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. <i>un+happy+ness, dis+repute+able</i>,</p> <p>Use suffixes to understand meanings e.g. <i>-cious, -tious, -tial, -cial</i>.</p> <p>Employ dramatic effect to engage listeners whilst reading aloud.</p> <p>Read an extensive array of text genres for pleasure.</p> <p>Evaluate texts quickly in order to determine their usefulness or appeal.</p>	<p>Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. <i>un+happy+ness, dis+repute+able</i>,</p> <p>Use suffixes to understand meanings e.g. <i>-cious, -tious, -tial, -cial</i>.</p> <p>Use etymology to help the pronunciation of new words e.g. <i>chef, chalet, machine, brochure – French in origin</i>.</p> <p>Employ dramatic effect to engage listeners whilst reading aloud.</p> <p>Read an extensive array of text genres for pleasure.</p> <p>Evaluate texts quickly in order to determine their usefulness or appeal.</p>

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WORD READING		Read words with contractions (I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter.	Read most words quickly and accurately without overt sounding and blending.		Use dictionaries to check the meaning of unknown words I have read.	Understand underlying themes, causes and consequences within whole texts.	Understand underlying themes, causes and consequences within whole texts.
		Read books aloud, accurately that are phonetically decodable.	Read aloud books that are matched to my improving phonic knowledge, sounding out unfamiliar words without undue hesitation.		Increasing knowledge of a wide range of books (fairy stories/ myths and legends) and can retell these orally.	Identify the structures writers use to achieve coherence; (headings; links within and between paragraphs; connectives).	Identify the structures writers use to achieve coherence; (headings; links within and between paragraphs; connectives).
COMPREHENSION		Re-read my book to build fluency and confidence.				Recognise authors' techniques to influence and manipulate the reader.	
		Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	Enjoy listening to and talking about a range of poems, stories and non-fiction at a level beyond what can be read independently.	Enjoy listening to, discussing and expressing views about a range of poetry, stories and non-fiction at a level beyond what can be read independently.	Increasing knowledge of a wide range of books (fairy stories/ myths and legends) and can retell these orally.	Identify the theme within a range of different types of books.	Enjoy listening to, reading and discussing an increasingly wide range of fiction, poetry, plays and non-fiction.
		Anticipate, where appropriate, key events in stories.	Link what is read or what has been read to them to own experiences.	Discuss the sequence of events in books and how items of information are related.	Identify the theme within a range of different types of books.	Prepare poems to read aloud and perform for peers, showing understanding through intonation, tone, volume and action.	Regularly listen to novels read aloud by the teacher from an increasing range of authors
		Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, poem and during role-play.	Familiar with and can retell key stories (fairy tales, traditional tales)	Becoming increasingly familiar with a wider range of stories and traditional tales.	Recognise some different forms of poetry e.g. narrative, free verse.	Discuss words/phrases that capture the reader's interest and imagination.	Recognise themes within and across texts e.g. <i>hope, peace, fortune, survival</i> .
		Reception Aspirational Targets To talk enthusiastically about a book of their choice and engage other children to listen and ask questions.	Recognise and join in with predictable phrases.	Familiar with non-fiction texts that are presented in different ways.	Discuss words/phrases that capture the reader's interest and imagination.	Recognise some different forms of poetry (free verse, narrative poem).	Make comparisons within and across texts e.g. being an evacuee in Carrie's War and Goodnight Mr Tom.
		To listen carefully and answer questions and develop other children's understanding of a book.	Beginning to appreciate rhymes and poems and can recite some by heart.	Recognise simple recurring language in stories and poems.	Check that a text makes sense by discussing understanding and explaining the meaning of particular words.	Check that a text makes sense by discussing understanding and explaining the meaning of particular words.	Compare texts written in different periods.
			Learning new word meanings and making links to words already known.	Discuss and clarify the meanings of words, linking new meanings to known vocabulary.	Ask questions to deepen understanding of a text.	Ask questions to deepen understanding of a text.	Independently read longer texts with sustained stamina and interest.
			Check that the text makes sense and self-correct when reading.		Draw inference such as inferring character's feelings and thoughts based on their actions within a text.	Draw inference such as inferring character's feelings and thoughts based on their actions within a text.	Recommend books to peers with detailed reasons for opinions and explain own preferences for text genres.
					Predict what might happen within a text drawing on things implied or stated.	Predict what might happen within a text drawing on things implied or stated.	Learning a wider range of poems by heart.

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COMPREHENSION (cont)		<p>Discuss the significance of the title and events within a story.</p> <p>Make inferences based on what is being said and done within a text.</p> <p>Make predictions about what might happen basing my opinion on what has happened so far in a story.</p> <p>participate in discussions about what has been read to me.</p> <p>listen to others and wait my turn to share my opinions of a text.</p> <p>explain clearly what has been read to me.</p> <p>Y1 Aspirational Targets: To be able to learn and recite a piece of poetry and perform it for their peers with confidence.</p> <p>To be able to talk confidently about their choice of poem and poet.</p>	<p>Discuss favourite words and phrases.</p> <p>Beginning to build up a repertoire of poems learnt by heart.</p> <p>Self-correct any reading mistakes and check that the text makes sense.</p> <p>make inferences based upon what is being said and done within a text.</p> <p>understand a text by asking and answering questions.</p> <p>predict what might happen drawing upon what has already happened in a text so far.</p> <p>Y2 Aspirational Targets: To use subject – specific vocabulary confidently across the curriculum with accuracy (oral and written work).</p>	<p>Discuss the purpose of paragraphs.</p> <p>identify the key idea within a paragraph.</p> <p>identify how language, structure and presentation contribute to meaning.</p> <p>retrieve and record information from non-fiction texts.</p> <p>participate in discussion about books that I have read independently and books that have been read to me whilst listening to and responding to the opinions of my peers.</p> <p>Y3 Aspirational Targets: I read a wide variety of text genres and use expression and intonation appropriately.</p> <p>I enjoy participating in group/ individual presentations to present my views and opinions about a particular text.</p>	<p>Identify main ideas drawn from more than one paragraph and summarise these accurately.</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Retrieve and record information from non-fiction texts.</p> <p>Participate in discussion about books that have been read independently and books that have been read to me whilst listening to and responding to the opinions of peers.</p> <p>Y4 Aspirational Targets: I can demonstrate my empathy and in-depth understanding of a character through roleplay and drama.</p> <p>I can develop the plot, setting and characters within a text by adding my own ideas.</p>	<p>Prepare poems and play scripts to read aloud and perform using dramatic effects.</p> <p>Use a reading journal to record on-going reflections and responses to reading.</p> <p>Enjoy exploring texts in groups and deepening my understanding through discussion.</p> <p>Infer characters feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. <i>Point; Evidence; Explanation.</i></p> <p>Predict what might happen from information stated and implied.</p> <p>Discuss / evaluate how authors use language including figurative language, considering the impact on the reader by: Explore, recognise and use the terms personification, analogy, style and effect.</p> <p>Explain the effect on the reader of the authors' choice of language and reasons why the author may have selected these.</p> <p>Distinguish between statements of fact or opinion across a range of texts e.g. <i>first-hand account of an event compared with a reported example such as Samuel Pepys' diary and a history textbook.</i></p> <p>Participate in</p>	<p>Prepare poems and play scripts to read aloud and perform using dramatic effects.</p> <p>Use a reading journal to record on-going reflections and responses to reading.</p> <p>Enjoy exploring texts in groups and deepening my understanding through discussion.</p> <p>Infer characters feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. <i>Point; Evidence; Explanation.</i></p> <p>Predict what might happen from information stated and implied.</p> <p>Discuss / evaluate how authors use language including figurative language, considering the impact on the reader by: Explore, recognise and use the terms personification, analogy, style and effect.</p> <p>Explain the effect on the reader of the authors' choice of language and reasons why the author may have selected these.</p> <p>Distinguish between statements of fact or opinion across a range of texts e.g. <i>first-hand account of an event compared with a reported example such as Samuel Pepys' diary and a history textbook.</i></p> <p>Participate in</p>
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						<p>discussions about books building on their own and others' ideas and challenging views courteously.</p> <p>Explain and discuss understanding of what Hs been read, including through presentations and debates, maintaining a focus on the topic and using notes where necessary by: Preparing formal presentations individually or in groups.</p> <p>Using notes to support presentation of information.</p> <p>Responding to questions generated by a presentation.</p> <p>Participating in debates on issues related to reading (fiction/non-fiction).</p> <p>Provide reasoned justifications for their views</p> <p>Justifying opinions and elaborating by referring to the text e.g. <i>Point; Evidence; Explanation</i></p> <p>Y5 Aspirational Targets To speak confidently about my favourite authors and give reasons for my preferences.</p> <p>To present my views on authors/ poets/ texts confidently and naturally through various means (PowerPoint, iMovie, SeeSaw etc.)</p>	<p>discussions about books building on their own and others' ideas and challenging views courteously.</p> <p>Explain and discuss understanding of what Hs been read, including through presentations and debates, maintaining a focus on the topic and using notes where necessary by: Preparing formal presentations individually or in groups.</p> <p>Using notes to support presentation of information.</p> <p>Responding to questions generated by a presentation.</p> <p>Participating in debates on issues related to reading (fiction/non-fiction).</p> <p>Provide reasoned justifications for their views</p> <p>Justifying opinions and elaborating by referring to the text e.g. <i>Point; Evidence; Explanation</i></p> <p>Y6 Aspirational Targets I use my reading journal as a means to showcase my reading journey and talk confidently about the genres of reading I enjoy.</p> <p>I can make suggestions to my peers about suitable books that I have read and begin to identify the favourite genres of my peers.</p>
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