





William Reynolds Primary School Progression of Reading



<p>Nursery</p> <p>DFE Validated Systematic Synthetic Phonics Scheme used is:</p> 	<p>Statutory EYFS Educational Programme: Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures</p> <ul style="list-style-type: none">• Enjoy sharing books with an adult.• Pay attention and responds to the pictures or the words.• Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.• Repeat words and phrases from familiar stories.• Develop play around favourite stories using props.• Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. <p>Understand the five key concepts about print:</p> <ol style="list-style-type: none">1. Print has meaning2. Print can have different purposes3. we read English text from left to right and from top to bottom4. the names of the different parts of a book5. page sequencing <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none">- spot and suggest rhymes- count or clap syllables in a word- recognise words with the same initial sound, such as money and mother
<p>Reception</p> <p>DFE Validated</p>	<ul style="list-style-type: none">• Read individual letters by saying the sounds for them.• Blend sounds into words, so 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 e.g. th, ch, sh, ee or igh.• Read a few common exception words matched to the schools phonic programme.• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.

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<p>Systematic Synthetic Phonics Scheme used is:</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>Word Reading Phonics and Decoding</p>  <p>Enjoy</p>  <p>Decode</p>	<p>Year 1</p> <p>Apply phonic knowledge (Read, Write Inc Systematic synthetic phonics) and skills as the route to decode words Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught 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</p>	<p>Year 2</p> <p>Applies phonic knowledge and skills consistently to decode age appropriate texts quickly and accurately</p> <p>Recognises and effortlessly decodes alternative sounds for graphemes; words of two or more syllables; words the common suffixes; and most common exception words, based on what has been taught</p> <p>In age-appropriate books, read words accurately and fluently without overt sounding and</p>	<p>Year 3</p> <p>Fluently and effortlessly reads a range of age appropriate texts (white+)</p> <p>Understand the meaning of root words, prefixes and suffixes and can identify them in a text</p> <p>Read further exception words</p> <p>To apply growing knowledge of root words and suffixes including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion, -and -cian.</p>	<p>Year 4</p> <p>Fluently and effortlessly reads a range of age appropriate texts (lime+) including novels, stories, plays, poetry, non-fiction, reference books and text books</p> <p>Determines the meaning of new words from the context</p> <p>Demonstrates appropriate intonation, tone and volume when reading aloud text, plays and reciting poetry, to make the meaning clear to the audience when reading lime+ books.</p>	<p>Year 5</p> <p>Fluently and effortlessly reads a range of age appropriate texts (brown+), including novels, stories, plays, poetry, non-fiction, reference books and text books</p> <p>Is able to understand root words, prefixes and suffixes and locate examples in a text</p> <p>Demonstrates appropriate intonation, tone and volume when reading aloud text, plays and reciting poetry when reading brown+ books.</p> <p>Determines the meaning of new words by applying knowledge of the root words, prefixes and suffixes including -sion, -ency, -</p>	<p>Year 6</p> <p>Fluently and effortlessly reads a range of age appropriate texts (black+) including novels, stories, plays, poetry, non-fiction, reference books and text books</p> <p>Determines the meaning of new words from the context</p> <p>Demonstrates appropriate intonation, tone and volume when reading aloud text, plays and reciting poetry, to make the meaning clear to the audience when reading black+ books.</p>

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	<p>Read other words of more than one syllable that contain taught GPCs</p> <p>Read words with contractions 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</p> <p>Re-read these books to build up their fluency and confidence in word reading</p>	<p>blending, e.g. at over 90 words per minute</p> <p>When reading aloud, sounds out unfamiliar words accurately without undue hesitation, and reads with confidence and fluency.</p>			<p>ence, -ant, -ance, -ancy, -able, -ably, -ible and ibly.</p>	
<p>Age appropriate questioning mining tools.</p>	<p>What do you do if you are stuck on a word?</p> <p>Where do you start reading the word? Where do you look first?</p> <p>When you blend those sounds together, what word does it say? Can you tell me the word?</p> <p>Can the pictures help you?</p>	<p>What other word could the author have used that means the same sort of thing?</p> <p>Do you know what the word means or can you work out what it means (in this sentence)?</p> <p>Does the sentence make sense with that word?</p> <p>Are there any clues in the word? Does it look like any other words you know?</p>	<p>Fluency should be established when reading age appropriate books.</p> <p>Rapid Readers to support those who still need support with decoding.</p> <p>Do you know what the word means or can you work out what it means (in this sentence)?</p> <p>What other word could the author have used that means the same sort of thing?</p>	<p>Fluency should be established when reading age appropriate books.</p> <p>Rapid Readers to support those who still need support with decoding.</p> <p>Did you choose this book? Why?</p> <p>What did you like about the text? Why? What did you dislike about the text? Why?</p>	<p>Fluency should be established when reading age appropriate books.</p> <p>Rapid Readers to support those who still need support with decoding.</p> <p>Do you enjoy reading? What do you read at home?</p> <p>Who is your favourite author?</p> <p>Which books have you enjoyed that we have read together?</p>	<p>Fluency should be established when reading age appropriate books. Rapid Readers to support those who still need support with decoding.</p> <p>Would you recommend the book to your friend? Why? Why not?</p> <p>What will you read next?</p> <p>What books do you like to read?</p> <p>Do you have a favourite book that you like to read?</p>

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			Does the sentence make sense with that word?	Would you read the book again? Why? Why not?	Why have you enjoyed them?	
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Poetry and Performance</p> 	<p>Listening to and discussing a wide range of poems, stories, non-fiction at a level beyond that at which they can read independently</p> <p>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>Recognising and joining in with predictable phrases</p> <p>Learning to appreciate rhymes and poems</p> <p>Recite poems by heart</p>	<p>Regards reading as a pleasurable activity</p> <p>Demonstrates familiarity with, and can retell, a wide range of stories, fairy stories and traditional tales</p> <p>Has learned and can recite a repertoire of poems by heart, using appropriate intonation to help make the meaning clear</p>	<p>Listening to and discussing a wide range of fiction, poetry, plays,</p>	<p>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p>	<p>Has learned a range of poetry by heart</p>	<p>Has learned a wide range of poetry by heart. Prepares poems and plays to read aloud and to perform understanding intonation, tone and volume so that the meaning is clear to an audience</p>
<p>Age appropriate questioning</p>	<p>Does it rhyme?</p> <p>Which words rhyme?</p> <p>Which word might come next?</p>	<p>Do all poems rhyme?</p> <p>Can you remember a poem?</p> <p>Can you remember this poem?</p>	<p>What technique has the writer used?</p>	<p>How are these words effective?</p>	<p>How does the author create this mood/atmosphere?</p> <p>What do you think the writer meant by '_____ '?</p>	<p>How does the author create this mood/atmosphere?</p> <p>What do you think the writer meant by '_____ '?</p>

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mining tools.					Highlight a key phrase or line. By writing a line in this way what effect has the author created?	Highlight a key phrase or line. By writing a line in this way what effect has the author created?
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Understanding and correcting inaccuracies</p>  <p>Define</p>  <p>Explore</p>  <p>Enjoy</p>	<p>Read words with contractions and understand that the apostrophe represents the omitted letter(s)</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>Being encouraged to link what they read or hear read to their own experiences</p> <p>Discussing the significance of the titles and events</p> <p>Checking that the text makes sense to them as they read and</p>	<p>Demonstrates understanding of what is read independently, self correcting where the sense of the text is lost.</p> <p>Check a familiar book, that can be read accurately and fluently, makes</p> <p>Shares favourite words and phrases, and clarifies the meaning of new words through discussion, and by making links to known vocabulary</p>	<p>Checking that the text makes sense, discussing understanding and explaining the meaning of words in context</p> <p>Asking questions to improve their understanding of a text</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>Asking questions to improve their understanding of a text</p> <p>Identifying how language, structure and presentation contribute to meaning</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>Using dictionaries to check the meaning of words that they have read</p> <p>Checking that the text makes sense, discussing understanding and explaining the meaning of words in context</p>	<p>Asks questions to enhance understanding of the text</p> <p>Distinguishes between statements of fact and opinion</p> <p>Determines the meaning of new words by applying knowledge of the root words, prefixes and suffixes as listed in the English programmes of study</p> <p>Explains how language and presentation can contribute to the meaning of a text</p> <p>Is able to understand root words, prefixes and suffixes and locate examples in a text</p>	<p>Determines the meaning of new words from the context</p> <p>Explains how language, structure, and presentation, can contribute to the meaning of a text</p> <p>Asks questions to enhance understanding of the text</p> <p>Distinguishes between statements of fact and opinion in fiction and in non-fiction.</p> <p>In non-fiction, retrieves records and presents information to the reader</p>



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	correcting inaccurate reading					
Age appropriate questioning mining tools.	<p>Is this a new book that you haven't read before? Do you know anything about it already?</p> <p>What did you like about the text? Why? What did you dislike about the text? Why?</p>	<p>Would you read the book again? Why? Why not?</p> <p>Which books have you enjoyed that we have read together? And why have you enjoyed them</p>	<p>Which word best describe _____?</p> <p>Can you find an example of a word that means _____?</p> <p>What do you think the writer meant by '_____'?</p>	<p>Find and copy one word that suggests that _____</p> <p>□ The writer uses words like _____ to describe _____.</p> <p>What does this tell you _____?</p> <p>Why has the author used this word/phrase/sentence?</p>	<p>Find and copy a word/two words/a phrase/a sentence that shows _____</p> <p>What is the effect of _____?</p>	<p>Find and copy a word/two words/a phrase/a sentence that shows _____</p> <p>What does this word/phrase/sentence tell you about _____?</p> <p>Highlight a key phrase or line. By writing a line in this way what effect has the author created?</p> <p>Explain two things that the words _____, _____ suggest</p> <p>How does the author create this mood/atmosphere?</p>



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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Inference and Prediction</p>  <p>Infer</p>  <p>Predict</p>	<p>Predicting what might happen on the basis of what has been read so far</p> <p>Making inferences on the basis of what has been read so far</p>	<p>Makes inferences on what has been read</p> <p>Predicting what might happen next on the basis of details stated and implied.</p> <p>Asks and answers questions appropriately, including those based on inference of what is said and done, and those based on prediction on the basis of what has been read so far</p>	<p>Predicting what might happen from details stated and implied</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motive from their actions and justifying inferences with evidence</p>	<p>Predicting what might happen from details stated and implied</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motive from their actions and justifying inferences with evidence</p>	<p>Makes predictions based on details stated and implied</p> <p>Draws inferences such as inferring characters' feelings thoughts and motives from their actions</p>	<p>Makes predictions based on details stated and implied</p> <p>Draws inferences such as inferring characters' feelings thoughts and motives from their actions</p>
<p>Age appropriate questioning mining tools.</p>	<p>What do you think would happen if _____?</p> <p>What do you think will happen to _____? Why do you think this?</p> <p>Where do you think _____?</p>	<p>Can you think of another story, which has a similar theme, e.g. good vs evil? Do you think this story will end the same way?</p> <p>How is _____ like someone you know? Do you think they will act in the same way?</p>	<p>Explain why _____?</p> <p>Why did _____?</p> <p>Why is _____?</p> <p>How does _____?</p>	<p>True/False</p> <p>Why do you think _____? Explain using the text.</p> <p>How do you know _____?</p> <p>Explain using the text. When do you think _____?</p> <p>Explain using the text. How can you tell that _____? Explain using the text.</p>	<p>Can you explain why _____? Which word tells you that _____?</p>	<p>What makes you think that? Which words give you the impression that _____? How do you feel about _____? Why?</p>


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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Sequencing and Summarising</p>  <p>Summarise</p>  <p>Sequence</p>	<p>Recognising and joining in with predictable phrases Learning to appreciate rhymes and poems</p>	<p>Identifies sequences of events in texts and offers simple explanations of how items of information relate to one another</p>	<p>Identify main ideas drawn from more than one paragraph and summarising these fluently with support from the text</p>	<p>Identify main ideas drawn from more than one paragraph and summarising these</p>	<p>Drawing out key information and summarising the main ideas in a whole chapter or text.</p>	<p>Identifies key details that support main ideas, and uses them to summarise content drawn from more than one paragraph up to a whole text.</p>
<p>Age appropriate questioning mining tools.</p>	<p>Which of these events happened first? What happened after _____? What happened before _____? Which of these events happened last? Number the sentences below to show the order they happened in the _____</p>	<p>Use three sentences to describe the beginning, middle and end of this text? Sum up the story in _____ words Sort these sentences/paragraphs/chapter headings from the story</p>	<p>Number the sentences below to show the order they happened Which of these events happened first? Which of these events happened last? What happened after? What happened before?</p>	<p>What is the main message of the text?</p>	<p>What's the main point in this paragraph? Can you sum up what happens in _____? □ Sort the information in these paragraphs.</p>	<p>Which is the most important point in these paragraphs? How do you know? □ What part of the story do you think is the most important? Explain why you think this.</p>


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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Comparing and Contrasting</p> 	<p>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p>	<p>Demonstrates familiarity with, and can retell, a wide range of stories, fairy stories and traditional tales</p>	<p>Discuss and compare texts from a variety of genres and writers referring to authorial style and themes - (E.g triumph of good over evil)</p>	<p>Discuss and compare texts from a variety of genres and writers referring to authorial style and themes - (E.g triumph of good over evil)</p>	<p>Is able to make comparisons within and across different texts</p>	<p>Is able to make comparisons within and across different texts</p>
<p>Age appropriate questioning mining tools.</p>	<p>How is it similar to _____? How is it different to _____?</p>	<p>How is it similar to _____? How is it different to _____? How does the characters mood change throughout the text?</p>	<p>How does the characters mood change throughout the text? What words would you use to describe the main character at the start and end of the text?</p>	<p>What words would you use to describe the main character at the start and end of the text? Compare and contrast different characters, reactions, settings, themes within the text.</p>	<p>What words would you use to describe the main character at the start and end of the text? Compare and contrast different characters, reactions, settings, themes within the text.</p>	<p>How are the lives of the people different as a result of _____? Compare your book to another on the same topic. Which do you prefer and why? Would you like to read more books by this author? Explain your reasons. If you have read other texts by this author, can you see any similarities/differences between them?</p>

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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Retrieval</p> 	<p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p>	<p>Recognises and understands the different structures of non-fiction books that have been introduced</p> <p>Recognises simple recurring literary language in stories and poetry</p>	<p>Discussing words and phrases that capture the reader's interest and imagination</p> <p>Retrieve and record information from non-fiction</p>	<p>Identifying how language, structure and presentation contribute to meaning</p> <p>Retrieve and record information from non-fiction</p> <p>Identify themes and conventions in a wide range of books</p>	<p>Recognise themes in what they read (such as loss or heroism).</p> <p>Distinguishes between statements of fact and opinion</p>	<p>Explains how language, structure, and presentation, can contribute to the meaning of a text</p> <p>In non-fiction, retrieves records and presents information to the reader</p> <p>Identifies themes and conventions demonstrating, through discussion and comment, understanding of their use in and across a wide range of writing</p>
<p>Age appropriate questioning mining tools.</p>	<p>Give one example of _____</p> <p>□ Which character _____?</p> <p>□ Where/when does _____ take place?</p> <p>□ What did _____ look like?</p> <p>□ How did _____ feel? Why?</p> <p>□ Who was _____?</p> <p>□ Where did _____ live?</p>	<p>How does the _____ help me to find information in this book?</p> <p>Where in the book would you find _____?</p> <p>Who is the narrator?</p> <p>Who are the characters in the book?</p>	<p>Which...? What...? How...? Where...? When...? Why...? Who...?</p> <p>Give two reasons why _____</p> <p>Circle the option to complete the sentence</p>	<p>Which...? What...? How...? Where...? When...? Why...? Who...?</p> <p>Identify how _____</p> <p>When did _____ take place?</p> <p>From whose point of view is the story told?</p>	<p>Which...? What...? How...? Where...? When...? Why...? Who...?</p> <p>True/False Fact/Opinion</p> <p>Which part of the story best describes _____? Explain why.</p> <p>Which words and /or phrases _____?</p>	<p>Which...? What...? How...? Where...? When...? Why...? Who...?</p> <p>True/False Fact/Opinion</p> <p>What evidence do you have to justify your opinion? Find the paragraph where _____</p>