

St George's Central CE Primary School and Nursery

Progression in Reading

Range of Reading				
Nursery	Reception	Year 1/Year 2	Year 3/Year 4	Year 5/Year 6
<p><u>2 – 3 year olds</u></p> <ul style="list-style-type: none"> Enjoy sharing books with an adult. Pays attention and responds to the pictures or words in a book. <p><u>3 – 4 year olds</u></p> <ul style="list-style-type: none"> Understands the five key concepts about print: Print has meaning. Print can have different purposes. We read from left to right and top to bottom. The names of the different parts of the book. Page sequencing. Enjoys listening to stories, looking at books independently and begins to show interest in learning to read. 	<ul style="list-style-type: none"> Read books with known letter-sound correspondance. Progress through the phonics programme to support reading. Read 'read together' books with an adult to introduce a variety of genre and a variety of stories. Further develop and become confident with the five key concepts about print. 	<p><u>Year 1</u></p> <ul style="list-style-type: none"> Build on work from the Early Years Foundation Stage. Sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills they have already learnt. Continue to learn new grapheme phoneme correspondences (GPCs). Revise and consolidate those already known. Understand that the letter(s) on the page represent the words spoken (including common exception words containing unusual GPCs). Develop the skill of blending the sounds into words – establish the habit of applying this when meeting new words. Stop overt sounding and blending after a few encounters. 	<ul style="list-style-type: none"> Be able to read books written at an age appropriate interest level. Read them accurately at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. Decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. As decoding skills become increasingly secure, teaching should focus on developing vocabulary and the breadth and depth of their reading, making sure they become independent, fluent and enthusiastic readers who read widely and fluently. Develop their understanding and enjoyment of stories, poetry, plays and non-fiction, and learn to read silently. 	<ul style="list-style-type: none"> Be able to read aloud a wider range of poetry and books written at an age appropriate interest level with accuracy and at a reasonable speaking pace. Read most words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning and how to pronounce it correctly. Be able to prepare readings, with appropriate intonation to show their understanding. Be able to summarise and present a familiar story in their own words. Be able to read silently, inferring the meaning of unfamiliar words, and then discuss what they have read.

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		<ul style="list-style-type: none"> • Use reading books consistent with their developing phonic knowledge and knowledge of common exception words in order to practice. • Hear, share (with adults and each other) and discuss a wide range of high-quality books to develop a love of reading and broaden their vocabulary. • Pupils' writing during Y1 will develop at a slower pace than their reading. With writing they need to encode the sounds they hear in words, develop their handwriting skills and organise their ideas. <p style="text-align: center;"><u>Year 2</u></p> <ul style="list-style-type: none"> • Be able to read all common graphemes. • Be able to read unfamiliar words containing these graphemes accurately and without hesitation by sounding them out (in books pitched at their phonic development). • Be able to read many common words without needing to blend the sounds out loud first. • Reading of common exception words should be secure. 	<ul style="list-style-type: none"> • Develop their knowledge and skills in reading non-fiction about a wide range of subjects. • Learn to justify their views about what they have read: with support at the start of Y3 and increasingly independently by the end of Y4. • Teaching comprehension should be taking precedence over teaching word reading directly. • Any focus on word reading should support the development of vocabulary. • Demonstrate their understanding of figurative language and distinguish shades of meaning among related words. • Continue to have opportunities to listen frequently to stories, poems, non-fiction and other writing, including whole books not just extracts. In this way they meet books and authors they might not choose themselves. • Pupils should have opportunities to exercise choice in selecting books and be taught how to do so – using library services and expertise to support this. 	<ul style="list-style-type: none"> • Teachers should continue to emphasise pupils' enjoyment and understanding of language to support their reading. • Pupils' knowledge of language gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers and their comprehension: • Pupils' reading should be sufficiently fluent and effortless for them to manage the demands of the curriculum in Y7, across all subjects. • Pupils should understand nuances in vocabulary choice and age appropriate, academic vocabulary. • Reading aloud to pupils should include whole books so that they meet books and authors they might not choose themselves.
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		<ul style="list-style-type: none"> Retell some familiar stories that have been read to and discussed with them or that they have acted out in Y1. Establish pupils' accurate and speedy word reading skills. 		
Decoding				
Nursery	Reception	Year 1/Year 2	Year 3/Year 4	Year 5/Year 6
<p><u>2 – 3 year olds</u></p> <ul style="list-style-type: none"> Repeat words or phrases from familiar stories. Notice some print in a real life situation e.g. a door number or a familiar logo. <p><u>3 – 4 year olds</u></p> <ul style="list-style-type: none"> Develop phonological awareness. Spot and suggest rhyme. Count or clap syllables in a word. Recognise words with the same initial sound. 	<ul style="list-style-type: none"> Read individual letters by saying the sound for them. Blend sounds into words so that they can read short words made up of known letter – sound correspondances. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the phonics programme. Read simple phrases and sentences. 	<p style="text-align: center;"><u>Year 1</u></p> <ul style="list-style-type: none"> Apply phonic knowledge and skills to decode words. Revise and consolidate the GPCs and common exception words taught in Reception. Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes – including alternative sounds for graphemes. Read accurately by blending sounds in unfamiliar words containing the GPCs that have been taught. Read common exception words (noting unusual correspondences between spelling and sound) – number, order and choice depends on the phonics programme used Read words containing taught GPCs and –s, -es, -ing, -ed, -er and –est endings – build on root words they can already read. 	<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. Read further exception words (noting unusual correspondences between spelling and sound). When being taught to read longer words, pupils should be supported to test out different pronunciations. 	<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. Pupils should be encouraged to work out any unfamiliar word. They should focus on all letters in the word so they don't read 'invitation' for 'imitation' because of familiarity with the first word. Accurate reading of individual words improves comprehension. When teachers are reading with or to pupils, attention should be paid to the word's meaning and its correct pronunciation.

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- Read words of more than one syllable (containing taught GPCs).
- Read words with contractions and understand that the apostrophe represents omitted letter(s).
- Read aloud accurately books that are consistent with their developing phonic knowledge (and don't require them to use other strategies to work out words).
- Teachers need to explain the meaning of words read to develop pupils' vocabulary.
- Re-read these books to build up their fluency and confidence – fluency greatly assists comprehension Once they can read words comprising the Y1 GPCs accurately and speedily they should move on to the Y2 programmes of study for word reading.

Year 2

- Continue to apply phonic knowledge and skills to decode words until automatic decoding has become embedded and reading is fluent.
- Revise and consolidate the GPCs and common exception words taught in Y1.

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		<ul style="list-style-type: none"> • Read accurately by blending sounds in words that contain the graphemes taught, especially recognising alternative sounds for graphemes. • Read accurately words of two or more syllables (containing taught GPCs). • When reading longer words, use syllable boundaries to read each syllable separately before combining them to read the word. • Read words containing common suffixes – build on root words they can already read. • Read further common exception words –noting unusual correspondences between spelling and sound Read most words quickly 		
Comprehension – Reading for pleasure and motivation				
Nursery	Reception	Year 1/Year 2	Year 3/Year 4	Year 5/Year 6
<p><u>2 – 3 year olds</u></p> <ul style="list-style-type: none"> • Children enjoy listening to and joining in with simple poems rhymes and stories. • Children independently use book area and return to favourite books. <p><u>3 – 4 year olds</u></p> <ul style="list-style-type: none"> • Listen and respond to questions about a story or poem they have listened to. 	<ul style="list-style-type: none"> • Independently read and look at books in the book area in the classroom and in the school library. • Use non fiction books when researching and learning about the world. • Answer questions about and discuss a range of texts during Booktalk including poetry and nonfiction books. 	<p><u>Year 1</u></p> <ul style="list-style-type: none"> • Listening to and discussing a wide range of poems, stories and nonfiction at a level beyond their independent reading ability. • Linking what they read or hear read to their own experiences. • Becoming very familiar with key stories, fairy stories and traditional tales 	<ul style="list-style-type: none"> • Listening to and discussing a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks. • Reading books that are structured in different ways and reading for a range of purposes. • Using dictionaries to check the meaning of words. • Increasing their familiarity with a wide range of books, 	<ul style="list-style-type: none"> • Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Reading books that are structured in different ways and reading for a range of purposes. • Increasing their familiarity with a wide range of books, including myths, legends

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<ul style="list-style-type: none"> • Children talk about their favourite stories and books from home and in school. • Children choose a nursery book each week to take home and share at home with their family. • Children independently use book area in nursery during continuous provision. 		<p>(retell them and discuss characteristics).</p> <ul style="list-style-type: none"> • Recognising and joining in with predictable phrases. • Appreciating poems and rhymes and reciting some by heart. • Discussing word meanings – linking new meanings to those already known. <p style="text-align: center;"><u>Year 2</u></p> <ul style="list-style-type: none"> • Listening to and discussing a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond their independent reading ability. • Discussing the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. • Being introduced to non-fiction books that are structured in different ways. • Recognising simple recurring literary language in stories and poetry. • Discussing and clarifying the meaning of words – linking new meanings to known vocabulary. 	<p>including fairy stories, myths and legends, and retelling some of these orally.</p> <ul style="list-style-type: none"> • Identifying themes and conventions in a wide range of books, e.g. the triumph of good over evil, a diary written in the first person etc. • Preparing poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action. • Discussing words and phrases that capture the reader’s interest and imagination. • Recognising some different forms of poetry, e.g. free verse, narrative poetry etc. 	<p>and traditional stories, modern fiction, fiction from our heritage, and books from other cultures and traditions.</p> <ul style="list-style-type: none"> • Recommending books that they have read to their peers, giving reasons for choices. • Identifying and discussing themes and conventions, e.g. loss or heroism, in and across a wide range of writing. • Continuing to learn the conventions of different types of writing, e.g. use of first person in autobiographies. • Making comparisons within and across books.
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		<ul style="list-style-type: none"> Learning the meaning of new words within the context of reading and use morphology (i.e. prefixes) to work out unknown words. Discussing their favourite words and phrases. 		
Comprehension – Understanding of Text				
Nursery	Reception	Year 1/Year 2	Year 3/Year 4	Year 5/Year 6
<p><u>2 – 3 year olds</u></p> <ul style="list-style-type: none"> Develop play around favourite stories using props. Children independently use book area and return to favourite books. <p><u>3 – 4 year olds</u></p> <ul style="list-style-type: none"> Listen and respond to questions about a story or poem they have listened to. Children talk about their favourite stories and books from home and in school. 	<ul style="list-style-type: none"> Independently read and look at books in the book area in the classroom and in the school library. Use non fiction books when researching and learning about the world. Answer questions about and discuss a a range of texts during Booktalk. 	<p><u>Year 1</u></p> <ul style="list-style-type: none"> Drawing on what they already know or on information/vocabulary provided by the teacher. Checking the text makes sense 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><u>Year 2</u></p> <ul style="list-style-type: none"> Drawing on what they already know or on information/vocabulary provided by the teacher. Checking 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. 	<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. Answering questions to improve their understanding of a text. Drawing inferences, e.g. characters’ feelings, thoughts and motives and justifying inferences with evidence. Predicting what might happen from details stated and implied. Identifying main ideas drawn from more than one paragraph and summarising these. Identifying how language, structure, and presentation contribute to meaning. Retrieve and record information from nonfiction. 	<ul style="list-style-type: none"> Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Asking questions to improve their understanding. Drawing inferences, e.g. characters’ feelings, thoughts and motives and justifying inferences with evidence. Comparing characters and considering different accounts of the same event. Discussing viewpoint (both of authors and of fictional characters) within a text and across texts. Comparing characters, settings and themes. Predicting what might happen from details stated and implied. Summarising the main ideas drawn from more than one paragraph,

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		<ul style="list-style-type: none"> • Answering and asking questions. • Predicting what might happen on the basis of what has been read so far. 		<ul style="list-style-type: none"> • Identifying key details that support the main ideas. • Identifying how language, structure and presentation contribute to meaning.
Speaking and listening (linked to Reading)				
Nursery	Reception	Year 1/Year 2	Year 3/Year 4	Year 5/Year 6
<p><u>2 – 3 year olds</u></p> <ul style="list-style-type: none"> • Listen and respond to a simple instruction. • Begin to use intonation, pitch and changing volume when talking. • Understand simple questions about 'who' 'what' 'where'. <p><u>3 – 4 year olds</u></p> <ul style="list-style-type: none"> • Can talk about familiar books remembering much of what happened. • Can express a point of view. • Can talk with others, taking turns and listening to others. • Can role play familiar stories. 	<ul style="list-style-type: none"> • Understands how to listen carefully and why listening is important. • Can articulate their thoughts and ideas in well-formed sentences. • Can describe events in a story in detail. • Can connect one idea or action to another using a range of connectives. • Can listen to and talk about stories, poems and rhymes. • Can retell a story with some exact repetition and some in their own words. 	<p><u>Year 1</u></p> <ul style="list-style-type: none"> • Participate in discussion about what is read to them, taking turns and listening to others. • Explain clearly their understanding of what is read to them. • Pupils should be shown some of the processes for finding out information. <p><u>Year 2</u></p> <ul style="list-style-type: none"> • Participate in discussion about books, poems and other works that are read to them and those they can read for themselves, taking turns and listening to others. • Discussion should be demonstrated and pupils should be guided to participate and helped to consider the opinion of others. • Use role play and other drama techniques to help pupils identify with and explore characters to extend understanding of what they read and try out the language they have listened to. 	<ul style="list-style-type: none"> • 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. • Reading, re-reading, and rehearsing poems and plays for presentation and performance gives pupils the opportunity to discuss language, including vocabulary, extending their interest in the meaning and origin of words. • Pupils should be encouraged to use drama approaches to understand how to perform plays and poems to find out what expression is required. 	<ul style="list-style-type: none"> • 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. • Explain and discuss their understanding of what they have read, e.g. through formal presentations and debates, maintaining a focus and using notes where necessary. • Provide reasoned justification for their views. • Pupils should have guidance about feedback.

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		<ul style="list-style-type: none"> Increase pupils' vocabulary and their awareness of grammar so they continue to understand the differences between spoken and written language. 		
Vocabulary				
Nursery	Reception	Year 1/Year 2	Year 3/Year 4	Year 5/Year 6
<p><u>2 – 3 year olds</u></p> <ul style="list-style-type: none"> Children understand between 200 and 500 words. <p><u>3 – 4 year olds</u></p> <ul style="list-style-type: none"> Children extend and build their vocabulary through sharing books as a class, group or in continuous provision. 	<ul style="list-style-type: none"> Children can use new vocabulary they learn independently throughout the day. Children can use the new vocabulary they learn in different contexts. 	<p><u>Year 1</u></p> <ul style="list-style-type: none"> Discussing word meanings, linking new meanings to those already known <p><u>Year 2</u></p> <ul style="list-style-type: none"> Discussing and clarifying the meanings of words, linking new meanings to known vocabulary. Discussing their favourite words and phrases. 	<ul style="list-style-type: none"> Using dictionaries to check the meaning of words that they have read. 	<ul style="list-style-type: none"> Draw on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects.

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