

Thackley Primary School



Progression in Word Reading and Comprehension



Reading Progression – Thackley Primary

to promote high standards of language and literacy by developing a love of literature through widespread reading for enjoyment

T
to read easily, fluently and with a good understanding

develop the habit of reading widely and often, for both pleasure and information

CURRICULUM AIMS

acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language

appreciate our rich and varied literary heritage

use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas and are competent in the arts of speaking and listening,

Progression in reading

EYFS

READING		
Year Group	Year Group	Year Group
Nursery	Communication and Language	<ul style="list-style-type: none"> Enjoy listening to longer stories and can remember much of what happens. 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 an adult or a friend, using words as well as actions. Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions. Use a wider range of vocabulary. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
	Expressive Arts and Design	<ul style="list-style-type: none"> Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.
	Literacy - Comprehension	<ul style="list-style-type: none"> Engage in extended conversations about stories, learning new vocabulary.
	Literacy- Reading	<ul style="list-style-type: none"> Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> spot and suggest rhymes count or clap syllables in words recognise words with the same initial sound, such as money and mother
Reception	Communication and Language	<ul style="list-style-type: none"> Listen to and talk about stories to build familiarity and understanding. 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. Engage in non-fiction books.
	Understanding the World	<ul style="list-style-type: none"> Compare and contrast characters from stories, including figures from the past.
	Literacy- Reading	<ul style="list-style-type: none"> Blend sounds into words, so that they can read short words made up of letter-sound correspondences. 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.
ELG	Communication and Language	<ul style="list-style-type: none"> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

Progression in reading – Word Reading

Year 1	Year 2	Year 3 and 4	Year 5 and 6
Apply phonic knowledge and skills as the route to decode words	Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent	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	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
Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including where applicable alternative sounds for graphemes	Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes	Read further exception words, noting the unusual correspondence between spelling and sound, and where these occur in the word	
Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught	Read accurately words of two or more syllables that contain the same graphemes as above		
Read common exception words, noting unusual correspondence between spelling and sound and where these occur in the word	Read words containing common suffixes		

Progression in reading – Word Reading

Read words containing taught GPCs and -s -es -ing -er and -est endings	Read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word		
Read other words of more than one syllable that contain taught GPCs	Read most words quickly and accurately without overt sounding and blending when they have been frequently encountered		
Read words with contractions (for example I'm, I'll, We'll) and understand that the apostrophe represents the omitted letter(s)	Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation		
Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words	Reread these books to build up their fluency and confidence in word reading		
Reread these books to build up their fluency and confidence in word reading			

Progression in reading – Comprehension

Year 1	Year 2	Year 3 and 4	Year 5 and 6
<p>Develop pleasure in reading motivation to read, vocabulary and understanding by:</p> <p>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond which they can read independently</p>	<p>Develop pleasure in reading motivation to read, vocabulary and understanding by:</p> <p>Listening to and discussing and expressing 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>Develop positive attitudes to reading by:</p> <p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction, reference or text books</p>	<p>Develop positive attitudes to reading by:</p> <p>Continuing to read and discuss wide range of fiction, poetry, plays, non-fiction, reference or text books</p>
<p>Being encouraged to link what they read or hear to their own experiences</p>	<p>Discussing the sequences of events in books and how items of information are related</p>	<p>Read books that are structured in different ways and read for a range of purposes</p>	<p>Read books that are structured in different ways and read for a range of purposes</p>
<p>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p>	<p>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p>	<p>Use dictionaries to check meaning</p>	<p>Recommending books that they have read to their peers, giving reasons for their choices</p>

Progression in reading – Comprehension

Recognising and joining in with predictable phrases	Being introduced to non-fiction books that are structured in different ways	Increase familiarity with a wide range of books including fairy stories, myths and legends, retelling some orally	Increase familiarity with a wide range of books including fairy myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions
Learning to appreciate rhymes and poems and to recite some by heart	Recognising simple recurring literary language in stories and poetry	Identify themes and conventions in a wide range of books	Identify and discussing themes and conventions in and across a wide range of writing
Discussing word meanings, linking new meanings to those already known	Discussing and clarifying the meanings of words, linking new meanings to known vocabulary	Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to the audience
	Discussing their favourite words and phrases	Discuss words and phrases that capture the reader's interest and imagination	Make comparisons within and across books
	Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	Recognise some different forms of poetry	Learning a wider range of poetry by heart

Progression in reading – Comprehension

<p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p>	<p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p>	<p>Understand what they read in books they can read independently by:</p> <p>Checking the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p>	<p>Understand what they read in books they can read independently by:</p> <p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p>
<p>Checking that the text makes sense to them as they read and correcting inaccurate reading</p>	<p>Checking that the text makes sense to them as they read and correcting inaccurate reading</p>	<p>Asking questions to improve their understanding of the text</p>	<p>Asking questions to improve their understanding</p>
<p>Discussing the significance of the title and events</p>	<p>Asking and answering questions</p>	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence</p>	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence</p>

Progression in reading – Comprehension

Making inferences on the basis of what is being said and done	Making inferences on the basis of what is being said and done	Predicting what might happen from details stated and implied	Predicting what might happen from details stated and implied
Predicting what might happen on the basis of what has been read so far	Predicting what might happen on the basis of what has been read so far	Identifying main ideas drawn from 1 paragraph and summarising these	Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support main ideas
Participate in discussion about what is read to them, taking turns and listening to what others say	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	Identifying how language, structure and presentation contribute to meaning	Identifying how language, structure and presentation contribute to meaning
Explain clearly their understanding of what is read to them	Explain clearly their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	Retrieve and record information from non-fiction	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
		Participate in discussion about both books that are read to them and those they can read for themselves taking turns and listening to what other say	Distinguish between statements of fact and opinion
		Retrieve and record information from non-fiction	Retrieve, record, and present information from non-fiction

Progression in reading – Comprehension

			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
			Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining focus on the topic and using notes where necessary
			Provide reasoned justifications for their views