

STOKENCHURCH PRIMARY SCHOOL & NURSERY: READING PROGRESSION DOCUMENT

	NURSERY	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
DECODING	<ul style="list-style-type: none"> Develop children's awareness of sounds, rhythm and rhymes. Identify initial sounds orally. Identify objects from hearing a segmented word, "c - u - p" and verbalising some sounds themselves, "s-o-k." 	<ul style="list-style-type: none"> Identify the taught GPCs (the sounds that the letters make) including some digraphs. Blend the taught sounds to read CVC, CVCC and CCVC words. Read some taught common exception/high frequency and familiar words. Read sentences made up of words with taught sounds and common exception words. 	<ul style="list-style-type: none"> Apply phonic knowledge to decode words. Read aloud phonically decodable texts. Re-read books to build fluency and confidence. Read simple sentences and understand the meaning. Speedily read all 40+ letters /groups for 40+ phonemes including alternative sounds for graphemes. Read Year 1 common exception words noting unusual correspondences between spelling and sound (identifying where they appear). Read polysyllabic words containing taught GPCs. Read common suffixes (- s, -es, -ing, -ed, -er and -est) Read contractions and understand that the apostrophe represents the omitted letter(s) Read accurately by blending taught GPCs Develop some fluency and expression, pausing at full stops. Begin to self-correct inaccurate reading, sounding out unfamiliar words. Automatically read polysyllabic words 	<ul style="list-style-type: none"> Apply phonic decoding until automatic and reading is fluent read common suffixes (-ed, -ing, -er, -est, -y, -er, -ment, -ful, -ness, -less, -ly Re-read books to build up fluency and confidence in word reading. Note punctuation to read with appropriate expression. Read accurately by blending, including alternative sounds for graphemes Read Year 2 common exception words, noting unusual correspondences. Read aloud books matched to phonic knowledge by sounding out unfamiliar words. Automatically read polysyllabic words containing known graphemes. Read most words quickly & accurately without overt sounding and blending. Self-correct when a sentence has been read incorrectly. 	<ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words they meet. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. 	<ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words they meet. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. 	<ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet. Respond to more sophisticated punctuation, maintaining fluency and accuracy when reading complex sentences with subordinate clauses. Work out the pronunciation of homophones, using the context of the sentence. 	<ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet. Cope with different features of language used in poems and prose, e.g. dialect, abbreviations, colloquialisms and specialist vocabulary. Understand how conjunctions can be used to indicate a change of tone.

STOKENCHURCH PRIMARY SCHOOL & NURSERY: READING PROGRESSION DOCUMENT

RANGE OF READING	<ul style="list-style-type: none"> Listen to, join in with and talk about stories, rhymes and songs. Ascribe stories to pictures. Share non-fiction books. 	<ul style="list-style-type: none"> Read sentences made up of words with taught sounds and common exception words. Listen to, talk about and respond to stories (rhymes and songs) with actions, relevant comments, questions; recalling key events and innovating. To use non-fiction books to develop new knowledge and vocabulary. 	<ul style="list-style-type: none"> Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Read books that are structured in different ways and reading for a range of purposes. 	<ul style="list-style-type: none"> Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks read books that are structured in different ways and reading for a range of purposes. Select books independently, reading from a wide range of genres and authors, and express and explain own personal preferences. 	<ul style="list-style-type: none"> Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Read books that are structured in different ways and read for a range of purposes. Make comparisons within and across books 	<ul style="list-style-type: none"> Continue to read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction and reference books or textbooks Read books that are structured in different ways and read for a range of purposes. Make comparisons within and across books. Recognise texts that include more than one text type- e.g. persuasive letters
FAMILIARITY WITH TEXTS	<ul style="list-style-type: none"> Talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events; some as exact repetition and some in their own words. To talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions. 	<ul style="list-style-type: none"> Talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events; some as exact repetition and some in their own words. To begin to interpret stories, rhymes and poetry; making suggestions for actions and events (images and text). To talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions. 	<ul style="list-style-type: none"> Recognise and join in with predictable phrases, becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. Listen and identify main events or key points in a variety of poems, stories and non-fiction at a level beyond that which they can read independently. 	<ul style="list-style-type: none"> Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales, referring to most of the key events and characters. Find the answers to questions in non-fiction, stories and poems. Recognise simple recurring literary language in stories and poetry. 	<ul style="list-style-type: none"> Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally. Identify themes and conventions in a wide range of books. Use alphabetically ordered texts to find information. Begin to skim read to retrieve information from a paragraph of text. 	<ul style="list-style-type: none"> Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally. Retrieve and record information from fiction and non-fiction, by using navigational features in books, (e.g. contents pages and subheadings) and by skimming, scanning and text-marking. 	<ul style="list-style-type: none"> Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Identify and discuss themes and conventions in and across a wide range of writing. Retrieve and record information from fiction and non-fiction, by using navigational features in books, (e.g. contents pages and subheadings) and by skimming, scanning and text-marking. 	<ul style="list-style-type: none"> Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Identify and discuss themes and conventions in and across a wide range of writing. Retrieve and record information from fiction and nonfiction, by using navigational features in books, (e.g. contents pages and subheadings) and by skimming, scanning and text-marking.

STOKENCHURCH PRIMARY SCHOOL & NURSERY: READING PROGRESSION DOCUMENT

DEVELOPING VOCAB*	<ul style="list-style-type: none"> • Stories, rhymes, role play and games build the children's vocabulary. • Words are explored when met to give meaningful explanations and then used frequently to embed understanding. 	<ul style="list-style-type: none"> • Build up vocabulary that reflects the breadth of their experiences. • Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • Use vocabulary and forms of speech that are increasingly influenced by their experiences of books. 	<ul style="list-style-type: none"> • Discuss word meaning and link new meanings to those already known. 	<ul style="list-style-type: none"> • Discuss and clarify the meanings of words, linking new meanings to known vocabulary. • Discuss their favourite words and phrases 	<ul style="list-style-type: none"> • Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. • Use dictionaries to check the meaning of words that they have read. 	<ul style="list-style-type: none"> • Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. • Use dictionaries to check the meaning of words that they have read. 	<ul style="list-style-type: none"> • Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. • Use dictionaries to check the meaning of words that they have read. 	<ul style="list-style-type: none"> • Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. • Use dictionaries to check the meaning of words that they have read.
INFERENCE & PREDICTION	<ul style="list-style-type: none"> • Remember how a story ends and relate this to new stories. • Begin to understand 'why' and 'how' questions. 	<ul style="list-style-type: none"> • Suggest how a story might end. • Begin to understand 'why' and 'how' questions. • Answer 'how' and 'why' questions about their experiences and in response to stories or events. 	<ul style="list-style-type: none"> • Begin to make simple inferences, e.g. discuss the significance of the title and key events of the book, responding to simple questions. • Suggest why a character might feel a certain way. • Predict what might happen on the basis of what has been read so far. 	<ul style="list-style-type: none"> • Make simple inferences about thoughts, feelings of characters and reasons for their actions. • Predict what might happen on the basis of what has been read so far in a text, on reading of other books by the author and own experiences. 	<ul style="list-style-type: none"> • Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives, empathising with a character. • Justify inferences and predictions using evidence from the text. • Start to recognise some features of a text that relate it to its historical setting or its social or cultural background: "They travelled in a horse and cart because there were no cars when this story happens." 	<ul style="list-style-type: none"> • Pull together clues from action, dialogue and description to infer meaning and make predictions, supporting views with evidence from the text. • Justify predictions from details stated and implied. 	<ul style="list-style-type: none"> • Draw inferences from characters' feelings, thoughts and motives with supporting evidence. • Recognise that texts reflect the time and culture in which they were written: "Victorian people would be familiar with the Christmas Dickens describes." • Make predictions based on details stated and implied, justifying them in detail with evidence from the text 	<ul style="list-style-type: none"> • Consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters). • Discuss how characters change and develop through texts by drawing inferences based on indirect clues. • Ustextual evidence to support predictions and inferences.
AUTHORIAL CHOICE				<ul style="list-style-type: none"> • Identify how vocabulary choice affects meaning: "Sneak tells you that they don't want anyone to know they are there." • Identify and comment on vocabulary and literary features: "Usually, fairy tales 	<ul style="list-style-type: none"> • Discuss author's choice of words and phrases for effect: "Sneak tells you that they were being quiet and probably crouched down and trying to keep hidden." • Identify vocabulary that captures the reader's interest. 	<ul style="list-style-type: none"> • Identify how an author's language, structure and presentation contribute to meaning, create feelings (e.g. of tension or humour), and capture the reader's interest and imagination. 	<ul style="list-style-type: none"> • Identify and comment on expressive, figurative and descriptive language to create effect in poetry and prose. • Explain the author's techniques for describing characters, settings and actions. • Evaluate the use of author's language 	<ul style="list-style-type: none"> • Analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as rhythm, rhyme, metaphor, simile, analogy, imagery, style and effect.

STOKENCHURCH PRIMARY SCHOOL & NURSERY: READING PROGRESSION DOCUMENT

				start with once upon a time..."			and explain how it has created an impact on the reader. <ul style="list-style-type: none"> Recognise the ways in which authors present issues and points of view: "There are no positive points about travelling to remote places." 	<ul style="list-style-type: none"> Identify and evaluate the effectiveness of an author's choice and use of language, explaining the impact on the reader
NON-FICTION	<ul style="list-style-type: none"> Know that information can be relayed in books through words and pictures. Know that books can be used to learn more about things. 	<ul style="list-style-type: none"> Know that information can be relayed in the form of print. Know that information can be retrieved from books and computers. 	<ul style="list-style-type: none"> Talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions. Know and explain some differences between fiction and non-fiction books. 	<ul style="list-style-type: none"> Be introduced to non-fiction books that are structured in different ways 	<ul style="list-style-type: none"> Retrieve and record information from non-fiction texts using contents and glossary to locate it. 	<ul style="list-style-type: none"> Use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information. Use dictionaries to check the meaning of words that they have read. 	<ul style="list-style-type: none"> Use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts. Distinguish between fact and opinion. 	<ul style="list-style-type: none"> Retrieve, record and present information from non-fiction texts. Use non-fiction materials for information retrieval, including where pupils are self-motivated to find out information (e.g. reading information leaflets before a visit). Prepare for factual research, considering what is known already. Recognise bias, fact and opinion.
READING FOR PLEASURE	<ul style="list-style-type: none"> Listen to stories with increasing attention and recall. Remember main story settings, events and principle characters. Enjoy an increasing range of books. Choose books to read and share. Respond to characters, stories and rhymes. Join in withy familiar words and rhymes, using these in own play, such as "I'll huff and I'll puff." 	<ul style="list-style-type: none"> Listen to stories with increasing attention and recall. Anticipate key events and phrases in rhymes and stories. Begin to be aware of the way stories are structured. Describe main story settings, events and principle characters. Enjoy an increasing range of books. Follow a story without pictures or props. Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. 	<ul style="list-style-type: none"> Listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that which they can read independently. Link what they have read or have had read to them to their own experiences. Retell familiar stories in increasing detail. Join in with discussions about a text, taking turns and listening to what others say. Discuss the significance of titles and events. Recognise simple recurring literary language in stories and poetry. 	<ul style="list-style-type: none"> Participate in discussion about books, poems and other works that are read to them (at a level beyond which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views. Become increasingly familiar with and able to retell a wide range of stories, fairy stories and traditional tales. Discuss the sequence of events in books and how items of information are related. 	<ul style="list-style-type: none"> Recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Use appropriate terminology when discussing texts (plot, character, setting). 	<ul style="list-style-type: none"> Discuss and compare texts from a wide variety of genres and writers. Read for a range of purposes. Identify themes and conventions in a wide range of books. 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). Identify how language, structure and presentation 	<ul style="list-style-type: none"> Read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types. 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. Identify main ideas drawn from more than one paragraph and summarise these. 	<ul style="list-style-type: none"> Read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres. Recognise more complex themes in what they read (such as loss or heroism). 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. Listen to guidance and feedback on the quality of their explanations and

STOKENCHURCH PRIMARY SCHOOL & NURSERY: READING PROGRESSION DOCUMENT

POETRY & PERFORMANCE	<ul style="list-style-type: none"> To listen and sing nursery rhymes and songs, joining in with others. 	<ul style="list-style-type: none"> To listen and sing nursery rhymes and songs, recalling whole songs and rhymes singing some independently and performing in groups / independently for others. 	<ul style="list-style-type: none"> Ask and answer questions about a text. 	<ul style="list-style-type: none"> Learn to appreciate rhymes and poems, and to recite some by heart. 	<ul style="list-style-type: none"> Continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> Prepare poems and scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Recognise some different forms of poetry. 	<ul style="list-style-type: none"> Prepare poems and scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Recognise some different forms of poetry. 	<ul style="list-style-type: none"> Prepare poems and scripts to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. 	<ul style="list-style-type: none"> Prepare poems and scripts to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. 	<ul style="list-style-type: none"> contribute to meaning. Identify main ideas drawn from more than one paragraph and summarise these. 	<ul style="list-style-type: none"> Recommend texts to peers based on personal choice, providing reasoned justifications for their views about a book. 	<ul style="list-style-type: none"> contributions to discussions and to make improvements when participating in discussions.
---------------------------------	--	---	--	--	--	---	---	--	--	---	--	--

*Explaining the meaning of words