St Helena's Church of England Primary School

Reading Progression Framework

Purpose of study

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised

Aims

The national curriculum for reading aims to ensure that all pupils:

- read easily, fluently and with good understanding

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

- 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

- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences

- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas

- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

	Year 1	Year 2	LKS2	UKS2
Decoding	• apply phonic knowledge and skills (Fred Talk) to decode words • respond speedily with the correct sound to graphemes for all 40+ phonemes (Speed Sounds Set 1) Respond speedily to read words containing Speed Sounds Set 2 & 3 • read accurately by blending taught GPC • read common exception words noting unusual correspondences between spelling and sound (Red Words) • read common suffixes (-s, -es, -ing, -ed, etc.) • read multisyllable words containing taught GPCs • read contractions and understanding use of apostrophe • read aloud phonically-decodable texts •read accurately by blending sounds in unfamiliar words re-read books to build up their fluency and confidence in word reading •use punctuation to help them make sense of what they read (e.g stop at a full stop).	secure phonic decoding until reading is fluent • read accurately by blending, including alternative sounds for graphemes • read multi-syllable words containing these graphemes • read common suffixes (ment, ness, ful, less, ly) • read exception words, noting unusual correspondences • read most words quickly & accurately without overt sounding and blending •re-read books to build up their fluency and confidence in word reading •read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation	• apply their growing knowledge of root words, prefixes and suffixes, 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 (Word List for Years 3/4)	•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
Range of Reading	• listening to and discussing a wide range of poems, stories and non-fiction at a	• secure phonic decoding until reading is fluent • read accurately by blending,	• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference	• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or

			books or textbooks	textbooks
	level beyond that at which they can read independently • being encouraged to link what they read or hear read to their own experiences	including alternative sounds for graphemes • read multi-syllable words containing these graphemes • read common suffixes (ment, ness, ful, less, ly) • read exception words, noting unusual correspondences • read most words quickly & accurately without overt sounding and blending • re-read books to build up their fluency and confidence in word reading • read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation	• reading books that are structured in different ways and reading for a range of purposes	• reading books that are structured in different ways and reading for a range of purposes • making comparisons within and across books
Familiarity with texts	• becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • recognising and joining in with predictable phrases	• becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • recognising simple recurring literary language in stories and poetry	• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying themes and conventions in a wide range of books	• increasing 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 • identifying and discussing themes and conventions in and across a wide range of writing
Poetry and Performance	• learning to appreciate rhymes and poems, and to recite some by heart	• continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning •recognising simple recurring literary language in stories and poetry	• preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • recognising some different forms of poetry	• learning a wider range of poetry by heart • preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Understanding	• drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading	• discussing the sequence of events in books and how items of information are related • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading	• checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context * asking questions to improve their understanding of a text	• 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 • summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas
Vocabulary	• discussing word meanings, linking new meanings to those already known •draw upon knowledge of vocabulary in order to understand the text	• discussing and clarifying the meanings of words, linking new meanings to known vocabulary • discussing their favourite words and phrases	• using dictionaries to check the meaning of words that they have read • Give/explain the meaning of words in context	• using dictionaries to check the meaning of words that they have read • Give/explain the meaning of words in context
Inference	• discussing the significance of the title and events • making inferences on the basis of what is being said and done	• making inferences on the basis of what is being said and done • answering and asking questions •use inference to discuss events and characters in a text	• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence •infer the meaning of a text and show the part of the text which gave the clues	• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence •infer the meaning of a text and show the part of the text which gave the clues
Prediction	• 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	• predicting what might happen from details stated and implied	• predicting what might happen from details stated and implied
Explain	• explain preferences, thoughts and opinions about the text	• explain preferences, thoughts and opinions about the text	•identify/explain how information/narrative content is related and contributes to the meaning as a whole •identify/explain how meaning is enhanced through choice of words and phrases •make comparisons within the text	•identify/explain how information/narrative content is related and contributes to the meaning as a whole •identify/explain how meaning is enhanced through choice of words and phrases •make comparisons within the text

Retrieval	• recalling some details about a character's appearance • locating the names or actions of a character or event in a story	• locating information to answer a simple question about what has been read	• retrieve and record key information/key details from fiction and non-fiction	• retrieve and record key information/key details from fiction and non-fiction
Sequencing/Summarising	•sequence the key events in a story •retelling a simple story in order	•sequence the key events in a story • discussing the sequence of events in books and how items of information are related	• summarise main ideas from more than one paragraph	• summarise main ideas from more than one paragraph
Authorial Intent			• discussing words and phrases that capture the reader's interest and imagination • identifying how language, structure, and presentation contribute to meaning	• identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
Non-Fiction	• being introduced to non-fiction books that are structured in different ways	• being introduced to non-fiction books that are structured in different ways	• retrieve and record information from non-fiction	• distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction
Discussing reading	• participate in discussion about what is read to them, taking turns and listening to what others say • explain clearly their understanding of what is read to them	• participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	• 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	• recommending books that they have read to their peers, giving reasons for their choices • participate in discussions about books, 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, *provide reasoned justifications for their views