

Reading Progression Map

Government Guidance

The programmes of study for reading at key stages 1 and 2 consist of 2 dimensions:

- word reading
- comprehension (both listening and reading)

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (ie unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

Aims in the Reading curriculum

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English 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
- 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

Time allocation

<u>Phonics</u>	<u>Guided Reading</u>	<u>Individual readers</u>	<u>Daily story</u>
Early Years and KS1 children take part in 20 minutes of phonics activities daily. These groups are streamed according to ability.	KS1 and KS2 take part in 20 minutes of guided reading activities daily. Reception children will take part in 10-minute guided reading sessions in the summer term.	All Early Years and KS1 children will read individually with an adult within school twice a week. KS2 children who need support with reading fluency will read to an adult at least once a week.	Each class should spend at least 10 minutes a day listening to a story as a group.

Early Years Foundation Stage

We teach Literacy in the EYFS as an integral part of the school's work. We relate the Literacy aspects of the pupils' work to the objectives set out in the Development Matters Statements which underpin the curriculum planning for pupils, birth to five. We give all

pupils the opportunity to talk and communicate in a widening range of situations, to respond to adults and to each other, to listen carefully, and to practise and extend their range of vocabulary and communication skills. They have the opportunity to explore, enjoy, learn about, and use words and text in a range of situations. The pupils begin their phonics training on entry and participate in daily phonics sessions and comprehension activities.

They then progress on to the Oxford Reading Tree scheme to extend their phonic knowledge and nurture their love of reading stories.

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Reading Scheme

EYFS and KS1

At Hade Edge School, children in Nursery and Reception are first introduced to books through play-based activities and phonics sessions. When children are ready, they are introduced to our first Oxford Reading Tree wordless books. These support children's understanding of story telling and comprehension. Alongside the wordless books, children are given the key words for the story. Once they recognise these words, the children then move through the Oxford Reading Tree scheme. Children in EYFS and KS1 read regularly to an adult and are given reading records to support reading at home.

Age 4–5 (Reception)

Oxford Level 1 | Book Band Lilac
Oxford Level 1+ | Book Band Pink
Oxford Level 2 | Book Band Red
Oxford Level 3 | Book Band Yellow
Read with Oxford Stage 2

Age 5–6 (Year 1)

Oxford Level 4 | Book Band Light blue
Oxford Level 5 | Book Band Green
Oxford Level 6 | Book Band Orange
Oxford Level 7 | Book Band Turquoise
Read with Oxford Stage 3 & 4

Age 6–7 (Year 2)

Oxford Level 7 | Book Band Turquoise
Oxford Level 8 | Book Band Purple
Oxford Level 9 | Book Band Gold
Oxford Level 10 | Book Band White
Oxford Level 11 | Book Band Lime
Read with Oxford Stage 4, 5, & 6

Skills Progression by Year Group / Class

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Terrific Tigers		Marvellous Meerkats		Wonderful Wolves		Excellent Eagles	
Word Reading This concept involved decoding and fluency	<p>Enjoys rhyming and rhythmic activities</p> <p>Shows awareness of rhyme and alliteration</p> <p>Recognises rhythm in spoken words</p> <p>Listens to and joins in with stories and poems, one-to-one and also in small groups.</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Beginning to be aware of the way stories are structured.</p> <p>Listens to stories with increasing attention and recall.</p> <p>Shows interest in illustrations and print in books and print in the environment.</p> <p>Recognises familiar words and signs such as own name and advertising logos.</p>	<p>Read and understand simple sentences</p> <p>Use phonic knowledge to decode regular words and read them aloud accurately</p> <p>Read some common irregular words</p>	<p>I can match all 40+ graphemes to their phonemes.</p> <p>I can segment sounds in unfamiliar words without overt blending.</p> <p>I can read compound words.</p> <p>I can read words with contractions and understand that the apostrophe represents the missing letters.</p> <p>I can read words that end with 's, -ing, -ed, -est</p> <p>I can read words which start with un-.</p> <p>I can read words of more than one syllable that contain taught GPCs.</p> <p>I can read common exception words.</p> <p>I can read the first hundred high frequency words.</p>	<p>Reads accurately most words of one or two syllables</p> <p>Reads most words containing common suffixes</p> <p>Reads most common exception words</p> <p>Reads most words accurately without overt sounding out and blending and sufficiently fluently to allow them to focus on their understanding rather than decoding individual words</p> <p>Sounds out most unfamiliar words accurately, without undue hesitation</p> <p>Checks it makes sense to them, correcting inaccurate reading</p>	<p>I can apply my knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.</p> <p>I can read further exception words, noting the unusual correspondences between spelling and sound.</p> <p>I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</p>	<p>I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</p>	<p>I can re-read and read ahead to check for meaning.</p>	<p>I can work out the meaning of words from their contexts</p> <p>I can read fluently, using punctuation to inform meaning.</p>

	Looks at books independently. Handles books carefully.		I can read high frequency and tricky words (phases 2-5).					
Comprehension This concept involved both the literal and subtle nuances of texts.	Suggests how the story might end. Describes main story settings, events and principal characters. Knows information can be relayed in the form of print. Knows that print carries meaning and, in English, is read from left to right and top to bottom.	Demonstrate an understanding when talking with others about what they have read	I can say what I like and do not like about a text. I can link what I have heard or read to my own experiences. I can retell key stories orally using narrative language. I can talk about the main characters within a well known story. I can draw inferences from the text and/or the illustrations. (Beginning) I can make predictions about the events in the text. I can explain what I think a text is about.	Answers questions and makes some inferences Explains what has happened so far in what they have read	I read a range of age-appropriate fiction, poetry, plays, and non-fiction texts. I can read aloud and independently with confidence. I can explain how non-fiction books are structured in different ways and can use them effectively. I can describe some of the different types of fiction books. I can make links between the book I am reading and books I have read. I can draw inferences, such as inferring a characters' feelings, thoughts and motives from their actions. I can use a dictionary to check the meaning of unfamiliar words. I can explain how structure and presentation	I can use a dictionary to check the meaning of unfamiliar words. I can discuss and record words and phrases that writers use to engage and impact on the reader. I can identify some of the literary conventions in different texts. I can identify the (simple) themes in texts. I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action. I can explain the meaning of words in context. I can ask relevant questions to improve my understanding of a text. I can infer meanings and begin to justify	I am familiar with and can talk about a wide range of age-appropriate books and text types, including myths, legends and traditional stories and books from other cultures and traditions. I can discuss the features of each. I can read non-fiction texts and identify the purpose, structure and grammatical features. I can identify significant ideas and events; and discuss their significance. I can prepare poems (recite by heart) and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action. I can use meaning-seeking strategies to explore the meaning of words in context.	I am familiar with and can talk about a wide range of age-appropriate books and text types, including myths, legends and traditional stories and books from other cultures and traditions. I can discuss the features of each. I can make predictions from details stated and implied I can explain and discuss my understanding of what I have read, drawing inferences and justifying these with evidence from the text. I can read non-fiction texts to help with my learning and retrieve relevant information. I can identify themes in texts. I can identify and discuss the conventions in

					<p>contribute to the meaning of texts.</p> <p>I can explain how structure and presentation contribute to the meaning of texts.</p> <p>I can use non-fiction texts to retrieve information.</p> <p>I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p>	<p>them with evidence from the text.</p> <p>I can predict what might happen from details stated and from the information I have deduced.</p> <p>I can build on others' ideas and opinions about a text in discussion.</p>	<p>I can use meaning-seeking strategies to explore the meaning of idiomatic and figurative language.</p> <p>I can identify and comment on a writer's use of language for effect. for example, precisely chosen adjectives, similes and personification.</p> <p>I can identify grammatical features used by the writer (rhetorical questions, varied sentence lengths, varied sentence starters, empty words) to impact on the reader.</p> <p>I can identify grammatical features used by the writer (rhetorical questions, varied sentence lengths, varied sentence starters, empty words) to impact on the reader.</p> <p>I can make predictions from what has been read.</p>	<p>different text types.</p> <p>I can read aloud, including to perform, showing understanding through intonation, tone, volume and action.</p> <p>I can identify and comment on the writer's choice of vocabulary, giving examples and explanation.</p> <p>I can identify and explain how writers use grammatical features for effect; for example, the use of short sentences to build tension.</p> <p>I can show awareness of the writer's craft by commenting on use of language, grammatical features and structure of texts.</p> <p>I can express a personal point of view about a text, giving reasons linked to evidence from texts.</p> <p>I can make connections between other similar texts, prior knowledge and</p>
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