

## Discovery MAT – English Reading Curriculum Statement

### Quote that guides us:

‘Reading should not be presented to children as a chore, a duty. It should be offered as a gift.’ Kate DiCamillo

For more information see Section **I** of [The Reading Framework July 2023.pdf](#)

### Why is it important to teach Reading? (Intent)

Within Discovery Multi Academy Trust we believe that every child is a reader. We want to foster a lifelong love of reading, giving them the skills and knowledge to understand and critique what they read. Our philosophy is to teach reading for meaning and exposing children to a variety of high-level fiction and nonfiction texts. We know that Reading is the foundation upon which all learning begins and we are committed to enabling our children to become lifelong readers. We give our children the reading skills they need to access all areas of the curriculum and enable children to access and understand the information given to them.

### Key Concepts:

Early reading skills, vocabulary, phonological awareness, reading for meaning and pleasure.

### Curriculum Design (Implementation)

Within our Trust our children from Foundation – Year 2 follow a synthetic phonics programme called ‘Read Write Inc’ produced by Ruth Miskin. Read Write Inc is a method of learning letter sounds and blending them together to read and write words. Our staff teach the relationship between sounds and the written spelling patterns, or graphemes, which represent them. Children have daily phonics sessions in small groups where they participate in speaking, listening and spelling activities that are matched to their developing needs. The teachers draw upon observations and continuous assessment to ensure children are stretched and challenged and to identify children who may need additional support. Children work through the different phases, learning and developing their phonics sounds and knowledge. We recognise that systematic, high quality phonics teaching is essential, but additional skills and opportunities are needed for children to achieve the goal of being a well-rounded reader, namely comprehension. When children have completed the Read, Write, Inc phonics programme, reading is developed during whole class Reading lesson, with a focus on reading comprehension.

When children have completed the RWI programme (by the end of Year 2) the focus in KS2 changes to whole class Reading lessons. These are taught 3x week for 45 minutes. At the beginning of every academic year children spend lessons recapping the seven key Reading Skills (linking to the KS2 reading domains) This embeds their knowledge of them, enabling them to discuss these skills in depth and recognise how they contribute to their comprehension of their reading material. Children will also be able to identify where, when, and how to utilise these skills effectively, with high quality modelling from the teacher taking place. The ‘emoji’ assigned to each skill area is used to support the children to recognise which skill they are using in a reading session.

Reading lessons are planned from a skills-based approach, using a range of high-quality texts. All sessions are interactive, and teachers facilitate speaking and listening opportunities. Children are given time to discuss their prior knowledge and make predictions on what they are reading. A variety of tasks ranging from vocabulary games to collecting evidence from texts takes place. Where it is suitable, texts linking to the children’s curriculum theme are used to support their learning, enabling children to be immersed in a class book, which they may not have been exposed to otherwise. Further to modelled sessions, children are given the skills to read texts with greater independence and apply their skills when responding to the wide range of domain questions. More complex questions are evaluated between wider groups and teachers model how to refine answers to a high standard. Each class also enjoys a daily story-time session with their teacher. It is important for children to be read to daily and for our staff to model and share a story with a real focus on children being immersed in a range of different genres.

Each school has a large library which has a range of books banded to our Renaissance Star Accelerated Reading Programme (REN) and children can select books within their reading levels. We have children who act as Librarians, creating a rotation of books displayed and organising returned books. We have organised book fairs to raise funds for our schools’ libraries. Children have benefited from paired reading sessions with different year groups and there are plans to start parent reading groups in support the development of reading comprehension skills at home.

### What we do well as a school (Impact)

Children’s attainment and progress is regularly monitored and reviewed through tests and teacher and support staff records. Children are also assessed using more formal tests. Our test data comes from PIRA, SATs, Benchmarking and Accelerate Reader (AR test outcomes and the termly Star Reader tests). This is then used to inform both planning and teaching and ensure that all children have reading targets that are achievable, yet still foster the importance of reading for enjoyment. Children work through a rewards-based reading scheme and their hard work for reading is recognised at different milestones for books and words read.

# English Reading - Whole School Progression Map

## Reading National Curriculum & EYFS Framework

**EYFS Early Learning Goal** For more information please see Sections **2 and 3** of [The Reading Framework July 2023.pdf](#)

- Read individual letters by saying the sounds for them. (L)
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. (L)
- Read some letter groups that each represent one sound and say sounds for them. (L)
- Read a few common exception words matched to the school's phonic programme. (L)
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. (L)
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. (L)
- **Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. (L)**
- **Anticipate (where appropriate) key events in stories. (L)**
- **Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play. (L)**
- **Make use of props and materials when role playing characters in narratives and stories. (EAD)**
- **Invent, adapt and recount narratives and stories with peers and their teacher. (EAD)**
- **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. (CAL)**
- **Make comments about what they have heard and ask questions to clarify their understanding. (CAL)**
- **Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. (CAL)**
- **Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. (CAL)**
- **Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. (CAL)**
- **Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. (CAL)**
- **Say a sound for each letter in the alphabet and at least 10 digraphs. (L)**
- **Read words consistent with their phonic knowledge by sound-blending. (L)**
- **Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. (L)**

	Literacy Reading	Literacy Comprehension	Literacy Writing	Communication and Language Speaking
End of Year Early Learning Goals (Statutory)	Say a sound for each letter in the alphabet and at least 10 digraphs.	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary	Write recognisable letters, most of which are correctly formed.	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary
	Read words consistent with their phonic knowledge by sound-blending.	Anticipate (where appropriate) key events in stories.	Spell words by identifying sounds in them and representing the sounds with a letter or letters;	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	Write simple phrases and sentences that can be read by others.	Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.

## English Reading - Whole School Progression Map

	Expressive Arts and Design Being Imaginative and Expressive	Expressive Arts and Design Creating with Materials	Physical Development Fine Motor	Communication and Language Listening, Attention and Understanding
	Invent, adapt and recount narratives and stories with their peers and their teacher.	Make use of props and materials when role playing characters in narratives and stories.	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;	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
	Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.	Share their creations, explaining the process they have used;		Make comments about what they have heard and ask questions to clarify their understanding;
	Sing a range of well-known nursery rhymes and songs.			Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

### National Curriculum Statements:

**Key stage 1** For more information please see Sections 2, 3 and 4 of [The Reading Framework July 2023.pdf](#)

#### Year 1 –

#### **Pupils should be taught to:**

##### **Word Reading-**

- apply phonic knowledge and skills as the route to decode words
- 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 sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- 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

##### **Comprehension –**

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear to their own experiences
- 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
- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known
- understand both the books they can already read accurately and fluently and those they listen to by:
- drawing on what they already know or on background information and vocabulary provided by the teacher

# English Reading - Whole School Progression Map

- checking that the text makes sense to them 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
- 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

## **Year 2 –**

### **Pupils should be taught to:**

#### **Word Reading-**

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- reread these books to build up their fluency and confidence in word reading

#### **Comprehension –**

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
- listening to, 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
- 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 meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
- 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
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far
- 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
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

**Key Stage Two** For more information (recommended reading) please see Sections **3 to 7** of [The Reading Framework July 2023.pdf](#)

## **Year 3&4**

### **Word Reading-**

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see [English appendix I](#) , 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

### **Comprehension –**

- develop positive attitudes to reading, and an understanding of what they read, by:



## English Reading - Whole School Progression Map

- listening to and discussing a 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
- using dictionaries to check the meaning of words that they have read
- 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
- preparing poems and play scripts to read aloud and to 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 [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently, by:
- 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
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than 1 paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- 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

### Year 5

#### Word Reading-






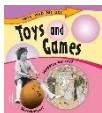



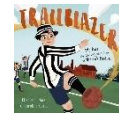


- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix I, both to read aloud and to understand the meaning of new words that they meet

#### Comprehension -



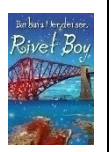

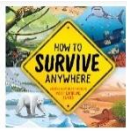
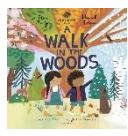
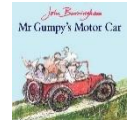




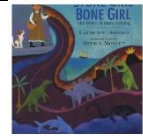
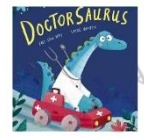
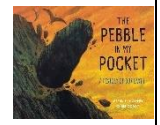

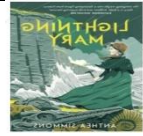

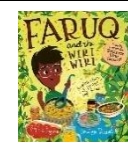

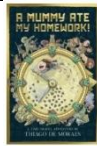
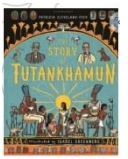

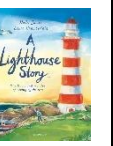
- maintain positive attitudes to reading and an understanding of what they read by:
- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- 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
- understand what they read by:
- 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 such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
- 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
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- 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 a focus on the topic and using notes where necessary provide reasoned justifications for their views

**Should Upper KS2 be in here too?**

# English Reading - Whole School Progression Map

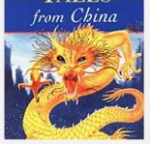
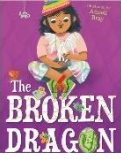
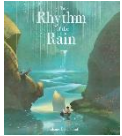
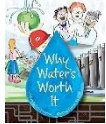
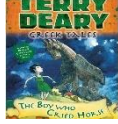
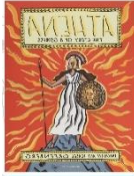
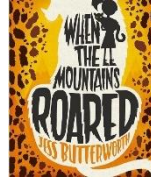
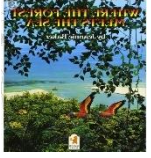

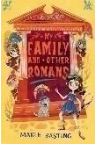
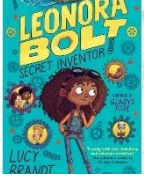


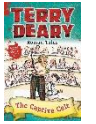

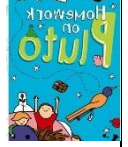
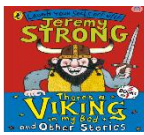
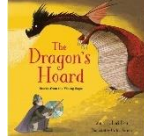
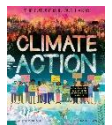


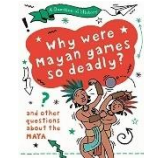
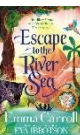

Reading Curriculum Overview						
EYFS	Building a Community	Woodland Explorers	To Infinity and Beyond	Things that Grow	Trains, Planes and Cars	On the Seven Seas
Text ideas	<p>To read a range of fiction and non-fiction texts about communities. E.g.</p> <ul style="list-style-type: none"> <li>This is How we Do It by Matt Lamothe</li> <li>Ordinary Mary's Positively Extraordinary Day by Emily Pearson</li> <li>Hey Wall: A story of Art and Community by Susan Verde</li> </ul>	<ul style="list-style-type: none"> <li>Fairy tales – LRRH, Hansel and Gretel</li> <li>Gruffalo, Gruffalo's Child</li> <li>Percy the Park Keeper series.</li> </ul>	<ul style="list-style-type: none"> <li>Aliens Love Underpants</li> <li>How to Catch a Star – Oliver Jeffers.</li> <li>Welcome to Alien school – Caryl Hart</li> <li>Dinosaur who Pooped a Planet – Tom Fletcher</li> </ul>	<ul style="list-style-type: none"> <li>Jack and the Beanstalk</li> <li>Jasper's Beanstalk</li> <li>The Enormous Turnip</li> <li>Eddie's Garden</li> <li>Christopher Nibble</li> </ul>	<ul style="list-style-type: none"> <li>Thomas the Tank Engine.</li> <li>Who's Driving? – Leo Timmers</li> <li>Emma Jane's Aeroplane – Katie Howarth</li> <li>Oi! Get off our Train.</li> <li><i>Naughty Bus chosen instead for week 1</i></li> </ul>	<ul style="list-style-type: none"> <li>Snail and the Whale</li> <li>Tiddler</li> <li>Sharing a shell</li> <li>One day in our Blue Planet: In the Ocean.</li> <li>Mungo and the Picture Book Pirates.</li> </ul>
Y1	Amazing Me	Weather Watchers	What's in the Toy Box?	Our Local Area	Women in History	Kenya: Too Hot to Handle!
Text ideas	<p><b>Can I Build Another Me?</b> - Shinsuke Yoshitake </p> <p><b>I Don't Want to be Small</b> - Laura Ellen Anderson </p>	<p><b>Leaf Thief</b> - Alice Hemming &amp; Nicola Slater </p> <p><b>Pumpkin Soup</b> - Helen Cooper </p>	<p><b>The Velveteen Rabbit</b> - Margery Williams </p> <p><b>Toys and Games</b> - Sally Hewitt </p>	<p><b>Omar and me</b> - Helen Mortimer &amp; Katie Cottle </p> <p><b>The Tree Book</b> - Hannah Alice </p>	<p><b>Great Women Who Saved the Planet</b> - Kate Pankhurst </p> <p><b>Trailblazer: Lily Parr, the Unstoppable Star of Women's Football</b> - Elizabeth Dale </p>	<p><b>Mamma Miti</b> - Donna Jo Napoli </p> <p><b>Lili and the Secret of Rain</b> - David Conway </p>

## English Reading - Whole School Progression Map

<b>Y2</b>	<b>Our Great Britain</b>	<b>British Bridges</b>	<b>Greenland: Below Zero</b>	<b>UK Climate</b>	<b>World Explorers</b>	<b>Commotion in the Ocean</b>
<b>Text ideas</b>	<p><b>Queen Victoria - V&amp;A</b> </p> <p><b>She Heard the Birds - Andrea D'Aquino</b> </p>	<p><b>Rivet Boy - Barbara Henderson</b> </p>	<p><b>Ernest Shackleton - Maria Isabel Sanchaz Vegara</b> </p> <p><b>How to Survive Anywhere - Ben Lerwill</b> </p>	<p><b>The Woodland Trust, A Walk in the Woods - Flora Martyn</b> </p> <p><b>Mr Gumpy's Motor Car - John Birmingham</b> </p>	<p><b>Emma Jane's Aeroplane - Katie Haworth</b> </p> <p><b>Leilong's Too Long - Julia Lui</b> </p>	<p><b>Commotion in the Ocean - Giles Andreae</b> </p> <p><b>The Ocean Gardener - Clara Anganuzzi</b> </p>
<b>Y3</b>	<b>Prehistoric Britain</b>	<b>Master of Disaster</b>	<b>Dinosaurs and Fossils</b>	<b>Food and Farming</b>	<b>Egyptians</b>	<b>Plymouth Hoe:</b>
<b>Text ideas</b>	<p><b>Stone Girl Bone Girl - Laurence Anholt</b> </p> <p><b>Doctorsaurus - Emi-Lou May</b> </p>	<p><b>The Pebble in My Pocket: A History of Our Earth - Meredith Hooper</b> </p> <p><b>Ratty's Big Adventure - Lara Hawthorne</b> </p>	<p><b>Lightning Mary - Anthea Simmons</b> </p> <p><b>The Street Beneath my Feet - Charlotte Guillian</b> </p>	<p><b>Faruq and the Wiri Wiri - Sophia Payne</b> </p> <p><b>The Great (Food) Bank Heist - Onjali Q. Rauf</b> </p>	<p><b>A Mummy Ate My Homework - Thiago de Morias</b> </p> <p><b>The Story of Tutankhamun - Patricia Cleveland</b> </p>	<p><b>Belonging - Jeannie Baker</b> </p> <p><b>A Lighthouse Story - Holly James</b> </p>



## English Reading - Whole School Progression Map

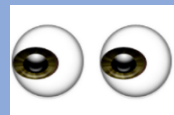
Y4	Shang Dynasty	Journey Through North America	Ancient Greece	Australia	Ancient Rome	Inventions Which Changed the World
Text ideas	<p><b>Tales from China</b>  </p> <p><b>The Broken Dragon</b> - Karen McCombie  </p>	<p><b>The Rhythm of the Rain</b> - Grahame Baker-Smith  </p> <p><b>Why Water's Worth It</b> - Lori Harrison  </p>	<p><b>Greek Tales, The Boy who Cried Horse</b> - Terry Dreary  </p> <p><b>Athena</b> - Imogen Greenberg  </p>	<p><b>When the Mountains Roared</b> - Jess Butterworth  </p> <p><b>Where the Forest Meet the Sea</b> - Jeannie Baker  </p>	<p><b>So You Think You've Got It Bad: A Kid's Life in Ancient Rome</b> - Chae Strathie  </p> <p><b>My Family and Other Romans</b> - Marie Basting  </p>	<p><b>Leonora-Secret Inventor</b> - Lucy Brandt  </p> <p><b>Steve Jobs</b> - Maria Isabel Sandchez  </p>
	Y5	Romans in Britain / Anglo Saxons	Space: Out of this World	Vikings	Our Changing World	Ancient Maya
Text ideas	<p><b>The Princess Who Hid in a Tree</b> - Jackie Holderness  </p> <p><b>The Captive Celt</b> - Terry Deary  </p>	<p><b>The Skies Above my Eyes</b> - Charlotte Guillian  </p> <p><b>Homework on Pluto</b> - Lou Treleven  </p>	<p><b>There is a Viking in my Bed</b> - Jeremy Strong  </p> <p><b>The Dragon's Hoard</b> - Lari Don  </p>	<p><b>Climate Action</b> - Georgina Stevens  </p> <p><b>Sky Dancer</b> - Gill Lewis  </p>	<p><b>The Great Kapok Tree</b> - Lynne Cherry  </p> <p><b>Why were Mayan games so deadly?</b> - Tim Cooke  </p>	<p><b>Escape to the River Sea</b> - Emma Carroll  </p> <p><b>My Name is River</b> - Emma Rea  </p>



## English Reading - Whole School Progression Map

Y6	Dartmoor	Tudors: Port of Plymouth	British Empire & Industrial Revolution	Biomes of the world	20 <sup>th</sup> Century Conflict	
Text ideas	<b>War Horse - Michael Murpurgo</b> 	<b>The Secret Diary of Thomas Snoop, Tudor Boy Spy - Philip Ardagh</b>   <b>The Queen's Token - Pamela Oldfield</b> 	<b>Coming to England - Baroness Floella Benjamin</b> 	<b>Gut Biome - Katie Brosnan</b>   <b>Habitats - Anna Claybourne</b> 	<b>No Ballet Shoes in Syria - Catherine Bruton</b>   <b>King of the Sky - Nicola Davis</b> 	<b>Tomorrow - Nadine Kaadan</b>   <b>The Day War Came - Nicola Davies &amp; Rebecca Cobb</b> 

# English Reading - Whole School Progression Map



## Reading Domains – Retrieval

Year 1	Year 2	Year 3/4	Year 5/6
<ul style="list-style-type: none"> <li>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>Recognising and joining in with predictable phrases</li> </ul> <p><b>Questions to support development of retrieval:</b></p> <ul style="list-style-type: none"> <li>Who is your favourite character?</li> <li>Why do you think all the main characters are ... in this book?</li> <li>Would you like to live in this setting? Why/why not?</li> <li>Who is/are the main character(s)?</li> <li>When/where is this story set?</li> <li>Which is your favourite/worst/ funniest/scariest part of the story?</li> <li>Is this a fiction or a non-fiction book? How do you know?</li> </ul>	<ul style="list-style-type: none"> <li>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>Discussing the sequence of events in books and how items of information are related</li> <li>Recognising simple recurring literary language in stories and poetry</li> </ul> <p><b>Question stems to support development of retrieval:</b></p> <ul style="list-style-type: none"> <li>Who is/are the main character(s)?</li> <li>When/where is this story set? How do you know?</li> <li>Which is your favourite/worst/funniest/ scariest part of the story? Why?</li> <li>Tell me three facts you have learned from the text.</li> <li>Find the part where...</li> <li>What type of text is this?</li> <li>What happened to ... in the end of the story?</li> </ul>	<ul style="list-style-type: none"> <li>Reading books that are structured in different ways and reading for a range of purposes</li> <li>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>Retrieve and record information from non-fiction</li> </ul> <p><b>Questions to support development of retrieval:</b></p> <ul style="list-style-type: none"> <li>Who are the characters in this text?</li> <li>When / where is this story set? How do you know?</li> <li>Which part of the story best describes the setting?</li> <li>What do you think is happening here?</li> <li>What might this mean? • How might I find the information quickly?</li> <li>What can I use to help me navigate this book?</li> <li>How would you describe the story?</li> <li>Whose perspective is the story told from?</li> </ul>	<ul style="list-style-type: none"> <li>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>Retrieve, record and present information from non-fiction.</li> <li>Distinguish between statements of fact and opinion.</li> </ul> <p><b>Questions to support development of retrieval:</b></p> <ul style="list-style-type: none"> <li>Can you quickly find...in the dictionary and thesaurus?</li> <li>What does this word/phrase/sentence tell you about the character/setting/mood?</li> <li>By writing..., what effect has the author created? Do you think they intended to?</li> <li>What other words/phrases could the author have used here? Why?</li> <li>How has the author made you/this character feel by writing...? Why?</li> <li>Find and highlight the word which is closest in meaning to ...</li> <li>Find a word which demonstrates...</li> <li>Can you rewrite this in the style of the author using your own words?</li> <li>How have simile and metaphor been used here to enhance the text?</li> </ul>

# English Reading - Whole School Progression Map



## Reading Domains – Inference

Year 1	Year 2	Year 3/4	Year 5/6
<ul style="list-style-type: none"> <li>• Make simple inferences on the basis of what is being said and done.</li> <li>• Being encouraged to link what they read or hear to their own experiences</li> <li>• Drawing on what they already know or on background information and vocabulary provided by the teacher</li> </ul> <p><b><u>Question stems support the development of inference:</u></b></p> <ul style="list-style-type: none"> <li>• What do you think.....means?</li> <li>• Why do you think that?</li> <li>• How do you think...?</li> <li>• When do you think...?</li> <li>• Where do you think...?</li> <li>• How does ..... make you feel?</li> <li>• Why did ..... happen?</li> </ul>	<ul style="list-style-type: none"> <li>• Make inferences on the basis of what is being said and done.</li> <li>• Drawing on what they already know or on background information and vocabulary provided by the teacher</li> </ul> <p><b><u>Question stems support the development of inference:</u></b></p> <ul style="list-style-type: none"> <li>• What do you think.... means?</li> <li>• Why do you think that?</li> <li>• Why do you think...?</li> <li>• How do you think...?</li> <li>• When do you think...?</li> <li>• Where do you think...?</li> <li>• How has the author made us think that...?</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• Asking questions to improve their understanding of a text</li> </ul> <p><b><u>Question stems support the development of inference:</u></b></p> <ul style="list-style-type: none"> <li>• What do you think.... means?</li> <li>• Why do you think that?</li> <li>• Why do you think...?</li> <li>• How do you think...?</li> <li>• Can you explain why...?</li> <li>• What do these words mean and why do you think that the author chose them?</li> <li>• Find and copy a group of words which show...?</li> <li>• How does the description of ... show that they are...?</li> <li>• Who is telling the story?</li> <li>• Why has the character done this at this time?</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• Making comparisons within and across books</li> <li>• Asking questions to improve their understanding</li> <li>• Provide reasoned justifications for their views</li> </ul> <p><b><u>Question stems support the development of inference:</u></b></p> <ul style="list-style-type: none"> <li>• What do you think... means? Why do you think that? Could it be anything else?</li> <li>• I think....; do you agree? Why/why not?</li> <li>• Why do you think the author decided to...?</li> <li>• Can you explain why...? Can you give me evidence from somewhere else in the text?</li> <li>• What do these words mean and why do you think that the author chose them?</li> <li>• How does the author make you feel?</li> <li>• What impression do you get from these paragraphs?</li> </ul>

# English Reading - Whole School Progression Map



## Reading Domains – Evaluation

Year 1	Year 2	Year 3/4	Year 5/6
<ul style="list-style-type: none"> <li>• Check that the text makes sense to them as they read, and correcting inaccurate reading</li> <li>• Participate in discussion about what is read to them, taking turns and listening to what others say</li> </ul> <p><b><u>Question stems to support the development of evaluation:</u></b></p> <ul style="list-style-type: none"> <li>• Is there anything you would change about this story?</li> <li>• What do you like about this text?</li> <li>• Who is your favourite character? Why?</li> </ul>	<ul style="list-style-type: none"> <li>• Checking that the text makes sense to them as they read, and correcting inaccurate reading</li> <li>• 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</li> </ul> <p><b><u>Question stems to support the development of evaluation:</u></b></p> <ul style="list-style-type: none"> <li>• What is similar/different about two characters?</li> <li>• Explain why... did that..</li> <li>• Is this as good as...?</li> <li>• Which is better and why?</li> <li>• Does the picture help us? How?</li> <li>• What would you do if you were...?</li> <li>• Would you like to live in this setting? Why?</li> <li>• Is there anything you would change about this story?</li> <li>• Do you agree with the author's...? Why?</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• Identifying themes and conventions in a wide range of books</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• Identifying and discussing themes and conventions in and across a wide range of writing</li> <li>• 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</li> <li>• 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</li> </ul> <p><b><u>Question Stems to support the development of evaluation:</u></b></p> <ul style="list-style-type: none"> <li>• What is similar/different about two characters? Did the author intend that?</li> <li>• Explain why... did that.</li> <li>• Describe different characters' reactions to the same event.</li> <li>• Does this story have a moral?</li> <li>• Which is better and why?</li> <li>• How is the text organised and what impact does this have on you as a reader?</li> <li>• Why has the text been written this way?</li> <li>• How can you tell whether it is fact and opinion?</li> <li>• How is this text similar to the writing we have been doing?</li> <li>• How does the author engage the audience?</li> </ul>



# English Reading - Whole School Progression Map



## Reading Domains - Author Intent

Year 1	Year 2	Year 3/4	Year 5/6
<ul style="list-style-type: none"> <li>• Discuss the significance of the title and events</li> </ul> <p><b><u>Question stems to support the development of author intent:</u></b></p> <ul style="list-style-type: none"> <li>• What happens in the beginning of the story?</li> <li>• Can you number these events in the story?</li> <li>• How/where does the story start?</li> <li>• What happened at the end of the....?</li> <li>• Can you retell the story to me in 20 words or less?</li> <li>• What happened before that?</li> <li>• Can you sequence the key moments in this story?</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss their favourite words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing words and phrases that capture the reader's interest and imagination</li> <li>• Identifying how language, structure, and presentation contribute to meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• Identifying how language, structure, and presentation contribute to meaning</li> <li>• Recommending books that they have read to their peers, giving reasons for their choices</li> </ul>

# English Reading - Whole School Progression Map



## Reading Domains - Prediction

Year 1	Year 2	Year 3/4	Year 5/6
<ul style="list-style-type: none"> <li>Predict what might happen on the basis of what has been read so far</li> </ul> <p><b><u>Question stems to support the development of prediction:</u></b></p> <ul style="list-style-type: none"> <li>Looking at the cover and the title, what do you think this book is about?</li> <li>Where do you think.....will go next?</li> <li>What do you think... will say / do next?</li> <li>What do you think this book will be about? Why?</li> <li>How do you think that this will end?</li> <li>Who do you think has done it?</li> <li>What might.....say about that?</li> <li>Can you draw what might happen next?</li> </ul>	<ul style="list-style-type: none"> <li>Predict what might happen on the basis of what has been read so far in a text.</li> </ul> <p><b><u>Question stems to support the development of prediction:</u></b></p> <ul style="list-style-type: none"> <li>Where do you think.... will go next?</li> <li>What do you think... will say/do next?</li> <li>What do you think this book will be about? Why?</li> <li>How do you think that this will end? What makes you say that?</li> <li>Who do you think has done it?</li> <li>What might.... say about that?</li> <li>How does the choice of character affect what will happen next?</li> </ul>	<ul style="list-style-type: none"> <li>Predicting what might happen from details stated and implied</li> </ul> <p><b><u>Question stems to support the development of prediction:</u></b></p> <ul style="list-style-type: none"> <li>Can you think of another story with a similar theme?</li> <li>Which stories have openings like this?</li> <li>Do you think that this story will develop the same way?</li> <li>Why did the author choose this setting? Will that influence the story?</li> <li>What happened before this and what do you think will happen after?</li> <li>Do you think the setting will have an impact on plot moving forward?</li> </ul>	<ul style="list-style-type: none"> <li>Predicting what might happen from details stated and implied</li> <li>Provide reasoned justifications for their views</li> </ul> <p><b><u>Question stems to support the development of prediction:</u></b></p> <ul style="list-style-type: none"> <li>Can you think of another story with a similar theme? How do their plots differ?</li> <li>Which stories have openings like this? Do you think that this story will develop the same way? • Why did the author choose this setting? Will that influence the story?</li> </ul>

# English Reading - Whole School Progression Map



## Reading Domains - Summarise

Year 1	Year 2	Year 3/4	Year 5/6
<ul style="list-style-type: none"> <li>Explain clearly their understanding of what is read to them</li> </ul>	<ul style="list-style-type: none"> <li>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li> </ul> <p><b>Questions to support the development of summarising:</b></p> <ul style="list-style-type: none"> <li>What happens in the story's opening?</li> <li>How/where does the story start?</li> <li>What happened at the end of the...?</li> <li>What is the dilemma in this story?</li> <li>How is it resolved?</li> <li>Can you retell the story to me in 20 words or less?</li> <li>Can you summarise in 3 sentences the beginning, middle and end of this story?</li> </ul>	<ul style="list-style-type: none"> <li>Identifying main ideas drawn from more than one paragraph and summarising these</li> </ul> <p><b>Questions to support the development of summarising:</b></p> <ul style="list-style-type: none"> <li>What is the main point in this paragraph?</li> <li>Sum up what has happened so far in X words or less.</li> <li>Which is the most important point in these paragraphs?</li> <li>Do any sections/paragraphs deal with the same themes?</li> <li>Have you noticed any similarities between this text and any others you have read?</li> <li>What do I need to jot down to remember what I have read?</li> </ul>	<ul style="list-style-type: none"> <li>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> </ul> <p><b>Questions to support the development of summarising:</b></p> <ul style="list-style-type: none"> <li>What is the main point in this paragraph? Is it mentioned anywhere else?</li> <li>Sum up what has happened so far in... words/seconds or less.</li> <li>Which is the most important point in these paragraphs? Why?</li> <li>Do any sections/paragraphs deal with the same themes?</li> <li>Can you find a text with a similar theme?</li> </ul>

# English Reading - Whole School Progression Map



## Reading Domains - Vocabulary/context

Year 1	Year 2	Year 3/4	Year 5/6
<ul style="list-style-type: none"> <li>Discuss word meanings and link new meanings to those already known</li> </ul> <p><b>Question stems to support vocabulary development:</b></p> <ul style="list-style-type: none"> <li>What does the word ..... mean in this sentence?</li> <li>Find and copy a word which means ..... • Which word in do you think is the most important? Why?</li> <li>Which of the words best describes the character or setting?</li> <li>Which word in this part do you think is the most important?</li> <li>• Why do you think they repeat this word in the story?</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and clarify the meanings of words, linking new meanings to known vocabulary</li> </ul> <p><b>Question stems to support vocabulary development:</b></p> <ul style="list-style-type: none"> <li>Can you find a noun/adjective/verb that tells/shows you that...?</li> <li>Why do you think that the author used the word... to describe...?</li> <li>Which other word on this page means the same as...?</li> <li>Find an adjective in the text which describes...</li> <li>Which word do you think is most important in this section? Why?</li> <li>Which word best describes...?</li> </ul>	<ul style="list-style-type: none"> <li>Using dictionaries to check the meaning of words that they have read</li> <li>Checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context</li> </ul> <p><b>Question stems to support vocabulary development:</b></p> <ul style="list-style-type: none"> <li>What does this word/phrase/sentence tell you about the character/setting/mood?</li> <li>Can you find this word in the dictionary?</li> <li>By writing in this way, what effect has the author created?</li> <li>What other words/phrases could the author have used here?</li> <li>How has the author made you feel by writing...?</li> <li>Which word tells you that...?</li> <li>Find and highlight the word that is closest in meaning to...</li> </ul>	<ul style="list-style-type: none"> <li>Using dictionaries to check the meaning of words that they have read</li> <li>Checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context</li> </ul> <p><b>Question stems to support vocabulary development:</b></p> <ul style="list-style-type: none"> <li>Can you quickly find...in the dictionary and thesaurus? • What does this word/phrase/sentence tell you about the character/setting/mood?</li> <li>By writing..., what effect has the author created? Do you think they intended to?</li> <li>What other words/phrases could the author have used here? Why?</li> <li>How has the author made you/this character feel by writing...? Why?</li> <li>Find and highlight the word which is closest in meaning to ...</li> <li>Find a word which demonstrates...</li> <li>Can you rewrite this in the style of the author using your own words?</li> <li>• How have simile and metaphor been used here to enhance the text?</li> </ul>



# English Reading - Whole School Progression Map

**Word Reading/Decoding** Please see Section 3 of [The Reading Framework July 2023.pdf](#)

FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sound, alphabet, words, letters	Grapheme, phoneme, blend, syllable, contractions	Fluency, suffix	Root words, prefix, suffix	Root words, prefix, suffix	Root words, prefix, suffix	Root words, prefix, suffix
<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Say a sound for each letter in the alphabet and at least 10 digraphs;</li> <li>- Read words consistent with their phonic knowledge by sound-blending;</li> <li>- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</li> </ul>	<ul style="list-style-type: none"> <li>- Apply phonic knowledge and skills as the route to decode words.</li> <li>- Respond speedily with the correct sound to grapheme for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</li> <li>- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</li> <li>- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the words. Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.</li> <li>- Read other words of more than one syllable that contain taught GPCs. Read words with contractions and understand that the apostrophe represents the omitted letter(s)</li> <li>- Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</li> <li>- Re-read these books to build up their fluency and confidence in word reading. See phonics progression for breakdown of year.</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</li> <li>- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</li> <li>- Read accurately words of two or more syllables that contain the same graphemes as above. Read words containing common suffixes.</li> <li>- Read further common exception words, noting unusual correspondences between spelling and sounds and where these occur in a word.</li> <li>- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</li> <li>- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</li> <li>- Re-read books to build up their fluency and confidence in word-reading.</li> </ul>	<ul style="list-style-type: none"> <li>- Apply growing knowledge of root words, prefixes and suffixes as listed in appendix 1, both to read aloud and to understand the new meaning of words.</li> <li>- Read further exceptions words, noting the unusual correspondences between spelling and sound and where these occur in a word. (See spelling progression)</li> <li>- Children should be able to read at least 90 words per minutes of an age-related text.</li> <li>- Children should confidently read age related texts: Autumn: Gold / white Spring: white / lime Summer: white / lime</li> <li>- At this stage, teaching comprehension should be taking precedence over teaching word reading directly.</li> <li>- Any focus on word reading should support the development of vocabulary. Children will still have opportunities to develop fluency across a range of texts in whole class reading lessons.</li> <li>- Children who are unable to decode will be on RWI programme. Plays, reference book, purpose, myths, legends, orally, themes, intonation, tone, volume, action, interest, imagination, dictionary, understanding, inference, infer, evidence, main ideas, presentation, retrieve, record</li> </ul>	<ul style="list-style-type: none"> <li>- Apply growing knowledge of root words, prefixes and suffixes as listed in appendix 1, both to read aloud and to understand the new meaning of words.</li> <li>- Read further exceptions words, noting the unusual correspondences between spelling and sound and where these occur in a word.</li> <li>- Children should be able to read at least 90 words per minutes of an age-related text.</li> <li>- Children should confidently read age related texts: (REN levels)</li> <li>- At this stage, teaching comprehension should be taking precedence over teaching word reading directly.</li> <li>- Any focus on word reading should support the development of vocabulary.</li> <li>- Children will still have opportunities to develop fluency across a range of texts in whole class reading lessons.</li> <li>- Children who are unable to decode will be on RWI programme.</li> </ul>	<ul style="list-style-type: none"> <li>- Apply growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that they meet.</li> <li>- Children should be able to read at least 90 words per minutes of an age related text.</li> <li>- Children should confidently read age related texts: (REN levels)</li> <li>- At this stage, there should be no need for further direct teaching of word reading skills for almost all pupils.</li> <li>- Children will still have opportunities to develop fluency across a range of texts in whole class reading lessons.</li> <li>- Children who need direct teaching of word reading skills will be on the Fresh Start programme or booster sessions with trained TA specifically targeting area of need.</li> </ul>	<ul style="list-style-type: none"> <li>- Apply growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words that they meet.</li> <li>- Children should be able to read at least 90 words per minutes of an age related text.</li> <li>- Children should confidently read age related texts: (REN levels)</li> <li>- At this stage, there should be no need for further direct teaching of word reading skills for almost all pupils.</li> <li>- Children will still have opportunities to develop fluency across a range of texts in whole class reading lessons.</li> <li>- Children who need direct teaching of word reading skills will be on the Fresh Start programme or booster sessions with trained TA specifically targeting area of need.</li> </ul>

## English Reading - Whole School Progression Map

Common Exception Words						
FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To read some common irregular words	To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.	To read most Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	To begin to read Y3/Y4 exception words.	· To read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and these occur in the word.	To read most Y5/Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	To read most Y5/Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.
				At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary		

## English Reading - Whole School Progression Map

**Reading for Pleasure** Please read further information see Section 8 of [The Reading Framework July 2023.pdf](#)

FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>- Pupils should be taught to: · develop pleasure in reading, motivation to read, vocabulary and understanding by:</li> <li>- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories;</li> </ul>	<ul style="list-style-type: none"> <li>- Pupils should be taught to: · develop pleasure in reading, motivation to read, vocabulary and understanding by:</li> <li>- Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond what they can read independently.</li> <li>- Be encouraged to link what they read or hear read to their own experiences.</li> <li>- Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</li> <li>- Recognising and joining in with predictable phrases. Learning to appreciate rhymes and poems, and to recite some by heart (see poetry progression document English).</li> </ul>	<ul style="list-style-type: none"> <li>- Pupils should be taught to: · develop pleasure in reading, motivation to read, vocabulary and understanding by:</li> <li>- Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and nonfiction at a level beyond which they can read independently.</li> <li>- Discuss the sequence of events in books and how items of information are related.</li> <li>- Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.</li> <li>- Begin to look at non-fiction books that are structured in different ways.</li> <li>- Recognise simple recurring literary language in stories and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>- Pupils should be taught to: · develop pleasure in reading, motivation to read, vocabulary and understanding by:</li> <li>- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>- reading books that are structured in different ways and reading for a range of purposes</li> <li>- using dictionaries to check the meaning of words that they have read</li> <li>- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>- identifying themes and conventions in a wide range of books</li> </ul> <p><u>Guidance</u></p> <ul style="list-style-type: none"> <li>- Pupils should be taught to use the skills they have learnt earlier and continue to apply these</li> </ul>	<ul style="list-style-type: none"> <li>- Pupils should be taught to: · develop pleasure in reading, motivation to read, vocabulary and understanding by:</li> <li>- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>- reading books that are structured in different ways and reading for a range of purposes</li> <li>- using dictionaries to check the meaning of words that they have read</li> <li>- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>- identifying themes and conventions in a wide range of books</li> </ul>	<ul style="list-style-type: none"> <li>- Pupils should be taught to: · develop pleasure in reading, motivation to read, vocabulary and understanding by:</li> <li>- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>- reading books that are structured in different ways and reading for a range of purposes</li> <li>- 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</li> <li>- recommending books that they have read to their peers, giving reasons for their choices - identifying and discussing themes and conventions in and across a wide range of writing</li> <li>- making comparisons within and across books - learning a</li> </ul>	<ul style="list-style-type: none"> <li>- Pupils should be taught to: · develop pleasure in reading, motivation to read, vocabulary and understanding by:</li> <li>- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>- reading books that are structured in different ways and reading for a range of purposes</li> <li>- 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</li> <li>- recommending books that they have read to their peers, giving reasons for their choices - identifying and discussing themes and conventions in and across a wide range of writing</li> <li>- making comparisons within and across books - learning a</li> </ul>

## English Reading - Whole School Progression Map

	<p><u>Guidance</u></p> <ul style="list-style-type: none"> <li>- Pupils should have extensive experience of listening to, sharing and discussing a wide range of high-quality books with the teacher, other adults and each other to engender a love of reading at the same time as they are reading independently.</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</li> </ul>	<p>skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words.</p> <ul style="list-style-type: none"> <li>- Pupils should continue to have opportunities to listen frequently to stories, poems, non-fiction and other writing, including whole books and not just extracts, so that they build on what was taught previously. In this way, they also meet books and authors that they might not choose themselves.</li> <li>- Pupils should also have opportunities to exercise choice in selecting books and be taught how to do so, with teachers making use of any library services and expertise to support this.</li> </ul>	<p><u>Guidance</u></p> <ul style="list-style-type: none"> <li>- Pupils should be taught to use the skills they have learnt earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words.</li> <li>- Pupils should continue to have opportunities to listen frequently to stories, poems, non-fiction and other writing, including whole books and not just extracts, so that they build on what was taught previously. In this way, they also meet books and authors that they might not choose themselves.</li> <li>- Pupils should also have opportunities to exercise choice in selecting books and be taught how to do so, with teachers making use of any library services and expertise to support this.</li> </ul>	<p>and conventions in and across a wide range of writing</p> <ul style="list-style-type: none"> <li>- making comparisons within and across books - learning a wider range of poetry by heart</li> <li>- 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</li> </ul> <p><u>Guidance</u></p> <ul style="list-style-type: none"> <li>- Even though pupils can now read independently, reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves.</li> </ul>	<p>wider range of poetry by heart</p> <ul style="list-style-type: none"> <li>- 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</li> </ul> <p><u>Guidance</u></p> <ul style="list-style-type: none"> <li>- Even though pupils can now read independently, reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves.</li> </ul>
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## English Reading - Whole School Progression Map

<b>Poetry and Performance</b>						
<b>FS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<ul style="list-style-type: none"> <li>- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>- To recite simple poems by heart</li> </ul>	<ul style="list-style-type: none"> <li>- To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.</li> </ul>	<ul style="list-style-type: none"> <li>- To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</li> <li>- To begin to use appropriate intonation and volume when reading aloud.</li> <li>- To begin to recognise different forms of poetry (e.g. free verse or narrative poetry)</li> </ul>	<ul style="list-style-type: none"> <li>- To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).</li> <li>- To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading</li> </ul>	<ul style="list-style-type: none"> <li>- To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.</li> <li>- To learn a wider range of poetry by heart</li> </ul>	<ul style="list-style-type: none"> <li>- To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.</li> </ul>

<b>Non- Fiction – Structure and Organisation</b>						
<b>FS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<ul style="list-style-type: none"> <li>- To know that information can be relayed in the form of print.</li> <li>- To know that information can be retrieved from books and computers</li> </ul>	<ul style="list-style-type: none"> <li>- To know that information can be relayed in the form of print.</li> <li>- To know that information can be retrieved from books and computers</li> </ul>	<ul style="list-style-type: none"> <li>- To recognise that non-fiction books are often structured in different ways</li> <li>- To retrieve and record information from non-fiction texts using contents and glossary to locate it.</li> </ul>	<ul style="list-style-type: none"> <li>- To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.</li> <li>- To use dictionaries to check the meaning of words that they have read.</li> </ul>	<ul style="list-style-type: none"> <li>- To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.</li> <li>- To use dictionaries to check the meaning of words that they have read.</li> </ul>	<ul style="list-style-type: none"> <li>- To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.</li> <li>- To distinguish between fact and opinion</li> </ul>	<ul style="list-style-type: none"> <li>- To retrieve, record and present information from non-fiction texts.</li> <li>- To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to</li> </ul>

## English Reading - Whole School Progression Map

						<p>find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).</p> <p>- To recognise bias, fact and opinion</p>
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Range of Reading						
FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>- Enjoy listening to longer stories and can remember much of what happens (3-4 CLL)</li> <li>- Engage with story times (Reception CLL)</li> <li>- Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. (Reception L)</li> <li>- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (R)</li> <li>- Use and understand recently introduced vocabulary during</li> </ul>	<ul style="list-style-type: none"> <li>- Enjoy listening to and discussing a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently</li> <li>- being encouraged to link what they read or hear read to their own experiences</li> </ul>	<ul style="list-style-type: none"> <li>- Enjoy listening to, 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</li> </ul>	<ul style="list-style-type: none"> <li>- Enjoy listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>- reading books that are structured in different ways and reading for a range of purposes</li> </ul>	<ul style="list-style-type: none"> <li>- Enjoy listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>- reading books that are structured in different ways and reading for a range of purposes</li> </ul>	<ul style="list-style-type: none"> <li>- continue to read and discuss a wide variety of texts</li> <li>- read books that are structured in different ways</li> <li>- making comparisons within and across books</li> </ul>	<ul style="list-style-type: none"> <li>- continue to read and discuss a wide variety of texts</li> <li>- read books that are structured in different ways</li> <li>- making comparisons within and across books</li> </ul>



# English Reading - Whole School Progression Map

discussions about stories, nonfiction, rhymes and poems and during role-play (C						
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