

Balcombe C of E Primary School English Progression – Reading



EYFS – English Writing	
Three to four year olds	Reception
<ul style="list-style-type: none">• Understand the five key concepts about print:<ul style="list-style-type: none">-print has meaning-print can have different purposes-we read English text from left to write and from top to bottom-the names of the different parts of a book-page sequencing	<ul style="list-style-type: none">• Read individual letters by saying the sounds for them• Blend sounds into words so that they can read short words made up of known letter-sound correspondences• Read some letter groups that each represent one sound and say sounds for them• Read a few common exception words matched to 'Little Wandle Letters and Sounds Revised' phonics programme.• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment
ELG Comprehension	
<ul style="list-style-type: none">• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and introduced vocabulary• Anticipate (where appropriate) key events in stories• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role-play	
ELG Word Reading	
<ul style="list-style-type: none">• Say a sound for each letter in the alphabet and at least 10 digraphs• Read words consistent with their phonic knowledge by sound-blending• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words	

Year 1 - English Reading	
Word Reading	Comprehension
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - apply phonic knowledge and skills as the route to decode words - respond speedily with the correct sound to graphemes (letters or groups of letters) <p>for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <ul style="list-style-type: none"> - read accurately by blending sounds in unfamiliar words containing GPCs that have been taught - read common exception words, noting unusual correspondence between spelling and sounds and where these occur in the word - read words containing taught GPCs and -s, -es, -ed, -er and -est endings - read other words of more than one syllable that contain taught GPCs - read words of more than one syllable that contain taught GPCs - read words with contractions (ie I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s) - 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 - re-read these books to build up their fluency and confidence in word reading 	<p>Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> - 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 read, 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 <p>Pupils should understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> - drawing on what they 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 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 <p>Pupils should be taught to participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>Pupils should explain clearly their understanding of what is read to them</p>

Year 2 - English Reading	
Word Reading	Comprehension
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - continue to apply phonics 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 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 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 - re-read these books to build up their fluency and confidence in word reading 	<p>Pupils should be taught to develop pleasure in reading, motivation to read and understanding by:</p> <ul style="list-style-type: none"> - listening to, discussing and expressing views about a wide range of contemporary and class 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 <p>Pupils should be taught to understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> - drawing on what they 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 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 <p><i>Pupils should 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</i></p> <p><i>Pupils should explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</i></p>

Year 3 - English Reading

At this stage, teaching comprehension should take precedence over teaching word reading directly - focus should be on supporting the development of vocabulary

Word Reading

Pupils should be taught to:

- begin to apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- begin to read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

Comprehension

Pupils should be taught to develop positive attitudes to reading and understanding what they read by:

- listening to and discussing a wide range of fiction, nonfiction 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 meanings 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

Pupils should be taught to 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 character's 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 one paragraph and summarising
 - identifying how language, structure and presentation contribute to meaning
- Pupils should be taught to retrieve and record information from non-fiction*
Pupils should 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 4 - English Reading

At this stage, teaching comprehension should take precedence over teaching word reading directly - focus should be on supporting the development of vocabulary.

Word Reading

Pupils should be taught to:

- continue to apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- continue to read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

Comprehension

Pupils should continue to be taught to develop positive attitudes to reading and understanding what they read by:

- listening to and discussing a wide range of fiction, poetry, plays, nonfiction 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 meanings 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 (free verse, narrative poetry)

Pupils should be taught to 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 character's 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 one paragraph and summarising
- identifying how language, structure and presentation contribute to meaning

Pupils should be taught to retrieve and record information from non-fiction

Pupils should 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 - English Reading	
Word Reading	Comprehension
<p><i>There should be no further need for direct teaching of word reading skills for almost all pupils.</i></p>	<p>Pupils should be taught to maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> - continuing to read and discuss and 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 - using dictionaries to check the meanings of words that they have read - increasing their familiarity with a wide range of books, 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 wide range of poetry by heart - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone and volume, so that the meaning is clear to an audience <p>Pupils should be taught to understand what they read by:</p> <ul style="list-style-type: none"> - 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 character's 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 one paragraph, identifying key details that support the main ideas - identifying how language, structure and presentation contribute to meaning <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - discuss and evaluate how authors use language, including figurative language,

	<p>considering the impact on the reader</p> <ul style="list-style-type: none">- distinguish between statement of fact and opinion- 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, building on their own and others' ideas and challenging views courteously- to 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
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Year 6 - English Reading	
Word Reading	Comprehension
There should be no further need for direct teaching of word reading skills for almost all pupils.	<p>Pupils should continue to be taught to maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> - continuing to read and discuss and 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 - using dictionaries to check the meanings of words that they have read - increasing their familiarity with a wide range of books, 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 wide range of poetry by heart - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone and volume, so that the meaning is clear to an audience <p>Pupils should be taught to understand what they read by:</p> <ul style="list-style-type: none"> - 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 character's 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 one paragraph, identifying key details that support the main ideas - identifying how language, structure and presentation contribute to meaning <p>Pupils should be taught to:</p>

	<ul style="list-style-type: none"> - discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - distinguish between statement of fact and opinion - 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, building on their own and others' ideas and challenging views courteously - to 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
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