

Reading Progression



Intent

At Teignmouth Primary School, reading is at the heart of our curriculum. We believe that the teaching of reading is integral to a child's understanding and appreciation of the world around them, a platform that allows our children to see beyond their own lives, share in different cultural experiences and develop the vocabulary they need to effectively express themselves. Our reading curriculum strives to foster a lifelong love of reading. It is our intention to ensure that by the end of their primary education, all our children can read fluently and with confidence in any subject and have a rich vocabulary that provides them with the ability to play with and manipulate language, recognising the nuance of meaning and how language can be used for a range of purposes. We want children to have the confidence to be able to communicate effectively in a variety of situations' both now and in the future. We therefore encourage and provide the opportunities for children to read widely to develop:

- knowledge of themselves and the world in which they live,
- an appreciation and love of reading,
- knowledge across the curriculum,
- comprehension skills.

We are committed to providing quality, vocabulary-rich reading material, which immerses and enhances all pupils' wider knowledge of the spoken and written word, through modern and classic children's literature, poetry and non-fiction texts

Implementation

The effective systematic teaching of phonics has a high priority throughout the Foundation Stage and Key Stage 1. Phonics is taught daily in small homogenous groups through the Read Write Inc. programme to all children in our Reception class, Year 1 and those in Year 2 and Key Stage 2 who have been assessed as requiring it: those few pupils who find learning to read a challenge are supported through rigorous interventions to cater for their needs. Staff systematically teach the relationship between sounds and the written spelling patterns, or graphemes, which represent them through a structured, multi-sensory, incremental approach to reading and spelling. Children are reassessed every half term to ensure they are working in the correct group to make the best possible progress.

Once children are confidently decoding, typically during Year 2, they move on to accessing whole class guided reading sessions where children are taught the key skills of vocabulary, inference, prediction, explanation, retrieval and sequencing or summarising (VIPERS).

High quality texts are carefully selected, on a three-week rotation of fiction, non-fiction and poetry, with the knowledge of how they link to and enrich other areas of the curriculum.

At every stage of a child's life, reading should be pleasurable and we believe that time should be devoted at school and home to 'reading for pleasure'. Teachers read to their class daily. During the children's dedicated library slot each week, they have the opportunity to read books of their own choice, which they take home, read and discuss. We have a well-stocked library of fiction and non-fiction books. The children are encouraged to choose their own books from our library. The majority of the books in our library are part of the Accelerated Reader scheme, which is an online tool we use to inspire

and motivate our 'free readers' to choose challenging and interesting books. When they have completed a book, children are asked to complete an online quiz to see how well they have understood what they have just read. This helps us ensure the children are choosing books appropriately and making progress with their reading. Parents can use the Home Connect function to view and engage with their children's progress on the Accelerated Reader scheme.

Curriculum Book Spine

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery A	 	  	 	  	  	  
Nursery B	  	  	  	  	  	  
Reception	  	   	  	  	  	  

Year 1/2 A	                 
Year 1/2 B	             
Year 3/4 A	         
Year 3/4 B	           
Year 5/6 A	           
Year 5/6 B	           

Progression of Skills and Knowledge

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word reading	<p>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p> <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother 	<p>Read individual letters by saying the sounds for them</p> <p>Blend sounds into words, so that they can read short words made up of known letter–sound correspondences</p> <p>Read some letter groups that each represent one sound and say sounds for them</p> <p>Read a few common exception words matched to the school’s phonic programme</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words</p>	<p>Apply phonic knowledge and skills as the route to decode words</p> <p>Say sounds for 40+ graphemes, including one grapheme for each of the 40+ phonemes</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>Read many common exception words from (English appendix 1)</p>	<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>Read accurately by blending the sounds in words that contain the graphemes for all 40+ phonemes</p> <p>Recognise alternative sounds for graphemes</p> <p>Read accurately words of two or more syllables that contain graphemes taught so far</p> <p>Read words containing common suffixes</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and</p>	<p>Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include: dis-, mis-, in-, il-, im-, ir-, -ly; (English Appendix 1)</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling English Appendix 1)</p>	<p>Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include re-, sub-, inter-, super-, anti-, auto-, -ation, -ous; (English Appendix 1)</p> <p>Read and decode further exception words accurately, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling English Appendix 1)</p>	<p>Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 5 spelling</p>	<p>Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 6 spelling</p>

			<p>Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</p> <p>Read aloud many words containing taught GPCs quickly and accurately without overt sounding and blending</p> <p>Read other words of more than one syllable that contain taught GPCs</p> <p>Read words with contractions and understand that the apostrophe represents the omitted letter(s)</p> <p>Read aloud accurately books that are consistent with developing phonic knowledge and that do not require use of other strategies, such as guessing words from pictures or the context of the sentence, to work out words</p> <p>Re-read phonically decodable books to build up fluency</p>	<p>where these occur in the word</p> <p>Read words in age-appropriate books accurately and fluently without overt sounding and blending, and sufficiently fluently to allow him/her to focus on understanding rather than decoding</p> <p>Read aloud books closely matched to his/her improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>Re-read books, sounding out unfamiliar words accurately, to build up fluency and confidence in word reading</p>				
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			and confidence in word reading					
Range of reading	<p>Enjoy sharing books with an adult.</p> <p>Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</p>	Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently	<p>Listen to and discuss a wide range of fiction, poetry, plays and non-fiction</p> <p>Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which he/she can read independently</p>	<p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Read books that are structured in different ways</p>	<p>Read, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Read for a range of purposes</p>	<p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Read books that are structured in different ways and read for a range of purposes</p>	<p>Read age-appropriate books, including whole novels, with confidence and fluency</p> <p>Read books that are structured in different ways and read for a range of purposes selecting texts to match need</p>
Familiarity with texts	<p>Enjoy listening to longer stories and can remember much of what happens.</p>	<p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words</p> <p>Compare and contrast characters from stories...</p>	<p>Join in with predictable phrases</p> <p>Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>Retell some of a familiar story/rhyme, when being read to by an adult (one-to-one or in a small group)</p>	<p>Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>Recognise simple recurring literary language in stories and poetry</p>	<p>Increase familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally</p> <p>Identify themes and conventions in a range of books</p>	<p>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally</p> <p>Identify themes and conventions in a wide range of books</p>	<p>Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <p>Identify and discuss themes and conventions in writing</p>	<p>Increase their familiarity with a wide range of books, including from our literary heritage and books from other cultures and traditions</p> <p>Identify and discuss themes and conventions in and across a wide range of writing</p>
Poetry and Performance	Know many rhymes, be able to talk about familiar books, and be able to tell a long story.	<p>Listen carefully to rhymes and songs, paying attention to how they sound</p> <p>Learn rhymes, poems and songs</p>	Learn to appreciate rhymes and poems, and to recite some by heart	<p>Read aloud poems and perform play scripts</p> <p>Continue to build up a repertoire of poems learnt by</p>	<p>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation and action</p>	<p>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation,</p>	Learn a range of poetry by heart , prepare poems and plays to read aloud and to perform, showing understanding	Learn a wider range of poetry by heart, preparing poems and plays to read aloud and to perform, showing understanding

				heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	Recognise some different forms of poetry	tone, volume and action Recognise some different forms of poetry e.g. free verse, narrative poetry	through intonation, tone and volume so that the meaning is clear to an audience	through intonation, tone and volume so that the meaning is clear to an audience
Word meaning (Vocabulary)	Use a wider range of vocabulary.	Learn new vocabulary Use new vocabulary through the day	Discuss word meanings, linking new meanings to those already known	Discuss their favourite words and phrases Discuss and clarify the meanings of words, linking new meanings to known vocabulary	Use dictionaries to check the meaning of words that they have read with support	Use dictionaries to check the meaning of words that they have read independently Explain the meaning of words in context	Explore the meaning of words in context	Use a variety of different skills to understand the meaning of words in context
Inference	Understand gradually how others might be feeling.	Think about the perspectives of others	Make inferences on the basis of what is being said and done Answer questions in discussion with the teacher Discuss the significance of the title and events	Make inferences on the basis of what is said and done in a book they are reading independently Answer and ask questions and make links	Draw inferences such as inferring characters' feelings and thoughts from their actions Justify inferences with evidence	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions Justify inferences with evidence taken from the text	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions across a range of texts Justify inferences with evidence clearly taken from the text	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions across a wide range of texts Justify inferences with evidence clearly taken from more complex texts
Prediction			Predict what might happen on the basis of what has been read so far	Make plausible predictions about what might happen on the basis of what has been read so far	Predict what might happen from details stated	Predict what might happen from details stated and implied	Predict what might happen from details stated and implied in increasingly complex texts	Predict what might happen from details stated and implied in increasingly complex texts
Authorial Intent (Explanation)					Discuss words that capture the reader's interest and imagination Identify how language, structure, and presentation	Discuss words and phrases that capture the reader's interest and imagination Identify how language, structure,	Discuss and evaluate how authors use language, including figurative language Make comparisons within a book	Discuss and evaluate how authors use language, including figurative language, considering the

					contribute to meaning (to include paragraphs, headings, sub-headings, inverted commas to punctuate speech)	and presentation contribute to meaning, (to include: paragraphs, use of pronouns for cohesion , inverted commas for speech, apostrophes to mark possession , fronted adverbials)		impact on the reader Identify how language, structure and presentation contribute to meaning Make comparisons within and across books
Non fiction (Retrieval)		Engage in non-fiction books. Use and understand recently introduced vocabulary during discussions about nonfiction	Listen to and discuss a wide range of non-fiction at a level beyond that at which they can read independently	Be introduced to non-fiction books that are structured in different ways	Retrieve and record information from non-fiction	Retrieve and record information from non-fiction over a wide range of subjects	Retrieve, record and present information from non-fiction Distinguish between statements of fact and opinion	Retrieve, record and present information from non-fiction texts Distinguish between statements of fact and opinion
Sequencing/ Summarising	Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'	Anticipate (where appropriate) key events in stories.	Draw on what is already known or on background information and vocabulary provided by the teacher Be encouraged to talk about events in what is read or heard read and link them to their own experiences	Discuss the sequence of events in books and how items of information are related Explain what has happened so far in what he/she has read	Identify main ideas and summarise these	Identify main ideas drawn from more than one paragraph and summarise these	Identify main ideas drawn from more than one paragraph and summarise these identifying key details to support the main ideas	Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and using quotations for illustration
Understanding	Listen to simple stories and understand what is happening, with the help of the pictures. Understand 'why' questions, like:	Ask questions to find out more and to check they understand what has been said to them	Check that the text makes sense as they read and correct inaccurate reading Explain clearly their understanding of	Draw on what they already know or on background information and vocabulary provided by the teacher Check that the text makes sense to	Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context Ask questions to improve their	Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	Check that the book makes sense to them discussing their understanding and exploring the meaning of words in context	Check that the book makes sense to them, discuss their understanding and explore the meaning of words in context

	“Why do you think the caterpillar got so fat?”		what is read to them	them as they read and correct inaccurate reading	understanding of a text Identify morals and messages in a story	Ask questions to improve their understanding of text with increasing complexity	Ask questions to improve their understanding of complex texts	Ask questions to improve their understanding of complex texts
Discussing reading	Engage in extended conversations about stories, learning new vocabulary. Ask questions about the book. Make comments and shares their own ideas.	Engage in story times Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary	Participate in discussion about what is read to them taking turns and listening to what others say	Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves by taking turns and listening to what others say Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	Participate in reasoned discussion about books, poems and other material that are both read to them and those they can read for themselves by taking turns and listening to what others say	Participate in clear reasoned discussion about books, poems and other material that are read to them and those they can read for themselves by taking turns and listening to what others say	Participate in discussions about books that are read to them and those that can be read for themselves building on their own and others' ideas and challenging views courteously Recommend books that they have read to their peers Explain and discuss their understanding of what they have read, including through formal presentations and debates Provide reasoned justifications for their views	Participate in discussions about books that are read to them and those that can be read for themselves building on their own and others' ideas and challenging views courteously and with clear reasoning Recommend books that they have read to their peers, giving reasons for their choices 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

Phonics Progression

	Nursery	Reception	Year 1	Year 2+
Autumn Term		<p>Set 1 Speed sounds – word time</p> <p>A) Teaching single letter sounds and assisting children to blend (using magnetic letters) in order to read CVC words.</p> <p>B) Children know most single letter sounds and now need to learn to blend orally.</p> <p>C) Children know most single letter sounds and are able to blend orally. The gaps in single letter sounds are taught and further vocabulary containing ‘Special Friends’.</p> <p>Ditties</p> <p>Children know all Set 1 single letter sounds speedily and can blend sounds into words orally. They are able to Fred Talk most words. Continue to teach and review Set 1</p> <p>In addition, the children learn to read the sounds and words needed to read a simple Ditty sheet each day. (captions)</p>	<p>Orange/ Yellow</p> <p>The children are able to read <i>ar or air ir ou oy</i> speedily. They are able to Fred Talk real and alien words and also read a range of real words speedily (no Fred Talk)</p> <p>Lessons continue to review Set 1 and 2 sounds. Set 3 sounds are now taught, the focus is on reading at this stage.</p>	Those children who are working below grey books will continue on the program with additional 1:1 support.
Spring Term		<p>Red</p> <p>The children know all Set 1 sounds speedily. They are able to Fred Talk most words and are now able to use the same skills to read alien/nonsense words. Reviewing Set 1 Sounds and vocabulary. They also learn to read more words containing Special Friends and words that contain 4+ sounds.</p> <p>Green</p> <p>The children are able to Fred Talk real and alien words and also read a range of real words speedily (no Fred Talk) Reviewing Set 1 Sounds and vocabulary containing 4+ sounds.</p> <p>The Story Book lesson runs over three days. The children practise the Speed Sounds and Green Words related to the Story. They also practise reading Green and Red Words (common exception) speedily.</p> <p>-They read the story three times with the focus on building intonation and fluency.</p>	<p>Blue</p> <p>The children are able to read alien words and real words containing Set 1 and 2 Sounds speedily (no Fred Talk) The Speed Sound Lesson reviews Set 1, 2 and 3 Sounds and now includes writing words containing Set 3 Sounds. The Story Book Lesson <u>extends to five days</u>. The children are able to read <i>a-e ea i-e o-e u-e oi</i> speedily and alien words containing other Set 3 Sounds. They can read a text at 70+ words per minute The Speed Sound Lesson reviews Set 2 and 3 Sounds</p>	
Summer Term	Children are taught to say the sounds of letters with the help of mnemonics, to blend the sounds into words.	<p>Pink</p> <p>The children are able to read <i>ay ee igh ow oo oo</i> speedily. They are able to Fred Talk real and alien words and also read a range of real words speedily (no Fred Talk)</p>	<p>Grey</p> <p>The children are able to read <i>ai oa ew oi ire ear er aw ow ure are ur</i> speedily and alien words containing these and other Set 3 Sounds They can read a text at 80+ words per minute</p>	

Fred talk: Fred is a toy frog and he can *only* say the *sounds* in a word and needs help to read the word. Fred will say the sounds and the children will work out the word. For example, Fred will say the sounds **c-a-t**, and children will say the word *cat*. This is Fred Talk: sounding out the word.



Special Friends: two letters that make one sound

Each sound has a rhyme to help the children remember the sounds. The sounds are taught in a specific order, shown below, starting at the top from left to right. The children begin by learning the sound each individual letter of the alphabet makes. They then move on to learning how combinations of 2 or 3 letters can make one sound.

Set 1 sounds:

m mmmmmountain	a a-a-a apple	s Ssssssnake	d d-d-d- dinosaur	t t-t-t-tower
i i-i-i-insect	n Nnnnet	p p-p-p-pirate	g g-g-g-girl	k k-k-k-kangaroo
u u-u-u-umbrella	b b-b-boot	f ffflower	e e-e-egg	l llleg
h h-h-horse	sh sh says the horse	r rrrobot	j j-j-jack in a box	v vvulture
y y-y-yak	w w-w-worm	th th thank you	z zzzip	ch ch-ch-choo
qu qu-qu-queen	x xxx exercise	nk nk I think I stink	ng ng thing on a string	

Red Words at Set 1

Red words are what we call words the children cannot sound out as they do not follow the phonics language patterns. Their letters make uncommon sounds. The only way to learn these words is from memory, so they need lots of practise! These words are taught alongside new sounds, once the children can read some simple 3 sound words e.g. c-a-t.

These are the red words children should know while working at the set 1 sound level:

I	the	my	you	said
your	are	be	of	no
what	all	was	we	so
to	me	call	her	there
want	go	old	he	she

Set 2 sounds

These are sounds which are made up of 2 or 3 letters.

This is a list of the set 2 sounds and the matching phrases:

ay: may I play
ee: what can you see?
igh: fly high
ow: blow the snow
oo: poo at the zoo
oo: look at a book
ar: start the car
or: shut the door
air: that's not fair
ir: whirl and twirl
ou: shout it out
oy: toy for a boy

Set 3 sounds

ea: cup of tea
oi: spoil the boy
a-e: make a cake
i-e: nice smile
o-e: phone home
u-e: huge brute
aw: yawn at dawn
are: care and share
ur: nurse with a purse
er: better letter
ow: brown cow
ai: snail in the rain
oa: goat in a boat
ew: chew the stew
ire: fire fire
ear: hear with your ear
ure: sure it's pure
tion
tious/cious

Red Words at Set 2/3

some	does	tall	come	watch	who	were	brother	any
there	where	too	small	love	many	here	once	buy
worse	thought	talk	could	anyone	would	great	son	water
should	they	half	going	over	laugh	because	can't	one
people	another	through	baby	told	even	mother	brother	why
friend	eye	only	key	put				