

## Balcombe C of E Primary School English Progression - Reading



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

## Year 1 - English Reading

### Word Reading

#### Pupils should be taught to:

- 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 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

### Comprehension

#### Pupils should be taught to 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 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
- Pupils should understand both the books they can already read accurately and fluently and those they listen to by:**
- 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
- Pupils should be taught to participate in discussion about what is read to them, taking turns and listening to what others say
- Pupils should explain clearly their understanding of what is read to them

## Year 2 - English Reading

### Word Reading

**Pupils should be taught to:**

- 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

### Comprehension

**Pupils should be taught to develop pleasure in reading, motivation to read and understanding by:**

- 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

**Pupils should be taught to understand both the books that they can already read accurately and fluently and those that they listen to by:**

- 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
- 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*
- 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*

## 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
  - to use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words)
  - use knowledge of root words to understand meanings of words
  - word families based on common words, showing how words are related in form and meaning, e.g. solve, solution, solver, dissolve, insoluble
  - use growing knowledge of root words and prefixes to understand meanings e.g. un-, dis-, -mis-, re-
  - to apply their growing knowledge of root words and suffixes/word endings to understand meaning, e.g. -ation, -ous
  - use intonation, tone and volume when reading aloud
  - take note of punctuation when reading aloud
  - to begin to read Y3/Y4 exception words.\*
- \* See NC English Appendix 1 and year group word lists

**Fluency:** 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.

### Comprehension

#### Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to and discussing a wide range of fiction, nonfiction and reference books or textbooks
- regularly listening to whole texts read aloud by the teacher
- reading a range of non-fiction texts e.g. *information, instructions, recounts, reports, recipes etc.*
- reading for a range of purposes e.g. *enjoyment, reference, research*
- using dictionaries to check the meanings of words that they have read
- analyse and evaluate texts looking at language, structure, presentation e.g. *reports, instructions*
- sequencing main events in stories and retelling some of these orally, including fairy stories, fables and folk tales, identifying themes e.g. *good over evil, weak over strong, rich and poor*
- identifying conventions in a wide range of books e.g. *a magical sentence repeated several times*
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing favourite words and phrases that capture the reader's interest and imagination
- recognise some different forms of poetry e.g. *free verse, narrative*

#### Understand what they 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 e.g. *I wonder why the character...?*
- 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
- discuss purpose of paragraphs and identify key ideas within paragraphs

	<p><b>Retrieve and record information from non-fiction</b></p> <ul style="list-style-type: none"> <li>-evaluate how specific information is organised within a non-fiction text <i>e.g. text boxes, sub-headings, contents, bullets, glossary, diagrams</i></li> <li>-quickly appraising a text to evaluate usefulness</li> <li>-navigate texts in print and on screen</li> </ul> <p><b>Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say</b></p> <ul style="list-style-type: none"> <li>-developing and agreeing rules for effective participation</li> <li>-making and responding to contributions in variety of group situations <i>e.g. whole class, pairs, guided groups</i></li> </ul>
--	---

<b>Year 4 - English Reading</b>	
At this stage, teaching comprehension should take precedence over teaching word reading directly - focus should be on supporting the development of vocabulary.	
<b>Word Reading</b>	<b>Comprehension</b>
<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>-read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill</li> <li>- to apply their knowledge of root words, prefixes and suffixes/word endings to understand meanings of words and read aloud fluently.*</li> <li>- use prefixes to understand meanings <i>e.g. sub-, inter-, anti-, -auto-</i></li> <li>- use suffixes to understand meanings <i>e.g. -ation, -ous, -tion, -sion, -ssion, -cian</i></li> <li>- read and understand meaning of Y3/Y4 exception words (discussing where unusual spellings occur within words.*</li> <li>- use punctuation to determine intonation and expression when reading aloud to a range of audiences</li> </ul> <p>*See NC English Appendix 1 and year group word lists</p> <p><b>Fluency:</b> 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.</p>	<p><b>Pupils should continue to be taught to develop positive attitudes to reading and understanding what they read by:</b></p> <ul style="list-style-type: none"> <li>-reading from a wide range of genres and writers - listening to, reading and discussing a range of fiction, poetry, plays and non-fiction in different forms <i>e.g. advertisements, formal speeches, leaflets, magazines, electronic texts</i></li> <li>- regularly listening to whole novels read aloud by the teacher</li> <li>- analysing and evaluate texts looking at language, structure and presentation</li> <li>- analysing different forms of poetry <i>e.g. haiku, limericks etc</i></li> <li>- reading books and texts for a range of purposes (identifying conventions and themes) and responding in a variety of ways</li> <li>- analysing and comparing a range of plot structures</li> <li>- retelling a range of stories, including less familiar fairy stories, myths and legends</li> <li>- identifying, analysing and discussing authorial style and themes <i>e.g. safe and dangerous, just and unjust, triumph of good over evil, origins of the earth, its people and animals and features/conventions e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings.</i></li> <li>- identify how the language structure and presentation contribute to meaning</li> </ul>

- identifying, discussing and collecting effective words and phrases which capture the reader's interest and imagination *e.g. metaphors, similes*
- learning a range of poems by heart and rehearsing for performance
- preparing poems and playscripts to read aloud, showing understanding through intonation, tone, volume and action

**Discuss their understanding of the text by:**

- explaining the meaning of key vocabulary within the context of the text
- making predictions based on information stated and implied
- demonstrating active reading strategies *e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images*
- drawing inferences around characters' thoughts, feelings, actions and motives, and justify predictions/thoughts with evidence from the text using point and evidence
- identifying main ideas drawn from more than one paragraph and summarising these *e.g. character is evil because...1/2/3 reasons, ?? is a worthwhile place to visit because 1/2/3 reasons across a text.*

**Retrieve and record information from non-fiction**

- analysing and evaluating how specific information is organised within a non-fiction text *e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams*
- scanning for dates, numbers and names
- explaining how paragraphs are used to order or build up ideas, and how they are linked
- navigating texts to locate and retrieve information in print and on screen

**Participating in discussion about what is read to them and books they have read independently, taking turns and listening to what others say**

- develop, agree on and evaluate rules for effective discussion
- making and responding to contributions in a variety of group situations *e.g. whole class, independent reading groups, book clubs etc.*

## Year 5 – English Reading

### Word Reading

**Fluency:** *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*

**Pupils should be taught to:**

- read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues
- use knowledge of root words to understand meanings of words
- apply growing knowledge of suffixes/prefixes to understand meaning of new words
- use suffixes to understand meanings e.g. -ant, -ance, -ancy, -ent, ence, -ency, -ible, -able, -ibly, -ably,
- read and understand meaning of most words on Y5/6 word list – discussing the unusual correspondences between spelling and sounds and where these occur in the word.
- use punctuation to determine intonation and expression when reading aloud to a range of audiences

\*See NC English Appendix 1 and year group word lists

### Comprehension

**Maintain positive attitudes to reading and understanding what they read by:**

- listening to and discussing a range of fiction, poetry, plays and nonfiction which they might not choose to read themselves
- regularly listening to whole novels read aloud by the teacher from an increasing range of authors
- discussing vocabulary used by the author to create effect including figurative language
- evaluating the use of authors' language and explain how it has created an impact on the reader.
- exploring themes within and across texts e.g. loss, heroism, friendship
- making comparisons within a text e.g. *characters' viewpoints of same events*
- reading a wide range of genres and analysing the conventions of different types of writing e.g. *use of first person in autobiographies and diaries*) and *differences between text types*
- recommending books to their peers with reasons for choices
- reading books and texts that are structured in different ways for a range of purposes
- expressing preferences about a wider range of books including modern fiction, traditional stories and myths and legends
- learning a wider range of poems by heart
- preparing poems and playscripts to read aloud and perform, showing understanding/awareness of audience through intonation, tone, volume and action so the meaning of what is being read is clear

**Understand what they read by:**

- checking that the book makes sense to them and demonstrating understanding e.g. *through discussion, use of reading journals*
- exploring meaning of words in context
- demonstrating active reading strategies e.g. *generating questions to refine thinking, noting thoughts in a reading journal*
- inferring characters feelings, thoughts and motives from their actions and justifying inferences with evidence
- predicting what might happen from information stated and implied

- re-reading and reading ahead to locate clues to support understanding
- scanning for key words and text marking to locate key information
- summarising main ideas drawn from more than one paragraph and identifying key details which support this
- identifying how language, structure and presentation contribute to meaning  
*e.g. formal letter, informal diary, persuasive speech.*

**Discuss and evaluate how authors use language including figurative language, considering the impact on the reader:**

- Exploring, recognising and using the terms metaphor, simile, imagery
- Explaining the effect on the reader of the authors' choice of language

**Distinguish between statements of fact or opinion within a text**

**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**

- preparing formal presentations individually or in groups
- using notes to support presentation of information
- responding to questions generated by a presentation
- participating in debates on an issue related to reading (fiction or nonfiction)

**Provide reasoned justifications for their views:**

- justifying opinions and elaborating by referring to the text. (Point + Evidence + Explanation)

**Retrieve and record information from non-fiction**

- to use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.



## Year 6 – English Reading

### Word Reading

*Fluency: 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*

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

- use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. un+happy+ness, dis+repute+able, dis+respect+ful, re+engage+ment
- use suffixes to understand meanings e.g. -cious, -tious, -tial, -cial
- read and understand meaning of words on Y5/6 word list - see bottom
- use etymology to help the pronunciation of new words e.g. chef, chalet, machine, brochure - French in origin
- employ dramatic effect to engage listeners whilst reading aloud
- read extensively for pleasure
- skim texts to ascertain the gist
- use a combination of scanning and close reading to locate information
- evaluate texts quickly in order to determine their usefulness or appeal
- understand underlying themes, causes and consequences within whole texts
- understand the structures writers use to achieve coherence; (headings; links within and between paragraphs; connectives)
- recognise authors' techniques to influence and manipulate the reader

\*See NC English Appendix 1 and year group word lists.

### Comprehension

#### **Maintain positive attitudes to reading and understanding what they read by:**

- listening to, reading and discussing an increasingly wide range of fiction, poetry, plays and non-fiction.
- regularly listening to whole novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves.
- recognising themes within and across texts e.g. hope, peace, fortune, survival
- making comparisons within and across texts e.g. similar events in different books
- comparing texts written in different periods
- analysing the conventions of different types of writing e.g. *use of dialogue to indicate geographical and/or historical settings for a story*
- independently read longer texts with sustained stamina and interest
- recommending books to their peers with detailed reasons for their opinions
- expressing preferences about a wider range of books including modern fiction, traditional stories, fiction from our literary heritage and books from other cultures and traditions
- learning a wider range of poems by heart
- preparing poems and playscripts to read aloud and perform using dramatic effects

#### **Understand what they read by:**

- using a reading journal to record on-going reflections and responses to personal reading
- exploring texts in groups and deepening comprehension through discussion
- exploring new vocabulary in context
- demonstrating active reading strategies e.g. challenging peers with questions, justifying opinions, responding to different viewpoints within a group
- inferring characters feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. Point + Evidence + Explanation
- predicting what might happen from information stated and implied
- re-read and reads ahead to locate clues to support understanding and justifying with evidence from the text

- scanning for key information e.g. looking for descriptive words associated with a setting
- skimming for gist
- using a combination of skimming, scanning and close reading across a text to locate specific detail
- identifying how language, structure and presentation contribute to meaning *e.g. persuasive leaflet, balanced argument.*
- discuss and evaluate how authors use language including figurative language, considering the impact on the reader
- exploring, recognising and using the terms personification, analogy, style and effect
- explaining the effect on the reader of the authors' choice of language and reasons why the author may have selected these

**Distinguish between statements of fact or opinion across a range of texts** *e.g. first-hand account of an event compared with a reported example*

**Participate in discussions about books building on their own and others' ideas and challenging views courteously**

**Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary**

- preparing formal presentations individually or in groups
- using notes to support presentation of information
- responding to questions generated by a presentation
- participating in debates on issues related to reading (fiction/non-fiction)

**Provide reasoned justifications for their views**

- justifying opinions and elaborating by referring to the text *e.g. Point + Evidence + Explanation*

