Reading Progression Document

Key Stage 1 to Key Stage 2

(2022-2023)

At St Edmund's School, we put reading at the heart of our curriculum. Reading feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds. Reading consists of two dimensions: word reading and comprehension. It is essential that teaching focuses on developing pupils' competence in both dimensions. Skilled word reading involves both the fast and efficient decoding of the pronunciation of unfamiliar printed words and the instant recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading. Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils are encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum.

We aim for our pupils to:

• Read easily, fluently and with good understanding

• Develop the habit of reading widely and often, for both pleasure and information

• Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language

• Appreciate our rich and varied literary heritage

• Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas

• Be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

• Apply their reading skills across all areas of the curriculum

Word Reading Skills Progression

	Year 1	Year 2	KS2
Phonics	• apply phonic knowledge and skills as the route to decode words • respond speedily with the correct sound to graphemes - including, where applicable, alternative sounds for graphemes	• continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent	• Reading continues to be fluent and the need for individual phonic knowledge becomes less necessary
Unfamiliar Words	• read accurately by blending sounds in unfamiliar words	• read accurately by blending the sounds in words unfamiliar words especially recognising alternative sounds for graphemes	• apply their growing knowledge of root words, both to read aloud and to understand the meaning of new words they meet
Exception words	• read common exception words - the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our • read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)	• read further common exception words - door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents • read most words quickly and accurately, without overt sounding out	• read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (year group specific word lists)
Prefixes and Suffixes	• read words containing–s, –es, –ing, –ed, –er and –est endings	• read words containing common suffixes	• apply their growing knowledge of prefixes and suffixes both to read aloud and to understand the meaning of new words they meet
Syllables	• read other words of more than one syllable that contain taught sounds	• read accurately words of two or more syllables	• fluently read words with multiple syllables
Books	• read aloud books that are consistent with their developing phonic knowledge • re-read these books to build up their fluency and confidence in word reading.	• read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately and automatically • re-read these books to build up their fluency and confidence in word reading.	• Read aloud and in their head books at the appropriate level • re-read these books to build up their fluency and confidence in word reading.

Reading Comprehension Skills Progression

	Year 1	Year 2	Year 3 and Year 4	Year 5 and Year 6
Reading for Pleasure	• develop pleasure in reading and a motivation to read • listening to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • learning to appreciate rhymes and poems, and to recite some by heart	• continue to develop pleasure in reading and a motivation to read • continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	• develop positive attitudes to reading • listening to and discussing a wide range of fiction, poetry and plays • prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	• maintain positive attitudes to reading • continue to read and discuss an increasingly wide range of fiction, poetry • recommend books that they have read to their peers, giving reasons for their choices • learn a wider range of poetry by heart • prepare 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
Non-Fiction	• be introduced to non-fiction books and their purpose • discuss how non-fiction is different to fiction	• listen to, discuss and express views about non-fiction • Discuss how items of information are related • be introduced to non-fiction books that are structured in different ways	• listen to and discuss a range of non-fiction and reference books or textbooks • read books that are structured in different ways for a range of purposes • identify how language, structure, and presentation contribute to meaning • retrieve and record information from non-fiction	• Continue to and discuss a range of non-fiction and reference books or textbooks • read books that are structured in different ways and for a range of purposes • identify how language, structure and presentation contribute to meaning – and how this differs from fiction • retrieve, record and present information from non-fiction
Prediction and Making Connections	• be encouraged to link what they read or hear read to their own experiences • become very familiar with key stories, fairy stories and traditional tales and retelling them	• become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales - considering their particular characteristics • recognise simple recurring literary	• increase their familiarity with a wide range of books, including fairy stories, myths and legends • identify themes and conventions in a wide range of books • predict what might happen from details stated and implied	• 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 • identify and discuss themes and conventions in and across a wide

	- recognise and join in with predictable phrases - Understand what they read by drawing on what they already know - predict what might happen on the basis of what has been read so far	- language in stories and poetry - Understand what they read by drawing on what they already know or from background information - predict what might happen on the basis of what has been read so far and the connections they have made		- range of writing – using these links to make predictions - predicting what might happen from details stated and implied
Clarifying and Asking Questions	- discuss word meanings, linking new meanings to those already known - check that the text makes sense to them as they read and correcting inaccurate reading	- discuss and clarify the meanings of words, linking new meanings to known vocabulary - check that the text makes sense to them as they read and correct inaccurate reading - answer and ask questions about what they have read	- use dictionaries to check the meaning of words that they have read - discuss their understanding and explain the meaning of words in context - ask questions to improve their understanding of a text	- discuss their understanding and explore the meaning of words in context – including using their knowledge of synonyms - ask questions to improve their understanding and probe deeper in to a text - distinguish between statements of fact and opinion
Summarising	discuss the significance of the title and events	discuss the sequence of events in books	- Retell some well-known stories orally - identify themes in a wide range of books - identify main ideas drawn from more than one paragraph and summarising these	- identify and discuss themes in and across a wide range of writing - summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
Inference	make inferences on the basis of what they can see in pictures	make inferences on the basis of what is being said and done	draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with basic reasoning	draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence from the text

| Evaluating | • participate in discussion about what is read to them, taking turns and listening to what others say | • listen to, discuss and express views about a wide range of contemporary and classic poetry and stories
• discuss their favourite words and phrases
• explain and discuss their understanding of books, poems and other material | • discuss words and phrases that capture the reader's interest and imagination
• 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
• justify their opinions with basic reasoning | • recommend books that they have read to their peers, giving reasons for their choices
• make comparisons within and across books
• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
• 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
• 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. |