

Reading Progression Overview

Intent

At Brabourne CEP School our intent is to deliver a quality reading curriculum that engages, inspires and motivates children to develop an immutable love of reading. Reading is a skill for life that cannot be undervalued and we see reading as key to our pupils' future success.

We put high quality books at the heart of our English curriculum and reading is embedded and valued throughout all subjects of the curriculum. The structure of the reading curriculum across school shows clear progression in line with age related expectations.

A strong, whole school approach to phonics, reading skills and comprehension ensures children can build upon and deepen their fluency and understanding of what they read. Children are able to discuss and answer a full range of comprehension question types both orally and in written form. When they leave us, the children are able to articulate their understanding, critical thinking of themes and knowledge of books and authors. We aim to ensure that reading is a high-profile subject, which allows all children to become life-long readers.

Implementation

Books and reading are at the centrepiece of our curriculum. Children are provided with opportunities to engage with high quality 'power of reading' texts through their English curriculum. Our curriculum is frequently reviewed to ensure that it is current and effective, and teachers are supported and aided in their teaching of reading through appropriate high quality CPD, ensuring all staff have confidence in the skills and knowledge that they are required to teach. Reading resources are audited regularly and organised so that children have materials of high quality to support their learning.

The daily teaching of phonics in Early Years and Year 1 allows key phonic skills to be revisited regularly, allowing repetition to embed learning. Phonetical knowledge is tracked twice termly in EY and KS1. The school follows the Twinkl Phonics Programme and the sessions are structured to include revisit and review, teach, practise and apply and this ensures all children will cover all the objectives throughout the programme. Children who are not meeting age related expectations for each phase are given rapid targeted intervention in the form of precision teaching, small group work and extra booster sessions. The skills used in phonics sessions are also used across the curriculum so that the same teaching strategies that are used are applied to other subjects when reading or writing. Teachers ensure that children are well prepared and monitored in order to pass the phonic screening at the end of Year 1 and intervention put in place to ensure children can achieve this at Year 2 if not successful in Year 1.

The skills of vocabulary, prediction, inference, sequencing, retrieval and understanding the whole text are specifically taught using a whole school approach and ensures clear progression of comprehension skills across the key stages. The children complete activities linked to reading comprehension both in a group and independently daily. A range of assessments are completed termly to ensure every child is making sustained or accelerated progress. Children are assessed on their fluency, reading age and comprehension skills.

The school adopts a collaborative approach to working with parents in order to develop the children's reading skills. This takes place in the form of annual parent workshops in both Reception class and Year 1 dedicated to training parents in how to support with phonics at home. Additionally, there have been whole school parent workshops for reading where all parents are able to explore how we teach reading in school.

Impact

The impact of our reading curriculum is that our pupils are consistently well above/above national outcomes at the end of Key Stage 2 and their outcomes are in the top 25% of schools nationally. Our pupils make a smooth transition to secondary with the skills they need to be successful as readers across the curriculum. Children know that reading is a vital life skill that they will rely on in many areas of their daily life. Children have a positive view of reading due to learning in an environment where it is promoted as being an exciting and enjoyable subject in which they can explore a wide range of texts and text types. This fosters a love of reading that children take with them into secondary school and beyond, enjoying reading for pleasure as well as for work purposes. Our children have a good understanding of their strengths and targets for development in reading and what they need to do to improve and this is shared with parents. Our feedback and interventions support children to strive to be the best readers they can be ensuring a high proportion of children are on track or above. Pupil voice, learning walks and lesson study are used to monitor the quality of teaching learning in reading and phonics. These will then inform future areas for development.

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and Decoding	<p>To enjoy rhyming and rhythmic activities.</p> <p>To show an awareness of rhyme and alliteration.</p> <p>To recognise rhythm in spoken words.</p> <p>To continue a rhyming string.</p> <p>To hear and say the initial sound in words.</p> <p>To segment the sounds in simple words and blend them together and know which letter represents some of them.</p> <p>To link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>To use phonic knowledge to decode regular words and read them aloud accurately.</p>	<p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To blend sounds in unfamiliar words using the GPCs that they have been taught. (levels 4/5 Twinkl Phonics)</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>To read words containing taught GPCs.</p> <p>To read words containing -s, -es, -ing, -ed and -est endings.</p> <p>To read words with contractions, e.g. I'm, I'll and we'll.</p> <p>To read aloud phonetically decodable texts.</p>	<p>To 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>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. (Level 6 Twinkl Phonics)</p> <p>To accurately read most words of two or more syllables.</p> <p>To read most words containing common suffixes.*</p>	<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.*</p> <p>To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.*</p>	<p>To use their phonic knowledge to decode quickly and accurately</p> <p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their growing knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>To apply their growing knowledge of root words, prefixes and suffixes/word endings, including -sion, -tion, -cial, -tial, -ant /-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.*</p>	<p>To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p>
Common Exception Words	<p>To read some common irregular words.</p>	<p>To read Y1 common exception/tricky words, noting unusual correspondences between spelling and sound and where these occur in words.</p>	<p>To read most Y1 and Y2 common exception/tricky words*, noting unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>To begin to read Y3/Y4 exception words.*</p>	<p>To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.</p>	<p>To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>	

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Fluency</p>	<p>To show interest in illustrations and print in books and print in the environment. To recognise familiar words and signs such as own name and advertising logos.</p> <p>To look and handle books independently (holds books the correct way up and turns pages).</p> <p>To ascribe meanings to marks that they see in different places.</p> <p>To begin to break the flow of speech into words.</p> <p>To begin to read words and simple sentences.</p> <p>To read and understand simple sentences.</p>	<p>To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</p> <p>To reread texts to build up fluency and confidence in word reading.</p>	<p>To read aloud books (closely matched to their improving phonic knowledge) sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>To reread these books to build up fluency and confidence in word reading.</p> <p>To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</p>	<p>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 style="writing-mode: vertical-rl; transform: rotate(180deg);">Understanding and Correcting Inaccuracies</p>	<p>To know that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p>To understand humour, e.g. nonsense rhymes, jokes.</p>	<p>To check that a text makes sense to them as they read and to self-correct.</p> <p>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher with age appropriate texts.</p> <p>To explain clearly their understanding of what is read to them.</p>	<p>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher with age appropriate texts.</p> <p>To check that the text makes sense to them as they read and to correct inaccurate reading.</p> <p>Draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Check the text makes sense to them as they read and correct inaccurate reading.</p>	<p>Check the text makes sense to them and begin to discuss their understanding and explaining the meaning in context.</p> <p>Ask questions to improve their understanding of a text.</p> <p>Identify the main ideas drawn from more than one paragraph and summarise these.</p> <p>To begin to retrieve and record information from a fiction text.</p>	<p>Check the text makes sense to them, discussing understanding and explaining the meaning of words in context.</p> <p>Ask questions to improve understanding.</p> <p>Identify the main ideas drawn from more than one paragraph and summarise these.</p> <p>Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.</p>	<p>Check texts make sense, discussing and exploring meaning of new words in context.</p> <p>Ask questions to improve understanding.</p> <p>Provide reasoned justifications.</p>	<p>Check texts make sense, discussing and exploring meaning of new words in context.</p> <p>Ask questions to improve understanding.</p> <p>Provide reasoned justifications.</p>

<p>To listen to stories with increasing attention and recall.</p> <p>To anticipate key events and phrases in rhymes and stories.</p> <p>To begin to be aware of the way stories are structured.</p> <p>To describe main story settings, events and principal characters.</p> <p>To enjoy an increasing range of books.</p> <p>To follow a story without pictures or props.</p> <p>To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>To demonstrate understanding when talking with others about what they have read.</p> <p>To describe main story settings, events and principle characters</p>	<p>To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.</p> <p>To link what they have read or have read to them to their own experiences.</p> <p>To retell familiar stories in increasing detail.</p> <p>To join in with discussions about a text, taking turns and listening to what others say.</p> <p>To discuss the significance of titles and events.</p> <p>Recognise and join in with predictable phrases.</p>	<p>To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.</p> <p>To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p> <p>To discuss the sequence of events in books and how items of information are related.</p> <p>To recognise simple recurring literary language in stories and poetry.</p> <p>To ask and answer questions about a text making some inferences.</p> <p>To make links between the text they are reading and other texts they have read (in texts that they can read independently).</p>	<p>To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>To use appropriate terminology when discussing texts (plot, character, setting).</p>	<p>To discuss and compare texts from a wide variety of genres and writers.</p> <p>To read for a range of purposes.</p> <p>To identify themes and conventions in a wide range of books.</p> <p>To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).</p> <p>To identify how language, structure and presentation contribute to meaning.</p> <p>To identify main ideas drawn from more than one paragraph and summarise these.</p>	<p>To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.</p> <p>To 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.</p> <p>To identify main ideas drawn from more than one paragraph and to summarise these.</p> <p>To recommend texts to peers based on personal choice.</p>	<p>To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p> <p>To recognise more complex themes in what they read (such as loss or heroism).</p> <p>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.</p> <p>To listen to guidance and feedback on the quality of their explanations & contributions to discussions and to make improvements when participating in discussions.</p> <p>To draw out key information & to summarise the main ideas in a text.</p> <p>To distinguish independently between statements of fact & opinion, providing reasoned justifications for views.</p> <p>To compare characters, settings & themes within a text & across more than one text.</p> <p>To recommend books that they have read to their peers, giving reasons for their choice.</p>
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Vocabulary and Authorial Choice	<p>To build up vocabulary that reflects the breadth of their experiences.</p> <p>To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p>	<p>To discuss word meaning and link new meanings to those already known.</p>	<p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>To discuss their favourite words and phrases.</p>	<p>To discuss authors' choice of words and phrases for effect.</p> <p>Use dictionaries to check the meaning of words they have read.</p> <p>Identify how language, structure and presentation contribute to meaning.</p>	<p>Discuss words and phrases used to capture readers' interest and imagination.</p> <p>Use dictionaries to check the meaning of words they have read.</p> <p>Identify how language, structure and presentation contribute to meaning.</p>	<p>To discuss vocabulary used by the author to create effect including figurative language.</p> <p>To evaluate the use of authors' language and explain how it has created an impact on the reader.</p> <p>Explain and discuss their understanding of what they have read including through formal presentation and debate.</p>	<p>To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.</p>
Inference and Prediction	<p>To suggest how a story might end.</p> <p>To begin to understand 'why' and 'how' questions.</p> <p>To answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	<p>To begin to make simple inferences.</p> <p>To predict what might happen on the basis of what has been read so far.</p>	<p>To make inferences on the basis of what is being said and done.</p> <p>To explain what has happened so far in what they've read.</p> <p>To predict what might happen on the basis of what has been read so far in a text.</p>	<p>To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p> <p>To justify predictions using evidence from the text.</p>	<p>To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.</p> <p>To justify predictions from details stated and implied.</p>	<p>To draw inferences from characters' feelings, thoughts and motives and justify with evidence from the text.</p> <p>To make predictions based on details stated and implied, justifying them in detail with evidence from the text.</p>	<p>To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).</p> <p>To discuss how characters, change and develop through texts by drawing inferences based on indirect clues.</p> <p>To predict what might be happening from details stated and implied.</p>

<p>Poetry and Performance</p>	<p>To listen to and join in with stories and poems, one-to-one and also in small groups.</p> <p>To join in with repeated refrains in rhymes and stories.</p> <p>To use intonation, rhythm and phrasing to make the meaning clear to others.</p> <p>To develop preference for forms of expression.</p> <p>To play cooperatively as part of a group to develop and act out a narrative.</p> <p>To express themselves effectively, showing awareness of listeners' needs.</p>	<p>To recite simple poems by heart.</p> <p>Learn to appreciate rhymes and poems and to recite some by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p>	<p>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.</p>	<p>To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</p> <p>To begin to use appropriate intonation and volume when reading aloud.</p> <p>To recognise some different forms of poetry.</p>	<p>To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).</p> <p>To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.</p>	<p>To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.</p>	<p>To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.</p>
<p>Non-Fiction</p>	<p>To know that information can be relayed in the form of print.</p> <p>To know that information can be retrieved from books and computers.</p>		<p>To recognise that non-fiction books are often structured in different ways.</p>	<p>To retrieve and record information from non-fiction texts.</p> <p>To use dictionaries to check the meaning of words read.</p>	<p>To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.</p> <p>To use dictionaries to check the meaning of words that they have read.</p>	<p>To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.</p> <p>Distinguish between statements of fact and opinion.</p>	<p>To retrieve, record and present information from non-fiction texts.</p> <p>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 find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).</p>

* From DfE-approved Twinkl Phonics Programme collation of tricky words (level 1 to 4) and common exception words (levels 5 and 6).