

Reading Curriculum Progression

Progression and Sequence in Reading

Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised. The national curriculum for English aims to ensure that all pupils:

- ☑ 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

	KS1		KS2			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
NC Breath of study (books, texts, poems to be studied in reading lessons)	Listen to traditional tales. <ul style="list-style-type: none"> • Listen to a range of texts. • Learn some poems by heart. • Become familiar with a wide range of texts of different lengths. • Discuss books. • Build up a repertoire of poems to recite. • Use the class and school libraries. • Listen to short novels over time. 	Listen to traditional tales. <ul style="list-style-type: none"> • Listen to a range of texts. • Learn some poems by heart. • Become familiar with a wide range of texts of different lengths. • Discuss books. • Build up a repertoire of poems to recite. • Use the class and school libraries. • Listen to short novels over time. 	Read and listen to a wide range of styles of text, including fairy stories, myths and legends. <ul style="list-style-type: none"> • Listen to and discuss a wide range of texts. • Learn poetry by heart. • Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures. • Take part in conversations about books. • Learn a wide range of poetry by heart. 	Read and listen to a wide range of styles of text, including fairy stories, myths and legends. <ul style="list-style-type: none"> • Listen to and discuss a wide range of texts. • Learn poetry by heart. • Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures. • Take part in conversations about books. • Learn a wide range of poetry by heart. 	Read and listen to a wide range of styles of text, including fairy stories, myths and legends. <ul style="list-style-type: none"> • Listen to and discuss a wide range of texts. • Learn poetry by heart. • Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures. • Take part in conversations about books. • Learn a wide range of poetry by heart. 	Read and listen to a wide range of styles of text, including fairy stories, myths and legends. <ul style="list-style-type: none"> • Listen to and discuss a wide range of texts. • Learn poetry by heart. • Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures. • Take part in conversations about books. • Learn a wide range of poetry by heart.

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			<ul style="list-style-type: none"> • Use the school and community libraries. • Look at classification systems. • Look at books with a different alphabet to English. • Read and listen to whole books. 	<ul style="list-style-type: none"> • Use the school and community libraries. • Look at classification systems. • Look at books with a different alphabet to English. • Read and listen to whole books. 	<ul style="list-style-type: none"> • Use the school and community libraries. • Look at classification systems. • Look at books with a different alphabet to English. • Read and listen to whole books. 	<ul style="list-style-type: none"> • Use the school and community libraries. • Look at classification systems. • Look at books with a different alphabet to English. • Read and listen to whole books.
<p style="text-align: center;">NC statutory standards - word reading</p>	<p>apply phonic knowledge and skills as the route to decode words</p> <ul style="list-style-type: none"> <input type="checkbox"/> respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes <input type="checkbox"/> read accurately by blending sounds in unfamiliar words containing GPCs that have been taught <input type="checkbox"/> read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word <input type="checkbox"/> read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings <input type="checkbox"/> read other words of more than one syllable that contain taught GPCs <input type="checkbox"/> read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) <input type="checkbox"/> read aloud accurately books that 	<p>continue to apply phonic knowledge and skills as the route to decode words until</p> <p>automatic decoding has become embedded and reading is fluent</p> <ul style="list-style-type: none"> <input type="checkbox"/> read accurately by blending the sounds in words that contain the graphemes taught <p>so far, especially recognising alternative sounds for graphemes</p> <ul style="list-style-type: none"> <input type="checkbox"/> read accurately words of two or more syllables that contain the same graphemes as above <input type="checkbox"/> read words containing common suffixes <input type="checkbox"/> read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word <input type="checkbox"/> read most words quickly and accurately, without overt sounding and blending, when 	<ul style="list-style-type: none"> <input type="checkbox"/> 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 <input type="checkbox"/> read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. 	<ul style="list-style-type: none"> <input type="checkbox"/> 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 <input type="checkbox"/> read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. 	<p>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p>	<p>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p>

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	<p>are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p> <ul style="list-style-type: none"> <input type="checkbox"/> re-read these books to build up their fluency and confidence in word reading 	<p>they have been frequently encountered</p> <ul style="list-style-type: none"> <input type="checkbox"/> read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation <input type="checkbox"/> re-read these books to build up their fluency and confidence in word reading. 				
<p>NC statutory standards- comprehension</p>	<p>develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently <input type="checkbox"/> being encouraged to link what they read or hear read to their own experiences <input type="checkbox"/> becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics <input type="checkbox"/> recognising and joining in with predictable phrases <input type="checkbox"/> learning to appreciate rhymes and poems, and to recite some by heart <input type="checkbox"/> discussing word meanings, linking new 	<p><input type="checkbox"/> develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently <input type="checkbox"/> discussing the sequence of events in books and how items of information are related <input type="checkbox"/> becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales <input type="checkbox"/> being introduced to non-fiction books that are structured in different ways <input type="checkbox"/> recognising simple recurring literary 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> develop positive attitudes to reading and understanding of what they read by: <input type="checkbox"/> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks <input type="checkbox"/> reading books that are structured in different ways and reading for a range of purposes <input type="checkbox"/> using dictionaries to check the meaning of words that they have read <input type="checkbox"/> increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally <input type="checkbox"/> identifying themes and conventions in a wide range of books 	<p>. Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> develop positive attitudes to reading and understanding of what they read by: <input type="checkbox"/> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks <input type="checkbox"/> reading books that are structured in different ways and reading for a range of purposes <input type="checkbox"/> using dictionaries to check the meaning of words that they have read <input type="checkbox"/> increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally <input type="checkbox"/> identifying themes and conventions in a wide range of books 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> maintain positive attitudes to reading and understanding of what they read by: <input type="checkbox"/> continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks <input type="checkbox"/> reading books that are structured in different ways and reading for a range of purposes <input type="checkbox"/> increasing 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>English – key stages 1 and 2</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> maintain positive attitudes to reading and understanding of what they read by: <input type="checkbox"/> continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks <input type="checkbox"/> reading books that are structured in different ways and reading for a range of purposes <input type="checkbox"/> increasing 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>English – key stages 1 and 2</p> <p>34</p>

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	<p>meanings to those already known</p> <ul style="list-style-type: none"> <input type="checkbox"/> understand both the books they can already read accurately and fluently and those they listen to by: <input type="checkbox"/> drawing on what they already know or on background information and vocabulary provided by the teacher <input type="checkbox"/> checking that the text makes sense to them as they read and correcting inaccurate reading <input type="checkbox"/> discussing the significance of the title and events <input type="checkbox"/> making inferences on the basis of what is being said and done <input type="checkbox"/> predicting what might happen on the basis of what has been read so far <input type="checkbox"/> participate in discussion about what is read to them, taking turns and listening to what others say <input type="checkbox"/> explain clearly their understanding of what is read to them 	<p>language in stories and poetry</p> <ul style="list-style-type: none"> <input type="checkbox"/> discussing and clarifying the meanings of words, linking new meanings to known vocabulary <input type="checkbox"/> discussing their favourite words and phrases <input type="checkbox"/> continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear <input type="checkbox"/> understand both the books that they can already read accurately and fluently and those that they listen to by: <input type="checkbox"/> drawing on what they already know or on background information and vocabulary provided by the teacher <input type="checkbox"/> checking that the text makes sense to them as they read and correcting inaccurate reading <input type="checkbox"/> making inferences on the basis of what is being said and done <input type="checkbox"/> answering and asking questions <input type="checkbox"/> predicting what might happen on the basis of what has been read so far <input type="checkbox"/> participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking 	<p>English – key stages 1 and 2</p> <ul style="list-style-type: none"> <input type="checkbox"/> preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action <input type="checkbox"/> discussing words and phrases that capture the reader's interest and imagination <input type="checkbox"/> recognising some different forms of poetry [for example, free verse, narrative poetry] <input type="checkbox"/> understand what they read, in books they can read independently, by: <input type="checkbox"/> checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context <input type="checkbox"/> asking questions to improve their understanding of a text <input type="checkbox"/> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence <input type="checkbox"/> predicting what might happen from details stated and implied <input type="checkbox"/> identifying main ideas drawn from more than one paragraph and summarising these <input type="checkbox"/> identifying how language, structure, and presentation contribute to meaning 	<p>English – key stages 1 and 2</p> <ul style="list-style-type: none"> <input type="checkbox"/> preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action <input type="checkbox"/> discussing words and phrases that capture the reader's interest and imagination <input type="checkbox"/> recognising some different forms of poetry [for example, free verse, narrative poetry] <input type="checkbox"/> understand what they read, in books they can read independently, by: <input type="checkbox"/> checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context <input type="checkbox"/> asking questions to improve their understanding of a text <input type="checkbox"/> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence <input type="checkbox"/> predicting what might happen from details stated and implied <input type="checkbox"/> identifying main ideas drawn from more than one paragraph and summarising these <input type="checkbox"/> identifying how language, structure, and presentation contribute to meaning 	<ul style="list-style-type: none"> <input type="checkbox"/> recommending books that they have read to their peers, giving reasons for their choices <input type="checkbox"/> identifying and discussing themes and conventions in and across a wide range of writing <input type="checkbox"/> making comparisons within and across books <input type="checkbox"/> learning a wider range of poetry by heart <input type="checkbox"/> preparing 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 <input type="checkbox"/> understand what they read by: <input type="checkbox"/> checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context <input type="checkbox"/> asking questions to improve their understanding <input type="checkbox"/> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence <input type="checkbox"/> predicting what might happen from details stated and implied <input type="checkbox"/> summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas 	<p>Statutory requirements</p> <ul style="list-style-type: none"> <input type="checkbox"/> recommending books that they have read to their peers, giving reasons for their choices <input type="checkbox"/> identifying and discussing themes and conventions in and across a wide range of writing <input type="checkbox"/> making comparisons within and across books <input type="checkbox"/> learning a wider range of poetry by heart <input type="checkbox"/> preparing 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 <input type="checkbox"/> understand what they read by: <input type="checkbox"/> checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context <input type="checkbox"/> asking questions to improve their understanding <input type="checkbox"/> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence <input type="checkbox"/> predicting what might happen from details stated and implied <input type="checkbox"/> summarising the main ideas drawn from more than one paragraph, identifying
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		<p>turns and listening to what others say</p> <ul style="list-style-type: none"> <input type="checkbox"/> explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. 	<ul style="list-style-type: none"> <input type="checkbox"/> retrieve and record information from non-fiction <input type="checkbox"/> 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 	<ul style="list-style-type: none"> <input type="checkbox"/> retrieve and record information from non-fiction <input type="checkbox"/> 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 	<ul style="list-style-type: none"> <input type="checkbox"/> identifying how language, structure and presentation contribute to meaning <input type="checkbox"/> discuss and evaluate how authors use language, including figurative language, considering the impact on the reader <input type="checkbox"/> distinguish between statements of fact and opinion <input type="checkbox"/> retrieve, record and present information from non-fiction <input type="checkbox"/> 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 <input type="checkbox"/> 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 <input type="checkbox"/> provide reasoned justifications for their views 	<p>key details that support the main ideas</p> <ul style="list-style-type: none"> <input type="checkbox"/> identifying how language, structure and presentation contribute to meaning <input type="checkbox"/> discuss and evaluate how authors use language, including figurative language, considering the impact on the reader <input type="checkbox"/> distinguish between statements of fact and opinion <input type="checkbox"/> retrieve, record and present information from non-fiction <input type="checkbox"/> 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 <input type="checkbox"/> 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 <input type="checkbox"/> provide reasoned justifications for their views
<p style="text-align: center; font-size: 1.2em;">Threshold Concepts</p>	<p>To read words accurately and fluently</p> <p>To find information and understand texts.</p> <p>(The complexity of the writing increases the level of challenge.)</p>	<p>To read words accurately and fluently</p> <p>To find information and understand texts.</p> <p>(The complexity of the writing increases the level of challenge.)</p>	<p>To read words accurately and fluently</p> <p>To find information and understand texts.</p> <p>(The complexity of the writing increases the level of challenge.)</p>	<p>To read words accurately and fluently</p> <p>To find information and understand texts.</p> <p>(The complexity of the writing increases the level of challenge.)</p>	<p>To read words accurately and fluently</p> <p>To find information and understand texts.</p> <p>(The complexity of the writing increases the level of challenge.)</p>	<p>To read words accurately and fluently</p> <p>To find information and understand texts.</p>

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						(The complexity of the writing increases the level of challenge.)
<h3>Essential Component Knowledge</h3>	<p>Phase 5 of letters and sounds</p> <p>Understand regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]</p> <p>Reading of all words through sounding and blending</p> <p>Reading of common exception words</p> <p>Knowledge of rhymes and grammatical structures in rhyming stories</p> <p>Grammatical structures in hear stories: questions, exclamations,</p> <p>Familiarity with traditional tales, key stories and fairy stories</p> <p>Knowledge of fiction and non-fiction</p>	<p>Phase 5 and 6 of letters and sounds and all common exception words</p> <p>The formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]</p> <p>Formation of adjectives using suffixes such as –ful, –less and their meaning</p> <p>Use of the suffixes –er, –est in adjectives and the use of –ly to turn adjectives to adverbs in Standard English to turn adjectives into adverbs</p> <p>Common word roots to make meaning of new words</p> <p>Cause and effect in narrative and simple inference</p> <p>Cause and effect in non-fiction and simple inference</p> <p>A favourite poem learnt by heart</p> <p>The difference between spoken and written language</p>	<p>Formation of nouns using a range of prefixes and their meanings [for example super–,anti–, auto–]</p> <p>Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p> <p>Understanding of a range of themes in stories and novels , good over evil, friendship, loss, overcoming adversity</p> <p>Understanding of narrative voice (1st and 3rd person) narrative structure and tenses and how they are used.</p> <p>The conventions of different types of writing: letters, diaries, headings, numbers, contents pages, indexes</p> <p>Cause and effect in narrative and non-fiction and using these to infer meanings</p> <p>Extend the range of literary features known: simile and metaphor, short impact sentence, ellipses, imagery using</p>	<p>Formation of nouns using a range of prefixes and their meanings [for example super–,anti–, auto–]</p> <p>Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p> <p>Understanding of a range of themes in stories and novels , good over evil, friendship, loss, overcoming adversity</p> <p>Understanding of narrative voice (1st and 3rd person) and tense and their effect.</p> <p>The conventions of different types of writing: letters, diaries, headings, numbers, contents pages, indexes</p> <p>How to locate information in reference books using indexes</p> <p>The conventions of play scripts and of a range of poems</p> <p>Cause and effect in narrative and non-fiction and using these to infer meanings</p>	<p>Knowledge of how converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] and using verb prefixes [for example, dis–, de–, mis–, over– and re–] affects meaning.</p> <p>Understanding of a range of themes in stories and novels , good over evil, friendship, loss, heroism overcoming adversity, issues and dilemmas</p> <p>Extend knowledge of characterisation in novels and how this achieved</p> <p>Extend the range of genres known , including historical, science fiction, comedy, adventure , quest, mystery, their key features and effects</p> <p>Understanding of narrative voice and point of view (both of author and fictional character) and the effect of varied tenses in narrative</p> <p>Understand more complex narrative</p>	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]</p> <p>How words are related by meaning as synonyms and antonyms (see Eng NC appendix 1)</p> <p>Understanding of a range of themes in stories and novels , good over evil, friendship, loss, heroism overcoming adversity, issues and dilemmas</p> <p>Extend knowledge of characterisation in novels and how this achieved</p> <p>Extend the range of genres known , including historical, science fiction, adventure , quest., mystery, their key features and effects</p> <p>Understanding of narrative voice and point of view (both of author and fictional character) and the effect of varied tenses in narrative</p>

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	<p>Retrieving information from information texts</p> <p>Simple narrative features, beginnings, endings, build ups, surprise endings.</p> <p>Understanding of prediction and making predictions</p> <p>Poems and their features, rhyme, rhythm</p> <p>Knowledge of traditional literary characters, good and evil, magical, mysterious, Funny</p> <p>Understanding of how characters might be thinking and feeling through role play</p>	<p>Structural features of non-fiction texts: headings, subheadings, glossaries.</p> <p>Extending knowledge of features of traditional tales, fairy and fantasy stories previously encountered in Y1</p> <p>Knowledge of a range of literary characters, good, evil, wise, foolish, adventurous, funny and why they speak and behave as they do.</p> <p>Knowledge of settings, and how they engage the reader and add to the mood of the story</p> <p>Knowledge of a range of fiction genres, adventure, mystery, fantasy,</p> <p>Knowledge of the concept of themes and some simple themes: good over evil, wise over foolish,</p> <p>Knowledge of literary language of character, setting and mood and how these differ in different texts</p>	<p>the senses, alliteration and onomatopoeia</p> <p>Extend the range of genres, including historical, science fiction, adventure, quest, and their key features</p> <p>Extend knowledge of a range of literary characters, heroes and heroines, wise and foolish characters, lazy, spoilt, resourceful etc.</p> <p>Extend knowledge of settings and their impact in narratives</p>	<p>Extend the range of literary features known: simile and metaphor, personification, short impact sentence, ellipses, imagery using the senses, alliteration and onomatopoeia</p> <p>Extend the range of genres, including historical, science fiction, adventure, and quest. And their key features and effects</p> <p>Extend knowledge of a range of literary characters, heroes and heroines, wise and foolish characters, lazy, spoilt, resourceful etc. and their effect in narratives</p> <p>Extend knowledge of settings and their effect in narratives</p>	<p>structures, flashbacks, timeslips, dual narrative</p> <p>Understand more complex literary features and their effects: imagery, analogy, simile metaphor, personification, style</p> <p>Knowledge of presentational devices of information texts including websites and how to use them to locate and sort information.</p>	<p>Understand more complex narrative structures, flashbacks, timeslips, dual narrative</p> <p>Understand more complex literary features and their effects: imagery, analogy, simile metaphor, personification, style</p> <p>Knowledge of presentational devices of information texts including websites and how to use them to locate and sort information</p>
<p>Conceptual Vocabulary (culmulative)</p>	<p>sound, phoneme, digraph, split digraph, grapheme punctuation, full stop, question mark, exclamation mark, rhythm</p>	<p>noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb, syllable tense (past, present)</p>	<p>word family, prefix, plot theme, style, narrator, narrative voice, point of view 1st person, 3rd person, simile, metaphor, character, motive, ellipsis, imagery,</p>	<p>word family, prefix, plot theme, style, narrator, narrative voice, point of view, 1st person, 3rd person, simile, metaphor, personification, character, motive,</p>	<p>Characterisation, theme, narrative structure, imagery, style, analogy, effect, simile, metaphor, personification, literal language, figurative language, flashback,</p>	<p>Characterisation, theme, narrative structure, imagery, style, analogy, effect, simile, metaphor, personification, literal language, figurative language, flashback,</p>

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		apostrophe, comma fiction, non-fiction, character, setting, adventure, mystery, fantasy, glossary, index, narrator, hero, villain	alliteration, inference, prediction, deduction, onomatopoeia, historical fiction, science fiction, quest, fantasy, hero, heroine, past tense, present tense, dilemma, resolution, cliff-hanger, heading, subheading, glossary, index	inference, [prediction, deduction, ellipsis, imagery, alliteration, onomatopoeia, historical fiction, science fiction, quest, fantasy, hero, heroine, past tense, present tense, dilemma, resolution, cliff-hanger, heading, subheading, effect, stage direction, intonation, tone	timeslip, tension, suspense, dialogue, viewpoint, mood, feeling, attitude, themes, features, intonation, tone	timeslip, tension, suspense, dialogue, viewpoint, mood, feeling, attitude, themes, features, intonation, tone
Books and text to be read aloud						
Key Objectives for assessment	<ul style="list-style-type: none"> • 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 correspondences between spelling and sound and where these occur in the word. • Read other words of more than one syllable that contain taught GPCs. • 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. • Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non- 	<ul style="list-style-type: none"> • Sound out most unfamiliar words accurately, without undue hesitation. • Read accurately most words of two or more syllables. • Read most words containing common suffixes. • Read most common exception words. • Read most words accurately, without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than decoding individual words, e.g. at over 90 words per minute. • Re-read books to build up their fluency and confidence in word reading. 	<ul style="list-style-type: none"> • improving 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. • Beginning to read further exception words, noting the unusual correspondence between spelling and sound, and where these occur in the word. • Develop positive attitudes to reading and understanding of what they read by listening to and 	<ul style="list-style-type: none"> • 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. • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. • Develop positive attitudes to reading and understanding of what they read by listening to and 	<ul style="list-style-type: none"> • Apply their initial knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. • Maintain positive attitudes to reading and understanding of what they read by increasing their familiarity with a range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, 	<ul style="list-style-type: none"> • Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. • Maintain positive attitudes to reading and understanding of what they read by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

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	<p>fiction at a level beyond that at which they can read independently.</p> <ul style="list-style-type: none"> •Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. •Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising and joining in with predictable phrases. •Understand both the books they can already read accurately and fluently and those they listen to by checking that the text makes sense to them as they read and correcting inaccurate reading. •Understand both the books they can already read accurately and fluently and those they listen to by discussing the significance of the title and events. •Understand both the books they can already read accurately and fluently and those they listen to by predicting what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> • In a book that they can already read fluently, the pupil can check it makes sense to them, correcting any inaccurate reading. • In a book that they can already read fluently, the pupil can answer questions and make some inferences. <ul style="list-style-type: none"> • In a book that they can already read fluently, the pupil can explain what has happened so far in what they have read. 	<p>discussing a range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <ul style="list-style-type: none"> • Develop positive attitudes to reading and understanding of what they read by beginning to use dictionaries to check the meaning of words that they have read. • Develop positive attitudes to reading and understanding of what they read by identifying themes and conventions in a range of books. • Understand what they read, in books they can read independently, by drawing simple inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Understand what they read, in books they can read independently, by beginning to 	<p>discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <ul style="list-style-type: none"> • Develop positive attitudes to reading and understanding of what they read by using dictionaries to check the meaning of words that they have read. • Develop positive attitudes to reading and understanding of what they read by identifying themes and conventions in a wide range of books. • 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. • Understand what they read, in books they can read independently, by drawing inferences such as inferring 	<p>and books from other cultures and traditions.</p> <ul style="list-style-type: none"> • Understand what they read by checking that a text makes sense to them, discussing their understanding and exploring the meaning of words in context. • Understand what they read by beginning to make simple summaries of the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. • Beginning to retrieve, record and present information from non-fiction. • Begin 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. 	<ul style="list-style-type: none"> • Maintain positive attitudes to reading and understanding of what they read by reading books that are structured in different ways and reading for a range of purposes. • Maintain positive attitudes to reading and understanding of what they read by increasing 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. • Maintain positive attitudes to reading and understanding of what they read by making comparisons within and across books. • Maintain positive attitudes to reading and understanding of what they read by preparing poems and plays to read
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Reading Curriculum Progression

			<p>predict what might happen from details stated and implied [based on content, simple themes or text types].</p> <ul style="list-style-type: none"> Retrieve and record simple information from non-fiction 	<p>characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <ul style="list-style-type: none"> Understand what they read, in books they can read independently, by predicting what might happen from details stated and implied [based on content, simple themes or text types]. Understand what they read, in books they can read independently, by identifying main ideas drawn from more than one paragraph and summarising these. Retrieve and record information from non-fiction. 	<ul style="list-style-type: none"> Beginning to provide reasoned justifications for their views 	<p>aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p> <ul style="list-style-type: none"> Understand what they read by checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Understand what they read by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Understand what they read by predicting what might happen from details stated and implied [based on more challenging texts, themes, conventions and knowledge about the author or genres].
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Reading Curriculum Progression

						<ul style="list-style-type: none">• Understand what they read by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.• Understand what they read by identifying how language, structure and presentation contribute to meaning.• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.• Retrieve, record and present information from non-fiction.• Provide reasoned justifications for their views.
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