

READING SKILLS AND KNOWLEDGE PROGRESSION



"Once you learn to read, you will be forever free."

— Frederick Douglass

Reading Curriculum

Our English provision is based around the National Curriculum. At St Anne's, we believe that a quality English curriculum should develop children's love of reading for pleasure (both in and out of school), enhance writing and prompt discussion and debate. Our aim is to instil in pupils, the significance of reading and to inspire all to read often and widely. We recognise the importance of nurturing a culture where pupils read fluently and enjoy what they read. We teach skills across the curriculum to achieve this and feel that the high-quality education that pupils receive, provides the tools required to progress and thrive at St Anne's and as they begin their journey into KS3 and beyond. St Anne's recognises the importance of creating a reading curriculum which is accessible for all regardless of gender, race or religion, background and for those learners who have additional needs.

There will be a range of tools and techniques used that will support and enhance the teaching of reading, including the use of ICT and speaking and listening activities. EYFS and KS1 pupils will follow the reading programme set out by our synthetic systematic Monster Phonics scheme as approved by the DfE. Pupils in EYFS and KS1 read phonically decodable books in small groups supported by an adult. The books read match pupils' current phonics knowledge, which change as pupils progress through the scheme. Reading lessons have specific foci for each session, which includes: a focus grapheme, high frequency words that appear in the book and tier 2 words that build vocabulary; echo reading, paired reading and independent reading and comprehension questions where pupils demonstrate their understanding of the text both verbally and in written form. KS2 pupils participate in daily whole class reading sessions each with a focal point including: vocabulary, fluency, active reading and a focus skill to be taught. Ongoing assessments take place to ensure understanding through a variety of comprehension activities. Although our approach is centred around using one core whole class text, we understand that not all pupils will be able to access this and so, where needed, differentiated texts will be used to ensure all pupils are included and are engaging fully regardless of ability.

Our consistent whole school approach to the teaching of reading will ensure that we close any gaps and enable the highest possible number of pupils to attain well. The texts we select to share with our pupils are carefully chosen to ensure we have coverage across a full range of themes and genres including: fiction, non-fiction and poetry. Our texts reflect the diverse world in which we live, our local community and topics that pupils may be unfamiliar with. We do this to ensure pupils are receiving a reading curriculum which creates acceptance, understanding, improves cultural capital, promotes British Values and prepares pupils for adulthood.

The overarching aim for English in the National Curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. 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
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Year 1

Key Skills

Reading:

Check that the text makes sense as it is read and self-correct any mistakes

Make inferences from the text based on what is said and done in the book

Predict what might happen from what has been read so far

Share opinions about a variety of texts read and heard read

Link own experiences to help understand the texts read

Explain thoughts about a range of books

Listen appropriately to others

Use role play to understanding more deeply, the context, character, setting and plot of a text

Discuss the significance of the title and events

Sequence the main events of a story

Develop pleasure in reading, motivation to read, vocabulary and understanding

Listening to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently

Become very familiar with key stories, fairy stories and traditional tales, retell them and consider their particular characteristics

Recognise and join in with predictable phrases

Learn to appreciate rhymes and poems, and to recite some by heart

Reading Progression

Understand both the books they can already read accurately and fluently and those they listen to
Draw on what they already know or on background information and vocabulary provided by the teacher
Participate in discussion about what is read to them, taking turns and listening to what others say
Explain clearly their understanding of what is read to them

Phonics:

Apply phonic knowledge and skills as the route to decode words
Respond speedily with the correct sound to graphemes 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
Re-read books to build fluency and confidence in word reading
Read some words with suffixes by being helped to build on the root words that can be read already
Read some words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
Discuss the meaning of words and link new meanings to words I already know
Read aloud, fluently, accurately and independently books that are consistent with my developing phonic knowledge
Read aloud fluently using appropriate expression

Key Knowledge

Reading:

Know how to read books aloud accurately that are consistent with developing phonic knowledge and that do not require other strategies to be used to work out words
Know how to begin making inferences from the text based on what is said and done in the book
Know how to predict what may happen next in a book by using what has already been read
Know how to discuss and sequence the main events of a text to develop understanding
Know a range of text structures and story patterns from texts that have been listened to and read
Know a wide range of high-quality books which have been read/ listened to which have helped to develop a love of reading
Know the difference between fiction and non-fiction books
Know how to find the information needed from a range of texts
Know how to appreciate and recite some familiar rhymes and poems

Phonics:

Know how to respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
Know how to read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
Know how to read other words of more than one syllable that contain taught GPCs

Know how to read accurately by blending sounds in unfamiliar words containing GPCs that have been taught (-s, -es, -ing, -ed, -er and -est endings) including words with more than one syllable
Know how to use previously taught vocabulary to make link and define new words

Year 2

Key Skills

Reading:

Make and use a word log to improve writing
Comment on specific vocabulary and how it relates to the theme of the text
Make inferences from the text based on what is said and done in the book
Ask and answer questions about the text using a range of strategies
Predict what might happen from what has been read so far
Link own experiences to reading and use these to help understand the text
Develop pleasure in reading, motivation to read, vocabulary and understanding
Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
Retell a wider range of stories, fairy stories and traditional tales
Recognise simple recurring literary language in stories and poetry
Discuss favourite words and phrases and explaining impact and why they like them
Recite some poems and rhymes by heart
Comment on the structure of the text
Discuss the sequence of events in a book and how events are related
Monitor what is read, checking that the word decoded fits in with what else is read and makes sense in context
Discuss and clarify the meanings of words linking new meanings to known vocabulary

Phonics:

Read words with suffixes by being helped to build on the root words that they can read already
Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
Read all the words in a sentence accurately, so that the understanding is not hindered by imprecise decoding

Reading Progression

Read accurately by blending the sounds in words that contain the 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 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
Segment spoken words into individual phonemes and know how to represent the phonemes by the appropriate grapheme(s)
Respond speedily with the correct sound to graphemes without hesitating (letters or groups of letters)
Read most words quickly and fluently without overt sounding/blending accurately eg. over 90 words a minute
Read many common words containing GPC's and common exception words without blending or hesitating
*Read words containing common suffixes –s, –es, –ing, –ed, –er and –est endings
Reread books to build up fluency and confidence in word reading

Key Knowledge

Reading:

Know how to use a word log as a tool for expanding vocabulary and improving writing
Know how to link new meanings to words already known
Know how to self-correct and check for meaning
Know how to make inferences from the text based on what is said and done in the book
Know how to predict what may happen next in a book by using what has already been read
Know how to discuss and sequence the main events of a text to develop understanding
Know how to identify punctuation in reading and understand the purpose (varying expression for commas, question marks and exclamation marks
Know about cause and effect in both narrative and non-fiction (for example, what has prompted a character's behaviour in a story; why certain dates are commemorated annually)
Know the features of a wide range of texts, including non-fiction books

Phonics:

Know how to read syllable boundaries and how to read each syllable separately
Know all 40+ phonemes, including, where applicable, alternative sounds for graphemes
Know how to read accurately words of two or more syllables that contain the same graphemes taught
Know how to read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
Know how to 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

Year 3 & 4

Key Skills

Reading:

- Retell key stories, fairy stories and traditional tales (considering their particular characteristics)
- Read books that are structured in different ways for a range of purposes
- Listen to and discuss a wide range of poems, stories and non-fiction texts at a level beyond that at which they can read independently
- Read further exception words, noting the unusual correspondence between spelling and sound, and where these occur in the word
- Check that the book makes sense and explore the meaning of vocabulary in context
- Use the text to find specific vocabulary to support a point of view
- Identify and analyse technical vocabulary found in non-fiction texts
- Use a dictionary to check word meanings to expand vocabulary knowledge
- Understand both the books read independently and those listened to, drawing on previous knowledge and vocabulary provided by the teacher
- Draw inferences from reading and justifying with evidence from the text
- Draw inferences, such as inferring characters' feelings, from their actions, with evidence from the text
- Predict what might happen from details stated and implied
- Explain how language structure and presentation contribute to meaning
- Understand and explain what is read independently
- Use intonation, tone, volume and action when performing so that the meaning is clear to an audience
- Explain how language, structure, and presentation contribute to meaning
- Use efficient comprehension techniques such as locating key vocabulary
- Retrieve, record and present information from non-fiction texts
- Retrieve information quickly and efficiently through skim reading
- Ask questions to improve understanding
- Identify the main ideas drawn from more than one paragraph and summarise these
- 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.

Key Knowledge

Reading:

- Know root words, prefixes and suffixes (English appendix1). Apply this knowledge of root words (prefixes and suffixes) to understand the meaning of new words
- Know how words and phrases can capture the reader's interest and imagination and how this vocabulary contributes to meaning
- Know that information and understanding from the text can be literal or implied

Know that key information in the text can support prediction
Know about themes and conventions in and across a wide range of writing (features of a particular genre)
Know that a contents page and index help the reader to locate information
Know how dramatic approaches to performing plays and reading poems using expression and intonation can support understanding of meaning
Know a variety of different question-types to retrieve information
Know that a summary gives me the main gist of a text
Know some different forms of poetry such as free verse or narrative poetry

Year 5&6

Key Skills

Reading:

Maintain a positive attitude to reading
Read books that are structured in different ways for a range of purposes
Explore the meaning of unfamiliar words and words that have a variety of meanings
Make comparisons within and across books (e.g. comparing characters or books by the same author)
Decode unknown words efficiently and with good accuracy
Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence from the text
Read independently, using inference skills, and discuss what has been read
Predict what might happen next from details stated and implied
Find direct examples from the text to support predictions
Distinguish between statements of fact and opinion
Ask questions to improve understanding of what is read – understanding being recorded in a range of forms
Discuss and evaluate how authors use language (including figurative language), word choice, structure, sentence type etc considering the impact on the reader and how it contributes to meaning, including examining words in context. E.G. homonyms (two or more words having the same spelling or pronunciation but different meanings and origins)
Identify and discuss themes and conventions in and across a wide range of writing (features of a particular genre)
Compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text
Increase 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
Recommend books that have been read by a reader to their peers, giving reasons for their choices

Read a range of texts accurately and expressively demonstrating understanding through intonation

Retrieve, record and present information from non-fiction

Find direct examples from the text to support opinions

Participate in discussions about books, explaining the reader's understanding of what has been read and providing reasoned justifications for views (E.G. in presentations and debates, using notes where necessary)

Use efficient comprehension techniques, such as locating key vocabulary, and using the structure of the text to source information

Use skills to retrieve information in wider reading, for example in reading history, geography and science textbooks, and in different contexts

Find, recall and summarise information quickly and efficiently through skim reading, note taking, locating key vocabulary and using the structure of the text to source information (evidence from the text)

Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas (precising longer passages)

Summarise familiar stories in the reader's own words

Key Knowledge

Reading:

Know age-appropriate root words, their suffixes and prefixes

Know some words do not conform to normal spelling rules when reading fluently

Know a wide range of poetry and playscripts by heart and perform them using intonation, volume, tone and expression to convey meaning

Know there are 7 story archetypes: Overcoming the Monster; Rags to Riches; The Quest; Voyage and Return; Comedy; Tragedy; Rebirth and a range of genres and these contain themes such as loss or heroism

Know the technical and other terms needed for discussing what is heard and read, such as metaphor, simile, analogy, imagery, style and effect

Know that successful authors use a range of tools and techniques in their work

Know the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies

Know how to compare characters, settings, themes and other aspects of what has been read

Know how to use previous learning to improve efficiency using reference books, including using contents pages and indexes to locate information in a range of text types – for example leaflets before a gallery or museum visit or reading a theatre programme or review – in order to support opinion

Know a wide range of myths, legends and traditional tales

Know a wide range of modern fiction and fiction from our literacy heritage

Know a wide range of books from other cultures and traditions