

Scotton Lingerfield Primary School Reading Progression

Substantive knowledge – threaded throughout

Disciplinary knowledge – How they interpret and apply what they have learned into their own lives

Purpose of study

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. 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 who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

National Curriculum Aims

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 language, 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

The following are to be used as a teaching and planning resource

[Ashley Booth \(KS2\)](#)

[The Literacy Shed: Comprehension Plus \(KS1&2\)](#)

	Rec	Year 1	Year 2	Year 3 and 4	Year 5 and 6
Decoding	<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so they can read short words made up of known letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words (matched to phonics)</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and where necessary, a few exception words.</p> <p>Re-read books to build up confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Apply phonic knowledge to decode words</p> <p>Speedily read all 40+ letters/groups for 40+ phonemes</p> <p>Read accurately by blending taught GPCs</p> <p>Read common exception words</p> <p>Read common suffixes (-s, -es, -ing, -ed, etc.)</p> <p>Read multisyllable words containing taught GPCs</p> <p>Read contractions and understanding use of apostrophe</p> <p>Read aloud phonically decodable texts</p>	<p>Secure phonic decoding until reading is fluent</p> <p>Read accurately by blending, including alternative sounds for graphemes</p> <p>Read multisyllable words containing these graphemes</p> <p>Read common suffixes</p> <p>Read exception words, noting unusual correspondences</p> <p>Read most words quickly & accurately without overt sounding and blending</p>	<p>apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</p>

V	Vocabulary	<p>Learn and use new vocabulary in different contexts.</p> <p>Listen carefully to and learn rhymes, poems and songs</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p>	<p>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>Recognising and joining in with predictable phrases</p> <p>Learning to appreciate rhymes and poems, and to recite some by heart</p> <p>Discussing word meanings, linking new meanings to those already known</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p>	<p>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.</p> <p>Recognising simple recurring literary language in stories and poetry</p> <p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>Discussing their favourite words and phrases</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p>	<p>Using a dictionary to check the meaning of words that they have read.</p> <p>Discussing words and phrases that capture the reader's interest and imagination.</p> <p>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</p>	<p>Understanding what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>
I	Inference	<p>Look at images within the text to consider how a character might be feeling at a particular point in the story.</p>	<p>Making inferences based on what is being said and done</p>	<p>Making inferences based on what is being said and done</p> <p>Participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say.</p>	<p>Asking questions to improve their understanding of a text</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p>Asking questions to improve their understanding</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>
P	Predict	<p>Make suggestions about what might happen next</p> <p>Anticipate key events in stories</p>	<p>Predicting what might happen based on what has been read so far</p>	<p>Predicting what might happen based on what has been read so far.</p>	<p>Predict what might happen from details stated and implied.</p>	<p>Predict what might happen from details stated and implied.</p>
E	Explain	<p>Engage in non-fiction books.</p> <p>Develop a deep familiarity with new knowledge and vocabulary</p> <p>Describes main story settings, events and principal characters in increasing detail</p>	<p>Being encouraged to link what they read or hear read to their own experiences</p> <p>Explain clearly their understanding of what is read to them.</p>	<p>Being introduced to non-fiction books that are structured in different ways</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>	<p>Develop positive attitudes to reading and understanding of what they read by identifying how language, structure, and presentation contribute to meaning</p> <p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Reading books that are structured in different ways and reading for a range of purposes</p> <p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends and retelling some of these orally.</p> <p>Identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Recognising some different forms of poetry</p> <p>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</p>	<p>Making comparisons within and across books</p> <p>Identifying how language, structure and presentation contribute to meaning</p> <p>Distinguish between statements of fact and opinion</p> <p>Retrieve, record and present information from non-fiction</p>

R	Retrieve	Talk about stories Know that information can be retrieved from books	Participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say.	Checking that the text makes sense to them as they read and correcting inaccurate reading Answering and asking questions Participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say.	Retrieve and record information from non-fiction	Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 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 recommending books that they have read to their peers, giving reasons for their choices
S	Sequence (KS1) Summarise (KS2)	Describe events in some detail Engage in story time Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words	Checking that the text makes sense to them as they read and correct inaccurate reading. Discussing the significance of the title and events	Discussing the sequence of events in books and how items of information are related Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	Listening to and discussing a wider range of fiction, poetry, plays, non-fiction and reference books or textbooks 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 Identifying main ideas drawn from more than one paragraph and summarising these	Reading books that are structured in different ways and reading for a range of purposes. Identifying and discussing themes and conventions in and across a wide range of writing. Learning a wider range of poetry by heart 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. Summarizing the main ideas drawn from more than one paragraph, identifying key details to support the main ideas. Participate in discussions about books that are read to them and those they can read for themselves, building on their own and other ideas and challenging views.