

Reading Progression Document

Reading Progression in knowledge and skills

Curriculum Intent

We are committed to the delivery of excellence in the teaching of phonics and early reading. Our children come to school with very differing experiences of books and reading. We want all children to read fluently and confidently. We want our children to develop a love of reading and to build a rich vocabulary but also of grammatically correct speech for writing. Our children will have access to a wide range of meaningful texts from the earliest stage, so we have created a reading spine which includes classics and essential. Through reading we want our children to enter worlds beyond their personal experience creating a sense of wonder and imagination. We want reading to ignite children’s curiosity and a sense of fascination about characters, places, and facts. Through stories we want our children to hear the conventions of Standard English and appreciate our rich and varied literary heritage.

Curriculum Implementation

- ✓ through professional development all staff gain the necessary subject knowledge to teach children how to read.
- ✓ Developing oral language is a priority for all children developing the skills and knowledge that go into listening and speaking because these have a strong relationship to reading comprehension and to writing.
- ✓ we believe that phonics knowledge is taught as the main strategy for teaching early reading and we will teach phonics through a scheme called Floppy’s phonics.
- ✓ children’s reading will be developed through high quality teaching and carefully thought-out sequences of lessons, so children learn to read easily, fluently and with good understanding.
- ✓ reading material is chosen in a thoughtful way so children can acquire a rich vocabulary, an understanding of grammar and knowledge of linguistic conventions.
- ✓ through whole class shared and guided group reading children are taught how to understand inference as well as how to predict and retrieve relevant information quickly from a text.
- ✓ we teach children how to critically reflect on and respond to text in a sensitive way giving time for discussion so children can elaborate and clearly explain their understanding and ideas.
- ✓ children are given time and the opportunity to develop the habit of reading widely and often, for both pleasure and information both at home and at school.

Substantive and disciplinary knowledge in Reading

Children need substantive knowledge in reading (the ability to decode and sight-read words) and disciplinary knowledge (the interpretation and comparison of themes and conventions, using text to back up arguments and discussions and evaluating the intentions of the author). Substantive knowledge allows children opportunities to read for pleasure, including reading and reciting poetry, and develop their vocabulary. This knowledge builds progressively to develop the children’s comprehension of a range of texts and authors.

National Curriculum	End of Early Years Foundation Stage	End of Key Stage 1
	<p>ELG: Comprehension <i>Demonstrate Understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</i> <i>Anticipate where appropriate key events in stories.</i></p>	<p><i>Read accurately most words of two or more syllables, containing common suffixes and common exception words.</i> <i>Read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words.</i></p>

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		<p><i>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play.</i></p> <p>ELG: Word Reading <i>Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</i></p>		<p><i>Sound out most unfamiliar words accurately, without undue hesitation.</i></p> <p><i>In a book that they can already read fluently, children can check it makes sense to them, correcting any inaccurate reading, answer questions and make some inferences and explain what has happened so far in what they have read.</i></p>		
Substantive Knowledge	Key concept	Nursery		Reception	Y1	Y2
		Birth-3	3–4-year-olds	5-year-olds	6-year-olds	7-year-olds
Use of texts	<p><i>Gaining knowledge of texts and how they work.</i></p>	<p>Enjoy sharing books with an adult.</p> <p>Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</p> <p>Ask questions about the book. Make comments and shares their own ideas.</p> <p>Develop play around favourite stories using props.</p>	<p>Listens to and demonstrates comprehension by talking about significant ideas from the text.</p> <p>Understand the 5 key concepts about print:</p> <ul style="list-style-type: none"> ➤ print has a constant meaning compared to oral story telling. ➤ Print can have different purposes. ➤ we read English text is from left to right and top to bottom. 	<p>Reads and demonstrates comprehension of texts by:</p> <ul style="list-style-type: none"> • recalling some ideas explicit in a text • identifying the topic of a text • selecting a limited number of explicit events to retell a text. • linking two ideas explicit in a text, such as an action and its result. <p>Demonstrates that print remains constant by transferring knowledge of familiar words from one context to another.</p>	<p>Reads and demonstrates comprehension of texts by:</p> <ul style="list-style-type: none"> • recalling key information explicit in a text • identifying the main idea explicit in a text • selecting events to retell a text, sometimes including unnecessary events or information. • linking explicit ideas in a text, e.g., comparing a character at different points in the text. <p>Locates and selects texts appropriate to purpose, interest, and readability, e.g., uses library systems, skims contents page.</p>	<p>Reads and demonstrates comprehension of texts by:</p> <ul style="list-style-type: none"> • identifying the main idea(s), citing supporting detail • selecting events from a text to suit a specific purpose. • linking ideas, both explicit and implicit, in a text, such as cause and effect. <p>Locates and selects texts appropriate to purpose and audience or uses a search engine, skimming to search for a fact and scanning for a specific word.</p>

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			<ul style="list-style-type: none"> ➤ the names of the different parts of book ➤ page sequencing <p>Selects texts primarily for enjoyment, uses cover and illustrations.</p>	<p>Maintains the storyline when 'reading' familiar texts, although a limited number of words are read accurately.</p> <p>With assistance, locates and selects texts appropriate to purpose or interest.</p>		
Contextual Understanding	<p><i>When children encounter an unfamiliar word in reading, they may make use of context cues, that is, information from pictures or from sentences surrounding the unknown word to make meaning.</i></p>	<p>Pay attention and respond to the pictures or the words.</p> <p>Repeat words and phrases from familiar stories.</p>	<p>Makes links to own experience when listening to or 'reading' texts, points to illustrations, saying 'I had a party'.</p> <p>Identifies and talks about familiar characters or people from texts.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Expresses an opinion about a text but may not always be able to justify it.</p> <p>Identifies the role of the author and illustrator of a text.</p> <p>Talks about the ways different people or characters are represented in texts, e.g. The girl in this story plays football.</p>	<p>Expresses and justifies personal responses to texts, e.g. 'I didn't like . . . because . . .'</p> <p>Understands that authors and illustrators select information to suit a purpose and an audience.</p> <p>Recognises how characters, people and events are represented, and offers suggestions for alternatives.</p>	<p>Recognises own interpretation may differ from that of other readers or the author/s.</p> <p>Recognises devices that authors, and illustrators use to influence construction of meaning.</p> <p>Recognises that authors and illustrators attempt to influence readers.</p> <p>Recognises how characters or people, facts and events are represented, and can speculate about the author's choices.</p>
Reading Conventions	<p><i>Use spelling, punctuation, capitalization, grammar, and sentence structure to make meaning.</i></p>	<p>Enjoy songs and rhymes, tuning in and paying attention.</p> <p>Join in with songs and rhymes, copying</p>	<p>Recognises own name, or part of it, in print.</p> <p>Knows repetitive patterns in very familiar stories, e.g.,</p>	<p>Recognises a small bank of known words in different contexts, e.g., personally significant words.</p> <p>Re-reads these books to build up their</p>	<p>Recognises a bank of frequently used words in different contexts, such as common exception words and personally significant words.</p>	<p>Recognises an increasing bank of words in different contexts, such as subject-specific words, less common words.</p> <p>Explains how known text forms vary by using knowledge of:</p> <ul style="list-style-type: none"> ➤ purpose, to persuade.

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		<p>sounds, rhythms, tunes and tempo.</p> <p>Say some of the words in songs and rhymes.</p> <p>Copy finger movements and other gestures.</p> <p>Sing songs and say rhymes independently, for example, singing whilst playing.</p>	<p>Run, run as fast as you can . . .</p>	<p>confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Reads simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p>	<p>Explains how known text forms vary, by stating:</p> <ul style="list-style-type: none"> ➤ purpose, procedures instruct. ➤ some elements of organisation, procedures have headings. ➤ some elements of structure, procedures list materials and steps 	<ul style="list-style-type: none"> ➤ text structure, problem, and solution ➤ text organisation, headings, subheadings, an index, glossary ➤ language features, such as co-ordination ‘and, or, but’ subordination ‘when, if, that or because’
<p>Strategies</p>	<p><i>Using appropriate ways to decode words and make meaning.</i></p>	<p>Notice some print, such as the first letter of their name, a bus or door number, or familiar logo during an environmental walk.</p>	<p>Relies upon knowledge of topic and text organisation, such as pictures, when ‘reading’.</p> <p>Relies on the strategy of connecting i.e., connects text to self.</p> <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> ➤ Spot and suggest rhymes. ➤ count or clap syllables in a word 	<p>Draws upon a limited knowledge base to comprehend, using topic knowledge, sentence patterns and phoneme/grapheme correspondences.</p> <p>Reads individual letters by saying the sounds for them.</p> <p>Blends sounds into words, so that they can read short words made up of known letter–sound correspondences.</p> <p>Reads some letter groups that each</p>	<p>Draws upon a small knowledge base to comprehend, sight vocabulary, concept, and text-structure knowledge.</p> <p>Uses a small range of strategies to comprehend, self-questioning, adjusting reading rate.</p> <p>Determines unknown words by using word-identification strategies, decoding using phonemes, onset, and rime.</p> <p>Focuses on decoding words accurately when reading an unfamiliar text,</p>	<p>Draws upon an increasing knowledge base to comprehend, text structure and organisation, grammar, vocabulary.</p> <p>Uses an increasing range of strategies to comprehend creating images, determining importance.</p> <p>Determines unknown words by using word-identification strategies, self-correction, reading on, re-reading.</p>

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			➤ recognise words with the same initial sound such as money and mother.	represent one sound and say sounds for them. Reads a few common exception words matched to the school's phonic programme.	which may result in limited fluency, expression, and loss of meaning.	
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