English – Reading Progression

Taken from Development Matters, the Early Years Foundation Stage Statutory Framework and the National Curriculum for English



EYFS

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.

Children at the expected level of development will:

WORD READING:

- Say a letter for each sound 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 phonics knowledge by sound blending
- Read aloud simple sentences and books that are consistent with their phonic knowledge by sound blending, including some common exception words

COMPREHENSION:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary
- Anticipate (where appropriate) key events in stories
- Use and understand recently introduced vocabulary during discussions about stories, rhymes, non-fiction and poems and during role play

EYFS - F1

Overarching skills (Taken from Development Matters Birth to three and 3-4 year olds)

- Repeat words and phrases from familiar stories.
- Ask questions about the book. Make comments and shares their own ideas. Develop play around favourite stories using props

Classroom Activities

- Daily whole class reading using a '5 a day approach' (2 x Story, Non-fiction, Nursery rhyme and poems from Poetry Basket).
- Little Wandle Letters and Sounds 'Foundations for Phonics' sessions are delivered daily (5-10 minutes).

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Understand the five key concepts about print: • Print has meaning • Print can have different purposes • We read English text from left to right and from top to bottom • The names of the different parts of a book • Page sequencing • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Enjoy listening to longer stories and can remember much of what happens. • Engage in extended conversations about stories, learning new vocabulary.	• Attention to high quality language • Activities that develop focused listening and attention • 4 x Literacy sessions planned around a key text. • A reading for pleasure book sent home. • Half termly stay and read sessions with parents. • Continuous provision including reading corner with puppets, copies of key texts, traditional tales, phonics books and interactive reading games and role-play resources linked to current text.

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EYFS - F2	

Overarching skills (Taken from Development Matters (Reception) and the Early Learning Goals)
 	
• Learn new vocabulary
• Listen to and talk about stories to build familiarity and understanding.
• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
• Engage in non-fiction books
• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary
• Anticipate – where appropriate – key events in stories
• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
	Classroom Activities
	
	• Daily whole class reading using a '5 a day approach' (2 x Story, Non-fiction, Rhyme and Poetry Basket)
	• 5 x literacy sessions planned around a key text
	• Daily 30-minutes phonics session
	• Additional reads for identified pupils
	• Half termly stay and read sessions with parents
	• Individual reading book sent home from children's reading practice sessions.
	• 3 x Reading Practice sessions. The reading practice sessions have been designed to focus on three key reading skills:
	  • Decoding
	  • Prosody: teaching children to read with understanding and expression
	  • Comprehension: teaching children to understand the text.

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Year 1	

Overarching skills (Taken from the National Curriculum)
 	
Develop pleasure in reading, motivation to read, vocabulary and understanding by:
• Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
• Being encouraged to link what they read or hear read to their own experiences
• Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
• Recognising and joining in with predictable phrases
• Learning to appreciate rhymes and poems, and to recite some by heart
• Discussing word meanings, linking new meanings to those already known
 	
Understand both the books they can already read accurately and fluently and those they listen to by:
• Drawing on what they already know or on background information and vocabulary provided by the teacher
• Checking that the text makes sense to them as they read and correcting inaccurate reading
• Discussing the significance of the title and events
• Making inferences on the basis of what is being said and done
• Predicting what might happen on the basis of what has been read so far
 	
• 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
	Classroom activities
	
	• Daily 30-minutes phonics session
	• 3 x Reading Practice sessions. The reading practice sessions have been designed to focus on three key reading skills:
	  ○ Decoding
	  ○ Prosody: teaching children to read with understanding and expression
	  ○ Comprehension: teaching children to understand the text.
	• Additional individual reads for identified pupils
	• Individual reading book sent home from children's reading practice sessions.
	• Daily reading for pleasure sessions.

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Year 2

Overarching skills (Taken from the National Curriculum)

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

- 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
- 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
- Being introduced to non-fiction books that are structured in different ways
- Recognising simple recurring literary language in stories and poetry
- Discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- Discussing their favourite words and phrases
- Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

Understand both the books that they can already read accurately and fluently and those that they listen to by:

- Drawing on what they already know or on background information and vocabulary provided by the teacher
- Checking that the text makes sense to them as they read and correcting inaccurate reading
- Making inferences on the basis of what is being said and done
- Answering and asking questions
- Predicting what might happen on the basis of what has been read so far

- Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

We have a fluid approach to the teaching of reading in year 2, based on the needs and abilities of the children.

Classroom activities

Could include:

- Daily 30-minutes phonics session
- 3 x Reading Practice sessions. The reading practice sessions have been designed to focus on three key reading skills:
  - Decoding
  - Prosody: teaching children to read with understanding and expression
  - Comprehension: teaching children to understand the text.
- Additional individual reads for identified pupils
- Individual reading book sent home from children's reading practice sessions.
- Daily reading for pleasure sessions.

Moving to:

- Daily Phonics Keep-up sessions for identified pupils
- 3 x Whole Class Reading sessions. These include:
  - Modelling reading fluently and allowing time to practise
  - Explicit teaching of vocabulary
  - Comprehension – responding to a range of question types and styles (linked to VIPERS)
- Additional individual reads for identified pupils
- Individual reading book sent home from the school's book banded books
- Daily reading for pleasure sessions

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Years 3 and 4	

Overarching skills (Taken from the National Curriculum)
 	
Develop positive attitudes to reading and understanding of what they read by:
• Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
• Reading books that are structured in different ways and reading for a range of purposes Using dictionaries to check the meaning of words that they have read
• Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
• 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
• Discussing words and phrases that capture the reader's interest and imagination Recognising some different forms of poetry [for example, free verse, narrative poetry]
 	
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
• Asking questions to improve their understanding of a text
• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
• Predicting what might happen from details stated and implied
• Identifying main ideas drawn from more than one paragraph and summarising these Identifying how language, structure, and presentation contribute to meaning
 	
• Retrieve and record information from non-fiction
• 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
	Classroom activities
	
	• Daily Phonics Catch-up sessions for identified pupils
	• 3 x Whole Class Reading sessions. These include:
	  ○ Modelling reading fluently and allowing time to practise
	  ○ Explicit teaching of vocabulary
	  ○ Comprehension – responding to a range of question types and styles (linked to VIPERS)
	• Fortnightly reading comprehension lesson (within English sequence of learning)
	• Additional individual reads for identified pupils
	• Individual reading book sent home from the school's book banded books
	• Daily reading for pleasure sessions

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Years 5 and 6	

Overarching skills (Taken from the National Curriculum)
 	
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
• Reading books that are structured in different ways and reading for a range of purposes
• 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 Identifying and discussing themes and conventions in and across a wide range of writing
• Making comparisons within and across books
• 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
 	
Understand what they read by:
• Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
• Asking questions to improve their understanding
• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
• Predicting what might happen from details stated and implied
• Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
• 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
• Distinguish between statements of fact and opinion
• Retrieve, record and present information from non-fiction
• 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
• 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 Provide reasoned justifications for their views
	Classroom activities
	
	• Daily Phonics Catch-up sessions for identified pupils
	• 3 x Whole Class Reading sessions. These include:
	  ○ Modelling reading fluently and allowing time to practise
	  ○ Explicit teaching of vocabulary
	  ○ Comprehension – responding to a range of question types and styles (linked to VIPERS)
	• Weekly reading comprehension lesson (within English sequence of learning)
	• Additional individual reads for identified pupils
	• Individual reading book sent home from the school's book banded books
	• Daily reading for pleasure sessions