

**High Ercall Primary School
Progression in reading**

Date: January 2022 **Subject Lead: SR** **Review: January 2024 (or before)**

Curriculum Intent: At High Ercall Primary school, we want all our children to become proficient and fluent readers. We encourage and support all children to have knowledge of and read a variety of genres and authors. This will enable them to become skilled and fluent readers, who can use and understand a wide range of vocabulary in their spoken and written language.

The intent of our reading curriculum is to:

- enable our children to build on and acquire new substantive knowledge, by progressively teaching both word reading and comprehension
- develop the disciplinary knowledge of reading and books, to ensure that our children have a breadth of understanding of literature
- follow the National Curriculum expectations for each year group
- deliver a curriculum accessible to all to enable children to know more and remember more, building upon their starting points
- recognise that literature also plays a key role in supporting the children’s development – culturally, emotionally, socially and spiritually

It is essential that by the end of their time at High Ercall in Year 6, our pupils can read fluently, and with confidence to use these skills in any subject in their secondary education. It is also essential for us that our children have developed a habit of reading widely, for pleasure as well as information, and through this have acquired a wide vocabulary they can apply to all subjects – including writing and spoken language.

Curriculum Expectations: We follow the National Curriculum expectations for reading and expect that our pupils will have met or exceeded the expected standards for Year 6 pupils. Our reading targets extend to expectations in Year 7, both nationally and for our local feeder schools, to support transition into secondary school. We expect our children to develop substantive knowledge - word reading and comprehension are taught progressively as they move through school. Phonics is taught systematically through from Reception, and up into Year 3, if necessary, to enable the children to become skilled at rapidly decoding and recognising familiar words. There are clear expectations of the knowledge to be taught, which is set out in the curriculum for each year group, and reading targets set across school.

Links with reading and writing	Reading a text, appropriate in age and content	Links to school key drivers	Resilience: In choice of text, in sustaining reading, in applying comprehension and word reading skills
	Analysing a text studied in terms of structure and language		
	Studying, learning, practising grammatical and vocabulary skills		
	Short writing composition tasks to respond to reading and learning		
	Planning a longer piece		
	Draft first piece		
	Evaluate through proofread and edit peer or self		
Re-draft in short or longer sections depending on age / ability	Outdoor Learning: Take opportunities to read outside, reading for information and across the curriculum		
			Diversity: Whole class text choice, ensure wide variety of text themes, genres, authors to cover breath of experience, breadth of cultures. Actively choose texts with cultural diversity.

	EYFS - ELG	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Substantive knowledge:	-Say a sound for each letter in the alphabet and at least 10 digraphs.	-apply phonic knowledge and skills as the route to decode words	-continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent	-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	-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.		
Word Reading	Read words consistent with their phonic knowledge by sound-blending.	-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 the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes	- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.			
Phonics and decoding		-read accurately by blending sounds in unfamiliar words					

		<p>containing GPCs that have been taught</p> <ul style="list-style-type: none"> -read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word -read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings -read other words of more than one syllable that contain taught GPCs -read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) 	<ul style="list-style-type: none"> - read accurately words of two or more syllables that contain the same graphemes as above - read words containing common suffixes - read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word 		
Substantive knowledge: Word Reading Common Exception words	<p>-Read a few common exception words matched to the school's phonic programme.</p>	<p>- read Y1 common exception words, noting unusual correspondences between spelling and sound – and where these occur in words</p>	<p>- read most Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>-read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and these occur in the word.</p>	<p>-read most Y5/Y6 exception words, discussing unusual correspondences between spelling and these occur in the word.</p>
Skill: Fluency	<p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>- 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</p> <p>- re-read these books to build up their fluency and confidence in word reading.</p>	<p>- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>- re-read these books to build up their fluency and confidence in word reading.</p>	<p>- develop fluency in reading a range of texts using phonic strategies initially, then a range of strategies as fluency, independence and confidence develops</p>	
Disciplinary knowledge: Reading for pleasure	<p>-Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>	<p>-develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> - 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>-develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> - listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a 	<p>- develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 	<p>- maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> - 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

<p>Listening to and discussing texts</p>	<p>-Anticipate (where appropriate) key events in stories. Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. (C&L – listening)</p>	<p>- 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 - 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.</p>	<p>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 - 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.</p>	<p>- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally - reading books that are structured in different ways and reading for a range of purposes - 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>- 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 - 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.</p>
<p>Disciplinary knowledge: Comparing, contrasting, commenting</p>	<p>-Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. (C&L – Speaking)</p>	<p>-ask and answer questions about a text. -make links between the text they are reading and other texts they have read(in texts that they can read independently).</p>	<p>-discuss the sequence of events in books and how items of information are related.</p>	<p>- identifying themes and conventions in a wide range of books</p>	<p>- identifying and discussing themes and conventions in and across a wide range of writing - making comparisons within and across books</p>
<p>Disciplinary knowledge: Use of vocabulary Words in context and authorial choice</p>	<p>-Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>	<p>- discussing word meanings, linking new meanings to those already known - checking that the text makes sense to them as they read and correcting inaccurate reading</p>	<p>- 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 - checking that the text makes sense to them as they read and correcting inaccurate reading</p>	<p>- using dictionaries to check the meaning of words that they have read - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context -discussing words and phrases that capture the reader's interest and imagination -discuss authors' choice of words and phrases for effect - identifying how language, structure, and presentation contribute to meaning</p>	<p>- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context - identifying how language, structure and presentation contribute to meaning - discuss and evaluate how authors use language, including figurative language using technical terminology such as metaphor, simile, analogy, imagery, style and effect, considering the impact on the reader</p>
<p>Disciplinary knowledge:</p>	<p>Offer explanations for why things might happen,</p>	<p>- making inferences on the basis of what is being said and done</p>	<p>- making inferences on the basis of what is being said and done</p>	<p>- drawing inferences such as inferring characters' feelings, thoughts and motives</p>	<p>- drawing inferences such as inferring characters' feelings, thoughts and motives from</p>

Inference and prediction	<p>making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. (C&L – Speaking)</p> <p>Anticipate (where appropriate) key events in stories.</p>	<ul style="list-style-type: none"> - predicting what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> - answering and asking questions - predicting what might happen on the basis of what has been read so far 	<p>from their actions, and justifying inferences with evidence</p> <ul style="list-style-type: none"> - predicting what might happen from details stated and implied 	<p>their actions, and justifying inferences with evidence</p> <ul style="list-style-type: none"> - predicting what might happen from details stated and implied
Disciplinary knowledge Summarising		<ul style="list-style-type: none"> - drawing on what they already know or on background information and vocabulary provided by the teacher - discussing the significance of the title and events 	<ul style="list-style-type: none"> - drawing on what they already know or on background information and vocabulary provided by the teacher 	<ul style="list-style-type: none"> - asking questions to improve their understanding of a text - identifying main ideas drawn from more than one paragraph and summarising these 	<ul style="list-style-type: none"> - asking questions to improve their understanding - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
Poetry and Performance	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Make use of props and materials when role playing characters in narratives and stories. (art and design)</p> <p>Invent, adapt and recount narratives and stories with their peers and their teacher.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music. (Imaginative and expressive)</p>	<ul style="list-style-type: none"> - learning to appreciate rhymes and poems, and to recite some by heart 	<ul style="list-style-type: none"> - continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action - recognising some different forms of poetry [for example, free verse, narrative poetry] 	<ul style="list-style-type: none"> - 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
Non-fiction			<ul style="list-style-type: none"> - being introduced to non-fiction books that are structured in different ways 	<p>retrieve and record information from non-fiction texts using contents and glossary to locate it.</p>	<ul style="list-style-type: none"> - use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts. -distinguish between bias, fact and opinion.

				<ul style="list-style-type: none">- use all of the organisational devices available within a non - fiction text to retrieve, record and discuss information.- use dictionaries to check the meaning of words that they have	<ul style="list-style-type: none">-use non - fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit)
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