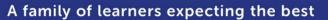


## RADFORD SEMELE

COFE PRIMARY SCHOOL





## <u>Progression in Reading at Radford Semele C of E Primary School</u>

## **Early Years:**

Communication	Learn new vocabulary.					
& Language	Use new vocabulary through the day.					
	Engage in storytimes.					
	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.					
	Listen carefully to rhymes and songs, paying attention to how they sound.					
	Learn rhymes, poems and songs.					
	Engage in non-fiction books.					
	Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.					
Literacy	Enjoy songs and rhymes, tuning in and paying attention.					
	Read individual letters by saying the sounds for them.					
	Blend sounds into words, so that they can read short words made up of known letter—sound correspondences.					
	Read some letter groups that each represent one sound and say sounds for them.					
	Read a few common exception words matched to the school's phonic programme.					
	Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.					
	Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.					

	Y1	Y2	Y3/4	Y5/6
Decoding	apply phonic knowledge to decode words speedily read all 40+ letters/groups for 40+ phonemes read accurately by blending taught GPC read common exception words read common suffixes (-s, -es, -ing, -ed, etc.) read multisyllable words containing taught GPCs read contractions and understanding use of apostrophe read aloud phonically-decodable texts	secure phonic decoding until reading is fluent     read accurately by blending, including alternative sounds for graphemes     read multisyllable words containing these graphemes     read common suffixes     read exception words, noting unusual correspondences     read most words quickly & accurately without overt sounding and blending	apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet     read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	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
Range of Reading	Iistening 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	Iistening 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	Iistening 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	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     making comparisons within and across books
Familiarity with texts	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	becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales     recognising simple recurring literary language in stories and poetry	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	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     identifying and discussing themes and conventions in and across a wide range of writing
Poetry & Performance	learning to appreciate rhymes and poems, and to recite some by heart	continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	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	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
Word meanings	discussing word meanings, linking new meanings to those already known	discussing and clarifying the meanings of words, linking new meanings to known vocabulary     discussing their favourite words and phrases	using dictionaries to check the meaning of words that they have read	
Understanding	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 sequence of events in books and how items of information are related     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	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     *identifying main ideas drawn from more than one paragraph and summarising these	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 summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas

Inference	discussing the significance of the title and events     making inferences on the basis of what is being said and done	making inferences on the basis of what is being said and done     answering and asking questions	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
Prediction	predicting what might happen on the basis of what has been read so far	predicting what might happen on the basis of what has been read so far	predicting what might happen from details stated and implied	predicting what might happen from details stated and implied
Authorial Intent			discussing words and phrases that capture the reader's interest and imagination     identifying how language, structure, and presentation contribute to meaning	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
Non-fiction		being introduced to non-fiction books that are structured in different ways	retrieve and record information from non-fiction	distinguish between statements of fact and opinion     retrieve, record and present information from non-fiction
Discussing reading	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	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     explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	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	recommending books that they have read to their peers, giving reasons for their choices participate in discussions about books, 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, *provide reasoned justifications for their views