



English Reading Progression Map 2021 - 2022

Intent

At Holy Trinity C.E. Academy we believe that Reading is vitally important and learning to read will provide children with necessary skills for future life. In addition to this and more importantly, reading is an activity that should be loved by all. At Holy Trinity, we aim to:

- Ensure pupils are taught the skills needed to develop the ability to decode texts independently
- Foster a love of reading in ALL our pupils
- Prioritise sharing books with pupils by reading to children and discussing texts read
- Develop understanding of language and extend knowledge of vocabulary used
- Give pupils access to a wide range of reading material, including fiction, non-fiction, poetry
- Develop children's confidence in understanding what they read through teaching of key reading skills (predicting, clarifying, questioning and summarising)
- Ensure pupils are taught the skills to be able to read fluently and with comprehension by the end of Year 6

Implementation

Phonics - Direct, focused phonics is taught every day in Reception and Key Stage 1, following Little Wandle Letters and Sounds revised. Whole class phonics sessions are taught daily. Pupils within Reception and Key Stage 1 are assessed using a placement test before being grouped according to their needs. Keep up sessions take place daily with those pupils who have struggled within the lesson. Pupils who enter Key Stage Two who are not confident with phonic knowledge are targeted with Catch up sessions.

Group Reading - In Reception pupils are taught Reading with small focused groups three times per week in line with Little Wandle practice. Pupils are grouped according to their assessments. At the end of the week, the pupils will take the book home to read. Any pupils who are causing concern will receive further additional reading sessions individually.

In KS2 the children are grouped to read with a member of staff either weekly, twice a week, three times a week or daily depending on ability and phonics knowledge. The pupils are read with on an individual basis. Those pupils who are confident readers can read longer texts with monitoring by the class teacher.

Guided Reading-Guided reading takes place weekly from Reception to Year 6. Pupils are encouraged to develop understanding of a wide range of texts. Reciprocal Reading is used in Years 3-6, when children have confident decoding skills. Those pupils who are confident readers within year 2 are also taught using this approach. Pupils who are causing concern are targeted with Reciprocal Reading intervention. These groups will last approximately 12 weeks and be carried out twice per week.

Shared Reading-Shared Reading is carried out in a variety of different ways within school. Reading is an essential part of lessons and children will be encouraged to engage with a range of texts. Text starters take place at the beginning of each English lesson, allowing children to investigate vocabulary and techniques used within a text. Storytime/Class Novel is timetabled daily when pupils have the opportunity to read with the teacher



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Reading for Pleasure - Pupils visit the library regularly. There are weekly Reading Clubs for Key Stage Two and Storytime for Key Stage One. Each classroom has a reading area with books to borrow from the classroom. Books are available for pupils to read every day during Breakfast Club. World Book Day is celebrated every year within school.

Assessment of Reading - Reading is assessed using Target Tracker throughout the school. Year 1 is assessed using the Phonics test in June. Year 2 is assessed using the Year 2 SATS test in February and May. Years 3, 4 and 5 are assessed using NFER tests in February and June. Year 6 are assessed using SATs tests every half term. Intervention groups are developed after analysis of the test results. However, further pupils can be targeted with intervention as the need arises.

Impact

The impact of the reading curriculum will be enthusiastic and motivated readers who are confident and will enjoy reading a wide variety of genres and text types, who have the skills to decode words in order to be able to read fluently with a secure understanding of what they have read and those pupils who will be inspired by literature and will read for pleasure.

End of EYFS Expectations

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary
- Learn rhymes, poems and songs
- Make use of props and materials when role playing characters in narratives and stories
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play

Key Stage 1 National Curriculum Expectations

- Pupils should be taught to:
 - continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
 - read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes

Key Stage 2 National Curriculum Expectations

- Pupils should be taught to 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



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| <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• read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered• read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation• re-read these books to build up their fluency and confidence in word reading.• 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 | <ul style="list-style-type: none">• 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 |
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| <ul style="list-style-type: none">• 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. | <ul style="list-style-type: none">• 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. |
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EYFS, KS1 and KS2							
Aspect	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonic Knowledge		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				
	Say a sound for each letter in the alphabet and at least 10 digraphs	respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes					



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	Read words consistent with their phonic knowledge by sound-blending	read accurately by blending sounds in unfamiliar words containing GPCs that have been taught	read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes				
Common Exception Words	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.			
Suffixes		read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings	read words containing common suffixes	apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Spelling long term plan, 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 Spelling Long Term plan, both to read aloud and to understand the meaning of new words that they meet.		
Syllables		read other words of more than one syllable that contain taught GPCs	read accurately words of two or more syllables that contain the same graphemes as above				



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Contractions		read words with contractions, e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s)					
Reading Aloud		Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	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	read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation			
Accurate Reading			read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered				
Fluency		re-read these books to build up their fluency and confidence in word reading.	re-read these books to build up their fluency and confidence in word reading.				



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Pleasure in Reading, motivation to read and understanding	<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>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>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>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Year 3 - stories with familiar settings, adventure, letters, non-chronological reports, instructions, shape poems, calligrams, nonsense verse Year 4 - myths, newspapers, stories with familiar settings, recounts, explanation, persuasion, haiku, kennings, list poems</p>	<p>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference Year 5 - persuasion, letters, diaries, instructions, recounts, stories from other cultures, myths and legends, narrative poetry Year 6 - short stories, novels from a range of genres, journalistic writing, biography, non-chronological, explanation, instructional, diaries, perspectives of characters, persuasion, argument, recount, letters</p>
	<p>Predict– where appropriate – key events in stories</p>	<p>being encouraged to link what they read or hear read to their own experiences</p>	<p>discussing the sequence of events in books and how items of information are related</p>		
	<p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>	<p>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p>	<p>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</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>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 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</p>



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			being introduced to non-fiction books that are structured in different ways	reading books that are structured in different ways and reading for a range of purposes Non-fiction organised showing examples of different text types	reading books that are structured in different ways and reading for a range of purposes Non-fiction which include range of text types in one book to make comparisons
					recommending books that they have read to their peers, giving reasons for their choices
				identifying themes and conventions in a wide range of books main theme of book such as friendship, escape, survival	identifying and discussing themes and conventions in and across a wide range of writing Examples such as finding strength from within, heroism, hope
					making comparisons within and across books
		recognising and joining in with predictable phrases	recognising simple recurring literary language in stories and poetry		
					learning a wider range of poetry by heart



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	Learn rhymes, poems and songs	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	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
				recognising some different forms of poetry (e.g performance poems, shape poems, riddles, nonsense verse, narrative poetry)	
		discussing word meanings, linking new meanings to those already known	discussing and clarifying the meanings of words, linking new meanings to known vocabulary	using dictionaries to check the meaning of words that they have read	Clarifying - Use of Reciprocal Reading to clarify unfamiliar vocabulary—use of context initially and dictionaries to check
Understanding what they read and what is read to them			discussing their favourite words and phrases	discussing words and phrases that capture the reader's interest and imagination	Discussing author's use of language—why specific words and phrases have been selected? Use of emotive language to have an effect on the reader
		drawing on what they already know or on background information and vocabulary provided by the teacher drawing on what they already know or on background information and vocabulary provided by the teacher			



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		checking that the text makes sense to them as they read and correcting inaccurate reading 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	checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Clarification strategies
		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	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence (why? How? What?)	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence (how do you know? What evidence?)
			answering and asking questions	asking questions to improve their understanding of a text Use of inference questions and retrieval. Use of clues in the text
				asking questions to improve their understanding Use of questioning in Reciprocal Reading (how do you know/why? asking questions to improve their understanding Use of questioning in Reciprocal Reading (how do you know/why?)
		predicting what might happen on the basis of what has been read so far	predicting what might happen from details stated and implied	Use of Reciprocal Reading to predict what may be happening next - use of clues focus on what is implied
			identifying main ideas drawn from more than one paragraph and summarising these in three sentences	summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas Include quotations from the text



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			identifying how language, structure, and presentation contribute to meaning use of organisational features such as bullet points, numbers, paragraphs, word choice	identifying how language, structure and presentation contribute to meaning - why has the author used specific words and phrases? Difference between formal and informal,	
				discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	
Understanding what they read and what is read				distinguish between statements of fact and opinion Year 6 to include biased language/propaganda	
	Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary		retrieve and record information from non-fiction	retrieve, record and present information from non-fiction	
	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary	participate in discussion about what is read to them, taking turns and listening to what others say	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	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	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



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		explain clearly their understanding of what is read to them	explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.		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 Use evidence from the text