

Durley CE Primary School Progression of Reading skills

STATEMENT OF INTENT

We believe that reading constitutes the building blocks of all learning - a fundamental life skill - and we aim to develop reading ability through fluency, comprehension and enrichment, using high quality texts across all subjects and promoting independence in developing personal choice. When children leave Durley CE Primary School, we expect them to be avid readers – children who read fluently and widely, and who are able to express preferences and opinions about the texts that they read. We want them to read for pleasure, having had access to a wide range of text types, genres and authors in order for them to make informed opinions, and make well-thought-out choices on further texts to read. We prioritise reading with an aim to foster a school-wide love of reading. Weaving through the heart of our reading curriculum is a commitment to enhancing and promoting our core Christian Values: Love, Respect and Forgiveness.

IMPLEMENTATION

We have a systematic and rigorous approach to teaching phonics using the Little Wandle Scheme which is based on accurate and frequent assessment so no child is disadvantaged because of limited fluency in their reading skill. Pupils are able to use phonic knowledge to decode regular words and read them aloud accurately; they can then use their phonic knowledge confidently to write words in ways which match their spoken sound. They will develop the ability to use vocabulary and forms of speech that are increasingly influenced by their experiences of books. To develop our children's confidence and enjoyment of reading we teach reading lessons that enable them to practise and apply their phonic knowledge, word reading and prosody skills with a range of age-appropriate books. These are matched to each child's individual phonic knowledge. As children become increasingly confident, they will take part in guided reading sessions throughout the week and this enables them to consolidate their phonic skills and develop strong comprehension skills. High-quality texts are available to all children in their classrooms to support and enhance their learning and love of reading. Adults read frequently to and with children using selected texts from our reading bookcases.

Outside of the classroom, we celebrate a love of books and reading through our school library which is regularly refreshed and well-stocked, class sessions with our librarian, author visits, Book Fayres and family reading events. We hope that these will provide pupils with access to exciting and varied books to share both at home and school, and celebrate home reading as we value the importance of parents and carers in supporting their children to embed these skills at home.

IMPACT

- Develop an entrenched passion of reading of a wide variety of texts.
- Develop strong reading fluency in order to obtain information, enjoyment and rich vocabulary from the texts that they read and listen to.
- Read aloud with fluency, intonation and regard to the punctuation.
- Share enjoyment of the texts.
- Children independently choosing more challenging or varied texts to read.
- Pupils deploying appropriate strategies when reading new or unfamiliar words.
- Pupils gain an appreciation of how authors use words and images to achieve different effects.

Early Learning Goals and National Curriculum objectives for reading progression

	EYFS	Year 1	Year 2	Year 3 and 4*	Year 5 and 6**
Word Reading / Decoding	<ul style="list-style-type: none"> *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. 	<ul style="list-style-type: none"> *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 	<ul style="list-style-type: none"> *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 over-sounding and blending 	<ul style="list-style-type: none"> *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 	<ul style="list-style-type: none"> *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		<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 *being encouraged to link what they read or hear read to their own experiences 	<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 level beyond that at which they can read independently 	<ul style="list-style-type: none"> *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 	<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 *making comparisons within and across books
Familiarity with texts		<ul style="list-style-type: none"> *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 	<ul style="list-style-type: none"> *becoming increasingly familiar with and retelling a wide range of stories, fairy stories and traditional tales *recognising simple recurring literary language in stories and poetry 	<ul style="list-style-type: none"> *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 	<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 *identifying and discussing themes and conventions in and across a wide range of writing
Poetry & Performance		<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 	<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
Word meanings		<ul style="list-style-type: none"> *discussing word meanings, linking new meanings to those already known 	<ul style="list-style-type: none"> *discussing and clarifying the meanings of words, linking new meanings to known vocabulary *discussing their favourite words and phrases 	<ul style="list-style-type: none"> *using dictionaries to check the meaning of words that they have read 	
Comprehension & Understanding	<ul style="list-style-type: none"> *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. 	<ul style="list-style-type: none"> *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 	<ul style="list-style-type: none"> *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 	<ul style="list-style-type: none"> *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 	<ul style="list-style-type: none"> * 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		<ul style="list-style-type: none"> *discussing the significance of the title and events *making inferences on the basis of what is being said and done 	<ul style="list-style-type: none"> *making inferences on the basis of what is being said and done *answering and asking questions 	<ul style="list-style-type: none"> *drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<ul style="list-style-type: none"> *drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
Prediction		<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"> *predicting what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> *predicting what might happen from details stated and implied 	<ul style="list-style-type: none"> *predicting what might happen from details stated and implied
Authorial Intent				<ul style="list-style-type: none"> *discussing words and phrases that capture the reader's interest and imagination *identifying how language, structure, and presentation contribute to meaning 	<ul style="list-style-type: none"> *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			<ul style="list-style-type: none"> *being introduced to non-fiction books that are structured in different ways 	<ul style="list-style-type: none"> *retrieve and record information from non-fiction 	<ul style="list-style-type: none"> *distinguish between statements of fact and opinion *retrieve, record and present information from non-fiction
Discussing reading		<ul style="list-style-type: none"> *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 	<ul style="list-style-type: none"> *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 	<ul style="list-style-type: none"> *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 	<ul style="list-style-type: none"> *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

*NC Objectives for Year 3 and Year 4 are identical.

**NC Objectives for Year 5 and Year 6 are identical.

<u>EYFS Bookcase</u>	<u>Year 1 Bookcase</u>	<u>Year 2 Bookcase</u>	<u>Year 3 Bookcase</u>	<u>Year 4 Bookcase</u>	<u>Year 5 Bookcase</u>	<u>Year 6 Bookcase</u>
<ul style="list-style-type: none"> • Raj gets a soak • In the Wood • My Turn • The Night Flight • Mr Brown • The Fort • Toad Moans and Groans. • Sweet Dream • Meg Gets Dirty. • I Spy • The Blue Scooter. • Raj Bumps his Head. • Toad in a Hole. • Jake, the Snake. • Thump, Thump.Dan Draws a Monster. • The Bush. • The Heap of Sand. • The Tent on the Lawn. • School Rules. • The Mean Robot. • Miss Flower's Project. • Show Times • A Nice Llife. • Pasta with Butter. • The Sting. • The Tree • Apple Crumble • The Cash. • Chips for Lunch. • The Forest. • Food for the Picnic • A Horrible Noise. • From the Forest. • My Favourite Colour. • Hector the Troll. • Amazing Trees. • The Dentist. • A New House for Blinks. • Gog's Soup. • A Flash of Lightning. • Hector's Password. • Gog's Good Idea. 	<ul style="list-style-type: none"> • The train Ride • Naughty bus • Goldilocks • Gingerbread man. • Dinosaur that pooped a planet. • All about Dinosaurs • Knights and Castles • The paper bag Princess • Paddington at the circus. • Vlad and the Great fire of London. • The Great Fire of London. • Oliver's vegetables • Pirates love underpants. • How to be a pirate 	<ul style="list-style-type: none"> • Forest Creatures • The Forest All Year Round • Is the Wise Owl Wise? • Do not Wake the Dragon • Forest Minibeasts • Our Feelings • Fish • Awake at Night • Clever Chick • The Fantastic Pumpkin • Toad Moans and Groans • Late • Jody and the Baby • Amazing Trees 	<ul style="list-style-type: none"> • Flat Stanley • The Sheep Pig • The Invisible Dog • Poppy the Pirate Dog • Cakes in Space • Tom Gates • The Butterfly Lion • The Twits • Cliffhanger • The 13 Storey Treehouse • There's a Viking in my bed • Happy Mouseday • The Hodgeheg • The Whistling Monster • Little Bo Peep Has Knickers that Bleep 	<ul style="list-style-type: none"> • Waterhorse • George's Secret Key to the Universe • The Accidental Secret Agent • The River of Adventure • The Great Chocoplot • The Imagination Box • An Alien in the Jam Factory • Frank Einstein and the anti-matter motor • Julius Zebra • Stig of the dump • The Last Wolf • Shapeshifter: Finding the Fox 	<ul style="list-style-type: none"> • The Phantom Tollbooth • The Sleeping Sword • The Unlikely Adventures of Mabel Jones • Wonder • I am Spartapuss • Journey to the River Sea • Time Travel Diaries • Who Let the Gods Out • Beowulf • Clockwork • Millions • A Wrinkle in Time 	<ul style="list-style-type: none"> • Journey to Jo'burg • Letters from the Lighthouse • Short! Horror Anthology • Diamond Brothers • The White Giraffe • Holes • Paul's Journey • The Boy in the Striped Pajamas • The Boy at the Back of the Class • Wolf Wilder • The Silver Sword • The London Eye Mystery • The Great Kapok Tree • Favela Street Kid • The Island • The Arrival • The Wonder Garden • The Iliad and Odyssey • Anthology of Greek Myths • Mythologica