



Whole School Reading Progression

Our curriculum drivers

Culture

Diversity

Environments

The national curriculum states:

“It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.”

Making sure that pupils become engaged with reading from the beginning is one of the most important ways to make a difference to their life chances in many ways:

- Expands pupils' knowledge about the world and language,
- Develops pupils' understanding of subject-specific academic and technical vocabulary
- Eases pupils' access to the whole curriculum.
- Allows pupils to adopt new perspectives, develop empathy and become more socially conscious
- Supports pupils to develop a form of relaxation, a place to escape everyday challenges, a source of entertainment.

Ensuring a choice of high-quality texts, which link to curriculum topics and celebrate diversity, our reading curriculum intends to develop a culture of reading for pleasure which can be seen throughout the school's language rich environment. We also aim to provide children with the understanding that reading provides opportunities to discover new knowledge, revisit prior knowledge and understand more about what they learn, therefore enhancing not only their confidence in their forthcoming secondary education but also making a positive difference to their life chances.

“Reading is the gateway skill that makes all other learning possible.”

Barack Obama

Reading in the Early Years

It is crucial for children to develop a life-long love of reading. Reading consists of language comprehension and word reading. Language comprehension, which is 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 rhymes, poems and songs they enjoy together.

Skilled word reading, which is taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.

	Development Matters 3 & 4-year-olds will be learning to:	Development Matters Children in Reception will be learning to:	Statutory Framework Early Learning Goals
Word Reading	<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none">spot and suggest rhymescount or clap syllables in wordsrecognise words with the same initial sound, such as money and mother <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none">print has meaningthe names of different parts of a bookprint can have different purposespage sequencingwe read English text from left to right and from top to bottom	<ul style="list-style-type: none">Read individual letters by saying the sounds for them.Blend sounds into words, so that they can read short words made up of letter-sound correspondences.Read some letter groups that each represent one sound and say sounds for them.Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.Read a few common exception words matched to the school’s phonic programme.Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	<p>Word Reading</p> <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.

	Development Matters 3 & 4-year-olds will be learning to:	Development Matters Children in Reception will be learning to:	Statutory Framework Early Learning Goals
Comprehension	<ul style="list-style-type: none">Enjoy listening to longer stories and can remember much of what happens.Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”Engage in extended conversations about stories, learning new vocabulary.	<ul style="list-style-type: none">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.Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	<p>Comprehension</p> <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.

	Development Matters 3 & 4-year-olds will be learning to:	Development Matters • Children in Reception will be learning to:	Statutory Framework Early Learning Goals
Communication & Language	<p>Communication & Language</p> <ul style="list-style-type: none">Use a wider range of vocabulary.Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.Sing a large repertoire of songs.Know many rhymes, be able to talk about familiar books, and be able to tell a long story.Engage in non-fiction books.Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.Use longer sentences of four to six words. <p>Expressive Arts and Design</p> <ul style="list-style-type: none">Take part in simple pretend play, using an object to represent something else even though they are not similar.Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.	<ul style="list-style-type: none">Learn new vocabulary.Use new vocabulary throughout the day.Use new vocabulary in different contexts.Engage in story times.Learn rhymes, poems and songs.Articulate their ideas and thoughts in well-formed sentences.Connect one idea or action to another using a range of connectives. <p>Expressive Arts and Design</p> <ul style="list-style-type: none">Develop storylines in their pretend play.	<p>Listening Attention & Understanding</p> <ul style="list-style-type: none">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. <p>Speaking</p> <ul style="list-style-type: none">Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary.Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. <p>Expressive Arts and Design Being Imaginative & Expressive</p> <ul style="list-style-type: none">Invent, adapt and recount narratives and stories with their peers and their teacher.Perform songs, rhymes, poems and stories with others <p>Creating With Materials</p> <ul style="list-style-type: none">Make use of props and materials when role playing characters in narratives and stories.

Transitioning from the EYFS Development Matters to the KS1 Curriculum

Relevant Early Learning Goals	KS1 National Curriculum Objectives
<p>Word Reading</p> <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. 	<p>Reading</p> <ul style="list-style-type: none"> • Apply phonic knowledge and skills as the route to decode words. • Respond speedily with the correct sound to graphemes (letter or group of letters) for all 40+ phonemes, including (where applicable) sounds for graphemes. • Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. • Read common exception words, noting unusual correspondents between spelling and sound and where these occur in words. • 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). • Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. • Re-read these books to build up fluency and confidence in word reading.
<p>Comprehension</p> <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. 	<p>Comprehension Children should be taught to 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 nonfiction at a level beyond that at which they can read independently; • being encouraged to link what they read or hear 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. <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <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; • 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; • participating in discussions about what is read to them, taking turns and listening to what others say; • explaining clearly their understanding of what is read to them.

Year 1 to Year 6

Key Stage 1

YG	Decoding	Range of Reading	Familiarity with texts	Poetry & Performance	Word meanings	Understanding	Inference	Prediction	Authorial Intent	Non-fiction	Discussing reading
I	<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">• 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">• 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">• learning to appreciate rhymes and poems, and to recite some by heart	<ul style="list-style-type: none">• discussing word meanings, linking new meanings to those already known	<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 significance of the title and events• making inferences on the basis of what is being said and done	<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">• 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
2	<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 overt sounding and blending	<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 overt sounding and blending	<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">• 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">• 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">• 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">• making inferences on the basis of what is being said and done• answering and asking questions	<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">• being introduced to non-fiction books that are structured in different ways	<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

Lower Key Stage 2

YG	Decoding	Range of Reading	Familiarity with texts	Poetry & Performance	Word meanings	Understanding	Inference	Prediction	Authorial Intent	Non-fiction	Discussing reading
3	<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">• 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">• 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">• 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">• using dictionaries to check the meaning of words that they have read	<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">• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	<ul style="list-style-type: none">• predicting what might happen from details stated and implied	<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">• retrieve and record information from non-fiction	<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
4	<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">• 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">• 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">• 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">• using dictionaries to check the meaning of words that they have read	<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">• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	<ul style="list-style-type: none">• predicting what might happen from details stated and implied	<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">• retrieve and record information from non-fiction	<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

Upper Key Stage 2

YG	Decoding	Range of Reading	Familiarity with texts	Poetry & Performance	Word meanings	Understanding	Inference	Prediction	Authorial Intent	Non-fiction	Discussing reading
5	<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	<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	<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	<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		<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	<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">• predicting what might happen from details stated and implied	<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	<ul style="list-style-type: none">• distinguish between statements of fact and opinion• retrieve, record and present information from non-fiction	<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
6	<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	<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	<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	<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		<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	<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">• predicting what might happen from details stated and implied	<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	<ul style="list-style-type: none">• distinguish between statements of fact and opinion• retrieve, record and present information from non-fiction	<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