St Swithun's Church of England VC Primary School

Curriculum Progression Grid

Reading Skill Progression		
Date	**Review date**	**Subject Leader**
September 2020	September 2020	Mr Eddie Kirk

This document aims to give guidance on the progression of Reading skills and knowledge across the year groups. It can also be used to support planning and adapt learning. As children progress across the school it is expected that they can demonstrate a wider range of independent skills and knowledge in the different strands of Reading, across the curriculum.

In Reading, like all other subjects, we recognise the importance of other methods and practice of teaching (the pedagogy) we choose to use in enabling pupils to know more, understand more and remember more.

In Reading, the following approaches will be used, and be evident in pupil discussion, observations and work in books, in order to ensure that the Reading learning opportunities are as effective as possible and that pupils progress throughout the year and across year groups during their Reading experiences in school.

Teaching Sequence in Reading	Big picture: Look at and recap previous knowledge and skills that are relevant to the new learning.
	Provide realistic and relevant information.
	Teach specific key vocabulary to be used and its meaning.
	Provide opportunities for the teacher to work interactively with the teacher acting as the facilitator.
	Ongoing opportunities to apply learned skills and knowledge across the curriculum
Learning, working and talking about Reading	Children will be introduced to the key vocabulary relating to Reading so that all children can confidently articulate their ideas, knowledge and skills within the reading strands.

Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Comprehension discussing reading *Knowledge and Skills*	✓ Shows interest in book and rhymes and may have favourites. ✓ Have favourite stories, rhymes, song, poems or jingles. ✓Handles books carefully.	✓ Explain clearly their understanding of what is read to them. ✓ Participate in discussion about what is being read, 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 books, poems and other works that are read to them and they have read themselves.	✓ Participate in discussion about both books that are read to them and those they can read 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 themselves, taking turns and listening to what others say.	✓ Provide reasoned justifications for their views. ✓ Explain and discuss their understanding of what they have read. ✓ Participate in discussions about books that are read to them those they can read themselves, building on their own and others ideas and challenging views courteously. ✓ Recommending books that they have read to their peers, giving reasons for their choices.	✓ Provide reasoned justifications for their views. ✓ Explain and discuss their understanding of what they have read. ✓ Participate in discussions about books that are read to them those they can read themselves, building on their own and others ideas and challenging views courteously. ✓ Recommending books that they have read to their peers, giving reasons for their choices.

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Comprehension discussing reading *Key Vocabulary*	Rhymes Song Poems Jingle					Justify	
Comprehension Authorial intent *Knowledge and Skills*			✓ Discussing their favourite words and phrases.	✓ Identify how language, structure and presentation contribute to meaning. ✓ Discussing words and phrases that capture the reader's interest and imagination.	✓ Identify how language, structure and presentation contribute to meaning. ✓ Discussing words and phrases that capture the reader's interest and imagination.	✓ Discuss and evaluate how authors use language, including figuratively language, considering the impact on the reader. ✓ Identifying how language, structure and presentation contribute to meaning.	✓ Discuss and evaluate how authors use language, including figuratively language, considering the impact on the reader. ✓ Identifying how language, structure and presentation contribute to meaning.
Comprehension Authorial intent *Key Vocabulary*			Phrase			Figurative language	
Comprehension Familiarity of texts *Knowledge and Skills*	✓ Can fill in missing word or phrase in a known rhyme, story or game, EG humpty Dumpty….. ✓ Repeat words of phrases from familiar stories. ✓Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. ✓Listens to and join in with stories and poems, one to one and also in small groups.	✓ Recognise and join in with predictable phrases. ✓Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and their characteristics.	✓ Becoming increasingly familiar with and retelling a wider range of stories, fairy stories. ✓ Recognise simple recurring literary language in stories and poetry.	✓ Identify and discuss themes and conventions in and across a wide range of writing. ✓ Increase their familiarity with a wide range of books, including fairy stories, myths and legends and retell these.	✓ Identify and discuss themes and conventions in and across a wide range of writing. ✓ Increase their familiarity with a wide range of books, including fairy stories, myths and legends and retell these.	✓ Identify and discuss themes and conventions in and across a wide range of writing. ✓ Increase their familiarity with a wide range of books, including myths, legends and traditional stories.	✓ Identify and discuss themes and conventions in and across a wide range of writing. ✓ Increase their familiarity with a wide range of books, including myths, legends and traditional stories.
Comprehension Familiarity of texts *Key Vocabulary*		Traditional tales Characteristics	Fairy stories Literary language	Themes and conventions Myths and legends		Traditional stories	
Range of reading *Knowledge and Skills*	✓Holds books the correct way up and turns pages. ✓Shows interest in illustrations and print in books and print in the environment.	✓ Develop pleasure in reading, motivation to read, vocab and understanding by: being encouraged to link what they read or hear to their own experiences.	✓ Listen to, discussing and expressing views about a wide range of contemporary and classic.	✓ Reading books that are structured in different ways and reading for a range of purposes. ✓ Listening to and discussing a wider range of fiction, poetry, plays,	✓ Reading books that are structured in different ways and reading for a range of purposes. ✓ Listening to and discussing a wider range of fiction, poetry, plays,	✓ Make comparisons within and across books. ✓ Read books that are structured in different ways and for a range of purposes.	✓ Make comparisons within and across books. ✓ Read books that are structured in different ways and for a range of purposes.

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		✓ Develop pleasure in reading, motivation to read, vocab and understanding by: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond what they can read independently.		non-fiction and reference books.	non-fiction and reference books.	✓ Continue to read and discuss an increasingly wide range of fiction, poetry, plays and non-fiction.	✓ Continue to read and discuss an increasingly wide range of fiction, poetry, plays and non-fiction.
Range of reading *Key Vocabulary*	Illustrations		Express Contemporary and classic	Structure Fiction Plays			
Understanding *Knowledge and Skills*	✓ Knows that information can be retrieved from books and computers. ✓Knows that print carries meaning and, in English, is read from left to right and top to bottom. ✓Knows information can be relayed in the form of print. ✓ Listens to stories with increasing attention and recall. ✓Beginning to be aware of the way stories are structured.	✓ Checking texts make sense to them, correcting their own inaccurate reading as they read. ✓ Drawing of what they already know or on background information and vocabulary provided by the teacher.	✓ Discuss the sequence of events in books and how items of information are related. ✓ Checking texts make sense to them, correcting their own inaccurate reading as they read. ✓ Drawing of what they already know or on background information and vocabulary provided by the teacher.	✓ Identify main ideas drawn from more than one paragraph and summarising these. ✓ Ask questions to improve understanding of a text. ✓ Check the text makes sense to them, discussing their understanding and explaining the meaning of words.	✓ Identify main ideas drawn from more than one paragraph and summarising these. ✓ Ask questions to improve understanding of a text. ✓ Check the text makes sense to them, discussing their understanding and explaining the meaning of words.	✓ Summarise main ideas drawn from more than paragraph, identifying key details that support the main ideas. ✓ Ask questions to improve understanding of a text. ✓ Check the text makes sense to them, discussing their understanding and explaining the meaning of words in context.	✓ Summarise main ideas drawn from more than paragraph, identifying key details that support the main ideas. ✓ Ask questions to improve understanding of a text. ✓ Check the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
Understanding *Key Vocabulary*	Retrieve Recall	Vocabulary	Sequence	Paragraph		Summarise Words in context	
Poetry and performance *Knowledge and Skills*	✓ Enjoys rhyming and rhythmic activities. ✓Shows awareness of rhyme and alliteration. ✓Recognises rhythm in spoken words.	✓ Learning to appreciate rhymes and poems and to recite some by heart.	✓ Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some.	✓ Recognise some different forms of poetry, (free verse, narrative, list) ✓ Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone and volume.	✓ Recognise some different forms of poetry, (free verse, narrative, list) ✓ Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone and volume.	✓ Learn a wider range of poetry by heart. ✓ Prepare poems and plays to read aloud and to perform, showing understanding through intonation, volume and tone.	✓ Learn a wider range of poetry by heart. ✓ Prepare poems and plays to read aloud and to perform, showing understanding through intonation, volume and tone.
Poetry and performance *Key Vocabulary*	Rhyme Alliteration	Recite	Repertoire	Intonation Tone Volume			
Decoding	✓Look at book independently. ✓ Recognises familiar words and signs such as	✓ Read aloud accurately books that are consistent with their consistent with	✓ Re-read books to build up fluency and confidence in word reading.	✓ Read further exception words, noting the unusual correspondences between spelling and sound and	✓ Read further exception words, noting the unusual correspondences between spelling and sound and	✓ Apply their growing knowledge of root words, prefixes and suffixes (etymology and	✓ Apply their growing knowledge of root words, prefixes and suffixes (etymology and

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Knowledge and Skills	own name and advertising logos.	their developing phonic knowledge. ✓ Read words with contractions. (I'm, I'll, We'll and understand the apostrophe represents omitted letters). ✓ Read other words or more than one syllable. ✓ Read words containing taught GPCS and -S, -ES, -ING, -ED, -ER AND –EST endings. ✓ Read accurately by blending sounds in unfamiliar words containing GPCS that have been taught. ✓ Respond speedily with the correct sound to graphemes. ✓ Apply phonic knowledge and skills as the route to decode words. ✓ Re-read these books to build up their fluency and confidence in word reading. ✓ Read common exception words.	✓ Read aloud books, sounds out unfamiliar words accurately, automatically and with undue hesitation. ✓ Read most words quickly and accurately, without overt sounding and blending. ✓ Read further common exception words, noting unusual correspondence between spelling and sounds. ✓ Read words containing common suffixes. ✓ Read accurately words of two or more syllables. ✓ Read accurately by blending the sounds in words that contain the graphemes taught so far. ✓ Continue to apply phonic knowledge and skills as the route to decode words.	where these occur in the word. ✓ Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words.	where these occur in the word. ✓ Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words.	morphology) both to read aloud and to understand the meaning of new words.	morphology) both to read aloud and to understand the meaning of new words.
Decoding *Key Vocabulary*		Accuracy Contraction Syllable Fluency Common exception words Graphemes	Suffix Graphemes	Prefixes and suffixes Root word			
Non-Fiction *Knowledge and Skills*			✓ Read and be read non-fiction books that are structures in different ways.	✓ Retrieve and record information from non-fiction texts.	✓ Retrieve and record information from non-fiction texts.	✓ Retrieve, record and present information from non –fiction texts. ✓ Distinguish between statements or fact and opinion.	✓ Retrieve, record and present information from non –fiction texts. ✓ Distinguish between statements or fact and opinion.
Non-Fiction *Key Vocabulary*			Non-fiction Structure	Retrieve		Fact and opinion	

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Inference *Knowledge and Skills*	✓ Describes main story settings, events and principal characters.	✓Discuss the significance of the title and events. ✓ Make inferences on the basis of what is being said or done.	✓ Understand both that books that they can already read accurately and fluently by answering and asking questions. ✓ Make inferences on the basis of what is being said and done.	✓ Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justify their inferences.	✓ Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justify their inferences.	✓ Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justify their inferences with evidence.	✓ Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justify their inferences with evidence.
Inference *Key Vocabulary*	Setting Event characters	Inference		Motive Justify		Evidence	
Prediction *Knowledge and Skills*	✓Suggest how a story might end.	✓ Predict what might happen on the basis of what has been read so far.	✓ Predict what might happen on the basis of what has been read so far.	✓ Predict what might happen from details stated and implied.	✓ Predict what might happen from details stated and implied.	✓ Predict what might happen from details stated and implied, this statement will be evidenced from increasingly challenging books.	✓ Predict what might happen from details stated and implied, this statement will be evidenced from increasingly challenging books.
Prediction *Key Vocabulary*		Predict		Implied			
Word meanings *Knowledge and Skills*		✓ Discuss word meanings, linking new meaning to those already known.	✓ Discuss and clarify meanings of words, linking new meanings to known vocabulary.	✓ Use dictionaries to check the meaning of words that they have read.	✓ Use dictionaries to check the meaning of words that they have read.		
Word meanings *Key Vocabulary*				Dictionary			
Technology in the Wider Curriculum	Apply knowledge and skills associated with the three strands with increasing independence across the wider curriculum.						