

Emmer Green Primary School

Reading Progression of Skills and Curriculum Overview

Skills	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Core texts	Commotion in the Ocean	My Brother	Pumpkin Soup	King Arthur and the Knights of the Round Table	Into the Forest	Harry Potter and the Philosopher's Stone	The Zoo
	The Little Red Hen	Percy the Park Keeper	The Polar Express	The Wishing Chair	Dragonology	The Miraculous Journey of Edward Tulane	Rose Blanche
	The Very Hungry Caterpillar	Mr Gumpy's Outing	Fing	Gorilla	Sophie and the Albino Camel	The Midnight Fox	The Giant's Necklace
	Handa's Surprise	What the Ladybird Heard	The Day the Crayons Quit	James and the Giant Peach	The Witches and the Singing Mice	The Highwayman	Holes
	Guess How Much I Love You	Don't Let the Pigeon Drive the Bus	The Lion Inside	The Butterfly Lion	Jabberwocky	The Iron Giant	The Tempest
	Harry and the Bucketful of Dinosaurs	Traditional tales	Inside the Villain	Until I Met Dudley	Cloudbusting	The Tiger Rising	Skellig
	Traditional tales		Gregory Cool		Kensuke's Kingdom	Viking Sagas	The Hunger Games
			Traditional tales		The Mysteries of Harris Burdick		The Arrival

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Range of reading	<p>Read sentences made up of words with taught sounds and common exception words.</p> <p>Listen to, talk about and respond to stories (rhymes and songs) with actions, relevant comments, questions; recalling key events and innovating.</p> <p>To use non-fiction books to develop new knowledge and vocabulary.</p>	<p>listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p>	<p>listen to, discuss and express 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>listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks read books that are structured in different ways and reading for a range of purposes</p>	<p>continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks read books that are structured in different ways and read for a range of purposes make comparisons within and across books</p>
Familiarity of text	<p>Talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words.</p> <p>To begin to interpret stories, rhymes and poetry; making suggestions</p>	<p>recognise and join in with predictable phrases</p> <p>become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p>	<p>become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales recognise simple recurring literary language in stories and poetry</p>	<p>increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally identify themes and conventions in a wide range of books</p>	<p>increase 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 identify and discuss themes and conventions in and across a wide range of writing</p>

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	<p>for actions and events (images and text).</p> <p>To talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions</p>				
Decoding	<p>Identify the taught GPCs including some digraphs.</p> <p>Blend the taught sounds to read CVC, CVCC and CCVC words.</p> <p>Read some taught common exception/ high frequency and familiar words.</p> <p>Read sentences made up of words with taught</p>	<p>apply phonic knowledge to decode words</p> <p>read aloud phonically-decodable texts</p> <p>re-read books to build fluency and confidence</p> <p>read simple sentences and understand the meaning including what a pronoun is (extra) speedily</p> <p>read all 40+ letters /groups for 40+</p>	<p>apply phonic decoding until automatic and reading is fluent</p> <p>read common suffixes (-ed, -ing, -er, -est, -y, -er, -ment, -ful, -ness, -less, -ly</p> <p>re-read books to build up fluency and confidence in word reading</p> <p>note punctuation to read with appropriate expression</p>	<p>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 they meet</p> <p>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>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</p>

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	<p>sounds and common exception words.</p>	<p>phonemes including alternative sounds for graphemes</p> <p>read Year 1 common exception words</p> <p>noting unusual correspondences between spelling and sound (identifying where they appear)</p> <p>read polysyllabic words containing taught GPCs</p> <p>read common suffixes (-s, -es, -ing, -ed, -er and -est)</p> <p>read contractions and understand that the apostrophe represents the omitted letter(s)</p> <p>read accurately by blending taught GPCs</p> <p>develop some fluency and expression, pausing at full stops</p>	<p>read accurately by blending, including alternative sounds for graphemes</p> <p>read Year 2 common exception words, noting unusual correspondences</p> <p>read aloud books matched to phonic knowledge by sounding out unfamiliar words automatically</p> <p>read polysyllabic words containing above graphemes</p> <p>read most words quickly & accurately without overt sounding and blending</p>				
Fluency and phrasing	*25 wpm	*70wpm	*90wpm	*110wpm	*140wpm	*150wpm	*150-200+ wpm

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<p>*approximate reading speed is a guide only</p>	<p>Read and recognise own name with automaticity</p> <p>Sight read familiar words and labels</p>	<p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p>	<p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately and automatically</p> <p>Uses tone and intonation when reading aloud</p>	<p>Use intonation, tone and volume when reading aloud</p> <p>Take note of punctuation when reading aloud</p>	<p>Use punctuation to determine intonation and expression when reading aloud to a range of audiences</p>	<p>Use punctuation to determine intonation and expression when reading aloud to a range of audiences</p> <p>Begin to employ dramatic effect to engage listeners whilst reading aloud</p>	<p>Use punctuation to determine intonation and expression when reading aloud to a range of audiences</p> <p>Employ dramatic effect to engage listeners whilst reading aloud</p>
<p>Vocabulary and word meaning</p>	<p>Talk about elements of a topic using newly introduced vocabulary</p>	<p>discuss and clarify the meanings of words and link new meanings to known vocabulary</p>	<p>discuss and clarify the meanings of words and link new meanings to known vocabulary</p> <p>discuss their favourite words and phrases</p>	<p>use dictionaries to check the meaning of words that they have read</p>	<p>use dictionaries to check the meaning of words that they have read</p> <p>use thesauruses to find synonyms and antonyms</p>		
<p>Understanding</p>	<p>Understand how to listen carefully.</p> <p>Respond to stories (rhymes and songs) with actions, relevant comments, questions; recalling key events.</p> <p>Talk about elements of a topic using newly introduced vocabulary and</p>	<p>Draw on what they already know or on background information and vocabulary provided by the teacher</p> <p>be encouraged to link what they read or hear read to their own experiences</p>	<p>discuss the sequence of events in books and how items of information are related draw on what they already know or on background information and vocabulary provided by the teacher make links between a current book and</p>	<p>check that the text makes sense to them, discuss their understanding and explain the meaning of words in context</p> <p>ask questions to improve their understanding of a text</p> <p>identify main ideas drawn from more than one paragraph and summarise these</p> <p>identify morals and messages in a story</p>	<p>check that the book makes sense to them, discuss their understanding and explore the meaning of words in context</p> <p>ask questions to improve their understanding</p> <p>summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</p>		

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	extending sentences using a range of conjunctions to offer extra explanation and detail.	check that the text makes sense to them as they read and correct inaccurate reading answer simple retrieval questions about a text and find evidence to support answers	those already read check that the text makes sense to them as they read and correct inaccurate reading		
Inference	To begin to interpret stories, rhymes and poetry; making suggestions for actions and events (images and text).(LIT)	discuss the significance of the title and events make inferences on the basis of what is being said and done	make inferences on the basis of what is being said and done answer and ask questions	draw inferences such as inferring characters' feelings, thoughts and motives from their actions justify inferences with evidence	draw inferences such as inferring characters' feelings, thoughts and motives from their actions. justify inferences with evidence
Prediction	To talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words.	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
Authorial intent				discuss words and phrases that capture the reader's interest and imagination identify how language, structure, and presentation contribute to meaning	identify how language, structure and presentation contribute to meaning

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					discuss and evaluate how authors use language, including figurative language and consider the impact on the reader
Non fiction	Talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions. Know and explain some differences between fiction and non-fiction books.	listen to and discuss a wide range of non-fiction at a level beyond that at which they can read independently	be introduced to non-fiction books that are structured in different ways	retrieve and record information from non-fiction texts	distinguish between statements of fact and opinion retrieve, record and present information from non-fiction texts
Poetry and performance	To listen and sing nursery rhymes and songs, recalling whole songs and rhymes singing some independently and performing in groups / independently for others. (C&L)	learn to appreciate rhymes and poems, and to recite some by heart	continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear	prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action recognise some different forms of poetry	learn 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
Responding to texts	Talk about and respond to stories (rhymes and songs) with actions, relevant comments, questions. Talk about and respond to stories, rhymes	participate in discussion about what is read to them by taking turns and listening to what others say explain clearly their understanding of	participate in discussion about books, poems & other works that are read to them & those that they can read for themselves by taking turns and	participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say	recommend books that they have read to their peers and 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

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	<p>and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words. Begin to interpret stories, rhymes and poetry; making suggestions for actions and events. Talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions.</p>	<p>what is read to them</p>	<p>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</p>			<p>formal presentations and debates provide reasoned justifications for their views</p>	

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Skill	Reception *25 wpm	Year 1 * 70 wpm	Year 2 *90 wpm
<p>Fluency and Phrasing</p> <p>*Reading speeds are approximate guides to average words per minute; pace of reading is only one indicator of fluency.</p>	<p>Children learn to:</p> <ul style="list-style-type: none"> recognise and read their name automatically; join in with a refrain during group recitation; recite some familiar rhymes and songs by heart; recite rhymes to a given rhythm, perhaps marching or clapping to the beat; sing the alphabet with support; begin to read words and simple sentences, showing understanding by the way they say it; sight-read familiar labels and words in the environment e.g. Class 1, crayons, Toilets; recognise and independently read some common exception words with automaticity. 	<p>Children learn to:</p> <ul style="list-style-type: none"> recite some familiar complete rhymes and songs by heart; use body percussion or instruments to hold the beat; recognise and join in with predictable phrases; read on sight the CE words for Y1; say or sing the alphabet in sequence; sound and blend unfamiliar printed words quickly and accurately using their phonemic knowledge and skills; read aloud, checking that it 'sounds right' and that the text makes sense to them; with support, notice sentence punctuation; re-read favourite books to themselves, to gain confidence with word reading and fluency. 	<p>Children learn to:</p> <ul style="list-style-type: none"> continue to apply phonemic knowledge and skills until automatic decoding has become embedded and reading is fluent (<i>e.g. purple-gold book band</i>); read unfamiliar words containing all common graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to word reading knowledge; recite familiar poems by heart; read many Y2 CE words automatically by sight; read most words quickly and accurately when they have been frequently encountered, without overt sounding and blending; check that the text makes sense to them as they read, and correct inaccurate reading; use expression appropriately to support the meaning of sentences, including those which use subordination.

Skill	Year 3 *110wpm	Year 4 *140 wpm	Year 5 * 150 wpm	Year 6 *150-200+ wpm
<p>Fluency and Phrasing</p>	<p>Children can recite some poems (or songs) by heart, in groups and sometimes alone, building confidence and fluency;</p> <p>read age-appropriate books (<i>e.g. lime book band</i>) accurately and at a speed that is sufficient for them to focus on understanding, rather than on decoding individual words;</p> <p>read new words outside their spoken vocabulary, making a good guess at pronunciation;</p> <p>when reading aloud, speak audibly and with growing fluency;</p> <p>read on sight all Y2 CE words and some further exception words for Y3-4;</p> <p>gradually internalise the reading process to read silently.</p>	<p>Children learn to:</p> <ul style="list-style-type: none"> read words speedily by working out the pronunciation of unfamiliar printed words (decoding) and recognising familiar words; sight-read a wide range of exception words (Y3-4 list and similar); with support, notice where commas create phrasing within sentences; read with expression, using the punctuation to support meaning, including multi-clause sentences; recite whole poems with growing awareness of the listener; as decoding becomes more secure, become independent, fluent and enthusiastic readers. 	<p>Read aloud a wider range of age-appropriate poetry and other texts with accuracy and at a reasonable speaking pace;</p> <p>read most words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity;</p> <p>prepare readings using appropriate intonation to show their understanding;</p> <p>notice more sophisticated punctuation e.g. of parenthesis, and use expression accordingly;</p> <p>read silently and then discuss what they have read;</p> <p>sight-read all Y3-4 exception words and some Y5-6 words (and similar) with automaticity.</p>	<p>Children show that they can:</p> <ul style="list-style-type: none"> read age-appropriate texts fluently and with confidence; learn and recite a wider range of poetry, sometimes by heart; read aloud and perform poems and plays, showing understanding through intonation, tone and volume so that the meaning is clear to the audience; notice and respond to punctuation and phrasing when reading aloud; gain, maintain and monitor the interest of the listener; automatically read a wide range of exception words, including the Y5-6 list and similar words which occur in texts.

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'Retrieval questions are literal ('looking') questions. Retrieval is often the first comprehension skill pupils secure as it has the lowest cognitive domain; the answers are there in the text for pupils to find. There are varying degrees of literal when it comes to retrieval questions. For example, if a question asks: *'What is the girl's name?'* and in the text it says: *'The girl's name is Fiza.'*, this is a completely literal retrieval question as the answer is stated directly in the text. However, only a few retrieval questions are as literal as this. Pupils usually have to think carefully to find and search for the right piece of information to answer retrieval questions.'

How to teach skills to support successful retrieval:

Skill	Teaching Guidance
Scanning	<p>Scanning is reading rapidly in order to find specific facts or information. Through regular, timed practice teachers should teach pupils to:</p> <ul style="list-style-type: none"> • decide on a few key words or phrases/ search terms. Teach pupils to be human search engines! • look for the first few letters of the word/s they are looking for. • look for words in bold letters or italics for important pieces of information. • look for bullet points or numbered lists that might contain the information they need. • find the section they need in the text using the question words. • let their eyes float rapidly down the page until they find the key word or phrase they want. • when their eye catches one of the key words, read the surrounding material carefully to check that it conveys the correct information. • scan for a person when the question word is who, scan for a place when the question word is where, scan for a time/date/day/month/year/season when the question word is when, scan for a time/distance when the question asks how long. • search for proper nouns when scanning for names of people or places. • scan for pronouns that link to the key question words. For example, a question may ask: <i>What did George want to do with the snake?</i> The text may read <i>"He would have liked to put a snake down her neck."</i> Pupils will need to understand that the 'he' is George. • scan to check information. For example, when answering true or false questions – pupils should be taught to always find answers in text and check even if they think they remember the answer from initial reading.
Skimming	<p>Skimming is reading rapidly to get a general overview of the text. Pupils will use skimming for retrieval when working across whole texts. Pupils will first skim the entire text to find which section/paragraph the answer is in and then scan that section/paragraph for the specific piece of information. Through regular, timed practice teachers should teach pupils to:</p> <ul style="list-style-type: none"> • ignore details and look for main ideas. • in non-fiction, read only the subheadings or titles of paragraphs. • glance through the main headings in each chapter just to see a word or two. Read the <i>headings of charts and tables</i>. • read the first sentence of each paragraph to find out what it is about.