

## Progression in Reading



### **Intent**

At Humshaugh C of E (Aided) First School, we aim to provide all children with a high-quality education in English that will teach pupils to speak, read and write fluently so that they can communicate their ideas and emotions to others effectively. With Reading, phonics will be emphasised in the early teaching of reading until children have reached a standard that allows them to access texts independently and confidently. Reading will be a central part of all curricula areas supporting the learning that children undertake. It is our belief that Reading is an enabler to unlock lifelong learning. All children will read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, to gain knowledge across the curriculum and develop their comprehension skills. It is our intention to ensure 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.

### **Implementation**

At Humshaugh C of E (Aided) First School, children begin their reading journey using the letters and sounds phonics scheme supported by resources from Read, Write Inc. Phonics. All children have Reading records which are used to record how often children read to an adult in school and at home. Focus children are heard read at least daily by an adult. Adults within the class support the children to choose appropriate text types for the children supported by a range of reading schemes. As appropriate

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whole class guided reading sessions take place daily using high quality texts and supported by resources such as Short Reads. Children are challenged with their thinking to ensure a deep understanding of the text and skills they are learning.

### Impact

By the end of each year group children will have acquired the skills needed to move on to the next stage of their education. The vast majority of children will achieve well in the Year 1 Phonics screening check and be able to access appropriate books independently. At the end of every seasonal term, children complete a reading test, it is expected that over 75% will be at ARE and at least 20% at GDS in all year groups. Support is put in place to ensure that children who are not meeting the targets are supported to thrive. It is expected that every child will leave Humshaugh First School with a good level of reading to enable them to access the next stage of their education

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Year Groups	Knowledge and Skills to be acquired	
	Word Reading	Comprehension
EYFS	Children read simple sentences. <ul style="list-style-type: none"><li>• Use phonic knowledge to decode regular words and read them aloud accurately.</li><li>• Read some common irregular words.</li></ul>	Understand simple sentences they read. <ul style="list-style-type: none"><li>• Demonstrate understanding when talking to other about what they have read.</li></ul>
Year 1	Able to match all 40+ graphemes to their phonemes. <ul style="list-style-type: none"><li>• Blend sounds of unfamiliar words.</li><li>• Divide words into syllables.</li><li>• Read compound words.</li><li>• Read words with contractions and understand</li></ul>	Say what the like don't like about a book. <ul style="list-style-type: none"><li>• Link what has been read or heard to own experiences.</li><li>• Retell key stories orally using narrative language.</li><li>• Talk about the main characters in a story.</li><li>• Learn poem and rhymes off by heart .</li></ul>

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	<p>the apostrophe represents the missing letter.</p> <ul style="list-style-type: none"> <li>• Read phonetically decodable words.</li> <li>• Read words that end with 's, -ing, -ed, -est.</li> <li>• Read words that start with un-Add -ing, -ed, and -er, to verbs.</li> <li>• Read words of more than syllable that contain taught grapheme, phoneme correspondents.</li> </ul>	<ul style="list-style-type: none"> <li>• Use what is already known to understand texts.</li> <li>• Check reading makes sense and correct when it doesn't.</li> <li>• Begin to draw inferences from the text and/or illustrations.</li> </ul> <p>Make predictions about the events.</p> <ul style="list-style-type: none"> <li>• Explain what I think a text is about.</li> </ul>
<b>Year 2</b>	<p>Can decode automatically and fluently.</p> <ul style="list-style-type: none"> <li>• Is able to blend sounds in words that contain the graphemes learnt.</li> <li>• Recognise and read alternative sounds for graphemes.</li> <li>• Read accurately words of two or more syllables that contain the same GPCs.</li> <li>• Read words with common suffixes.</li> <li>• Read common exception words.</li> <li>• Read and comment on unusual correspondence between grapheme and phoneme.</li> <li>• Read most words quickly and accurately when they are known words without sounding out and blending.</li> <li>• Read most suitable books accurately, showing fluency and confidence.</li> </ul>	<p>Talk about and give an opinion on a range of texts.</p> <ul style="list-style-type: none"> <li>• Discuss the sequence of events in books and how they relate to each other.</li> <li>• Use prior knowledge, including context and vocabulary, to understand texts.</li> <li>• Retell stories, including fairy stories and traditional tales.</li> <li>• Read for meaning and check that the text makes sense, go back and re-read when it does not makes sense.</li> <li>• Find recurring language in stories and poems. Talk about favourite words and phrases in stories and poems.</li> <li>• Recite some poems by heart, with appropriate intonation.</li> <li>• Ask and answer questions.</li> <li>• Make predictions based on what I has been read.</li> <li>• Draw (simple) inferences from illustrations, events, characters' actions and speech.</li> </ul>

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<b>Year 3</b>	<p>Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.</p> <ul style="list-style-type: none"> <li>• Read further exception words, noting the unusual correspondences between spelling and sound.</li> <li>• Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</li> </ul>	<p>Read a range of fiction, poetry, plays, and nonfiction texts.</p> <ul style="list-style-type: none"> <li>• Discuss the texts read.</li> <li>• Read aloud and independently, taking turns and listening to others.</li> <li>• Explain how non-fiction books are structured in different ways and can use them effectively.</li> <li>• Explain some of the different types of fiction books.</li> <li>• Ask relevant questions to get a better understanding of a text.</li> <li>• Predict what might happen based on details known and read.</li> <li>• Draw inferences such as inferring a characters' feelings, thoughts and motives from their actions.</li> <li>• Use a dictionary to check the meaning of unfamiliar words.</li> <li>• Identify the main point of a text.</li> <li>• Explain how structure and presentation contribute to the meaning of texts.</li> <li>• Use non-fiction texts to retrieve information.</li> </ul> <p>Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p>
<b>Year 4</b>	<p>Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.</p> <ul style="list-style-type: none"> <li>• Read further exception words, noting the</li> </ul>	<p>Know which books to select for specific purposes, especially in relation to science, geography and history learning.</p> <ul style="list-style-type: none"> <li>• Use a dictionary to check the meaning of unfamiliar</li> </ul>

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	<p>unusual correspondences between spelling and sound. Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</p>	<p>words.</p> <ul style="list-style-type: none"><li>• Discuss and record words and phrases that writers use to engage and impact on the reader. Identify some of the literary conventions in different texts.</li><li>• Identify the (simple) themes in texts.</li><li>• Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.</li><li>• Explain the meaning of words in context.</li><li>• Ask relevant questions to improve my understanding of a text.</li><li>• Infer meanings and begin to justify them with evidence from the text.</li><li>• Predict what might happen from details stated and from the information deduced.</li><li>• Identify where a writer has used precise word choices for effect to impact on the reader.</li><li>• Identify some text type organisational features, for example, narrative, explanation and persuasion.</li><li>• Retrieve information from non-fiction texts.</li><li>• Build on others' ideas and opinions about a text in discussion</li></ul>
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