

Stukeley Federation
Reading Curriculum Progression

		KS1		KS2			
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding	<p>Link letters to sounds naming and sounding letters of the alphabet. Say a sound for each letter of the alphabet and at least 10 digraphs.</p> <p>Segment sounds in simple words and blend to read them. Reads words consistent with their phonic knowledge by sound blending.</p> <p>Read aloud simple phonically decodable phrases and sentences. Read aloud simple sentences and books that are consistent with their phonic knowledge including some common exception words</p>	<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 	<p>*secure phonic decoding until reading is fluent.</p> <p>*read accurately by blending, including alternative sounds for graphemes</p> <p>*read multisyllable words containing these graphemes</p> <p>*read common suffixes</p> <p>*read exception words, noting unusual correspondences.</p> <p>*read most words quickly & accurately without overt sounding and blending</p>	<p>*use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>*apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.</p> <p>*apply their growing knowledge of root words and suffixes/word endings, including: -ation,-ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.</p>	<p>*apply their growing knowledge of root words, prefixes and suffixes, 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>* To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>*To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/- ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.</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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		•read aloud phonically-decodable texts					
Range of reading	Listen to and discuss a range of stories, poems and non-fiction.	<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 	*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	*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	*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	*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	*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	Begin to become familiar with fairy tales traditional/ key stories. Anticipate and join in with repeated refrains from familiar texts.	*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	*becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales *recognising simple recurring literary language in stories and poetry	*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	* discuss and compare texts from a wide variety of genres and writers. * read for a range of purposes.	*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	* To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.
Poetry and performance	Notice rhyming strings.	*learning to appreciate rhymes and	*continuing to build up a repertoire of	*preparing poems and play scripts to read aloud and to	* recognise and discuss some different forms of	*learning a wider range of poetry by heart preparing poems and	* To confidently perform texts (including poems learnt

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	<p>Learn and increasingly join in with traditional nursery rhymes.</p> <p>Introduce narrative to role play using vocabulary increasing influenced by stories they have hear/read.</p>	<p>poems, and to recite some by heart</p>	<p>poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p>	<p>perform, showing understanding through intonation, tone, volume and action</p> <p>*recognising some different forms of poetry</p>	<p>poetry (e.g. free verse or narrative poetry).</p> <p>* prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.</p>	<p>plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p>	<p>by heart) using a wide range of devices to engage the audience and for effect.</p>
Word meanings	<p>Discuss meaning of words encountered in texts read to them and by themselves.</p>	<p>*discussing word meanings, linking new meanings to those already known</p>	<p>*discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>*discussing their favourite words and phrases</p>	<p>*using dictionaries to check the meaning of words that they have read</p>	<p>*using dictionaries to check the meaning of words that they have read</p>		
Understanding (comparing, contrasting, commenting)	<p>Notice silly sentences.</p> <p>Expect sentences to make sense.</p> <p>Read and understand simple sentences.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives</p>	<p>*drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>*checking that the text makes sense to them as they read and correcting inaccurate reading</p>	<p>*discussing the sequence of events in books and how items of information are related</p> <p>*drawing on what they already know or on background information and vocabulary provided by the teacher</p>	<p>*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>*asking questions to improve their understanding of a text</p> <p>*identifying main ideas drawn from more than one</p>	<p>* discuss and compare texts from a wide variety of genres and writers.</p> <p>* read for a range of purposes.</p> <p>To identify themes and conventions in a wide range of books.</p> <p>*refer to authorial style, overall themes (e.g.</p>	<p>* checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>*asking questions to improve their understanding</p> <p>*summarising the main ideas drawn from more than one paragraph, identifying key details</p>	<p>* recognise more complex themes in what they read (such as loss or heroism).</p> <p>* explain and discuss their understanding of what they have read, including through formal presentations and debates,</p>

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	using recently introduced vocabulary.		*checking that the text makes sense to them as they read and correcting inaccurate reading	paragraph and summarising these	triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).	to support the main ideas	
Inference		*discussing the significance of the title and events *making inferences on the basis of what is being said and done	*making inferences on the basis of what is being said and done *answering and asking questions	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	* consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). *discuss how characters change and develop through texts by drawing inferences based on indirect clues.
Prediction	Predict what might happen based on what has already been read. Anticipate (where appropriate) key events in stories.	*predicting what might happen on the basis of what has been read so far	*predicting what might happen on the basis of what has been read so far	*predicting what might happen from details stated and implied	* To justify predictions from details stated and implied.	*predicting what might happen from details stated and implied	*predicting what might happen from details stated and implied
Authorial intent/ Explanation				*discussing words and phrases that capture the reader's interest and imagination *identifying how language, structure,	*Discuss vocabulary used to capture readers' interest and imagination.	*identifying how language, structure and presentation contribute to meaning *discuss and evaluate how authors use language, including	* analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy,

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				and presentation contribute to meaning		figurative language, considering the impact on the reader	imagery, style and effect.
Non-fiction	Know that information can be retrieved from books and computers.		*being introduced to non-fiction books that are structured in different ways	*retrieve and record information from non-fiction	* To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information. *To use dictionaries to check the meaning of words that they have read.	*distinguish between statements of fact and opinion *retrieve, record and present information from non-fiction	*retrieve, record and present information from non-fiction texts. * use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).
Discussing reading	Be able to name a favourite book and say what they like about it. Talk about books that they have heard/read. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and	*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	*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	*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	* identify how language, structure and presentation contribute to meaning. * identify main ideas drawn from more than one paragraph and summarise these.	*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	* listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions. *draw out key information and to summarise the main ideas in a text. *distinguish independently

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	poems and during role play.		those that they read for themselves			formal presentations and debates *provide reasoned justifications for their views	between statements of fact and opinion, providing reasoned justifications for their views. * compare characters, settings and themes within a text and across more than one text.
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