



Westleigh Methodist Primary School
Reading Progression of Skills and Knowledge
With God, all things are possible – Matthew 19:26
Love Teamwork Thankfulness Generosity Peace Forgiveness Equality Justice



Early Years Foundation Stage

Educational Programme

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (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 (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.

Understanding the World

In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world.

Early Learning Goal

Literacy ELG:

ELG: Comprehension

Children at the expected level of development will:

- 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.

ELG: Word Reading Children at the expected level of development will:

- 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

National Curriculum

Purpose of study

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Subject Content

Reading

The programmes of study for reading at key stages 1 and 2 consist of 2 dimensions:

- word reading
- comprehension (both listening and reading)

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (ie unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds.

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.

Spoken language

Speaking and Listening is vital and runs throughout all aspects of reading.

Please note Development Matters statements are in *blue italics*.

Pre-School Nursery Literacy – Word Reading and Comprehension

<p>By the end of Autumn Term</p>	<ul style="list-style-type: none"> • Repeat songs, rhymes, stories and repeat familiar phrases. • Fill in missing words from well-known rhymes. 	<p><u>Key Vocabulary</u></p>
<p>By the end of Spring Term</p> <p>Assessment Endpoint</p>	<ul style="list-style-type: none"> • Show a preference for a book or a song or a rhyme. • Identify myself in a story and show enjoyment for stories about familiar people. • Notice and repeat sounds. • Identify signs and symbols in the environment and recall what they mean. • <i>Understand the five key concepts about print:</i> <ul style="list-style-type: none"> - <i>print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book (title, blurb and author)- page sequencing</i> • <i>Develop their phonological awareness (Phase 1), so that they can:</i> <ul style="list-style-type: none"> - <i>spot and suggest rhymes</i> - <i>count or clap syllables in a word</i> - <i>recognise words with the same initial sound, such as money and mother</i> • <i>Engage in extended conversations about stories, learning new vocabulary.</i> 	<p>rhyme song rhythm word vocabulary sentence poem alliteration repeated title picture print story setting beginning middle end character</p>
<p>By the end of Summer Term</p> <p>Assessment Endpoint</p>	<p>Word Reading</p> <ul style="list-style-type: none"> • Join in with rhymes and stories (Phase 1). • Identify rhymes (Phase 1). • Join in with the rhythm of well-known rhymes and songs (Phase 1). • Recognise their own name. • Orally segment and blend words. (5 term) • Identify sounds in words, in particular, initial sounds (Phase 2). (5 term) • Segment and blend simple words demonstrating my knowledge of sounds (Phase 2). (5 term) <p>Comprehension</p> <ul style="list-style-type: none"> • Hold a book, turn the pages and indicate an understanding of pictures and print. • Tell a story to friends. • Make suggestions about what might happen next in a story (predict). • Talk about events and characters in books (retrieve). <p>Read, Write Inc.: Set 1 Group A</p>	
<p>Reception Literacy – Word Reading and Comprehension</p>		
<p>By the end of Autumn Term</p>	<p>Word Reading</p> <ul style="list-style-type: none"> • Join in with rhymes and stories. 	<p><u>Key Vocabulary</u></p>

<p>Assessment Endpoint</p>	<ul style="list-style-type: none"> Join in with the rhythm of well-known rhymes and songs. Identify sounds in words, in particular, initial sounds (Set 1). Segment and blend simple words demonstrating my knowledge of sounds (Set 1). Link sounds to letters in the alphabet (Set 1). Read a few common exception words matched to Read, Write Inc Group C/Ditty (Set 1). <p>Comprehension</p> <ul style="list-style-type: none"> Hold a book, turn the pages and indicate an understanding of pictures and print. Tell a story to friends. Make suggestions about what might happen next in a story (predict). Talk about events and characters in books (retrieve). <p>Read, Write Inc: Set 1 Group C/Ditty</p>									<p>rhyme song rhythm word vocabulary sentence poem alliteration repeated title picture print story setting beginning middle end character information retrieve find predict sequence</p> <p>phoneme grapheme letters letter names letter sounds initial sounds digraph trigraph split digraph segment blend consonant vowel syllable tricky words</p> <p>author illustrator fiction non-fiction</p>
<p>By the end of Spring Term</p> <p>Assessment Endpoint</p>	<p>Word Reading</p> <ul style="list-style-type: none"> Read simple words and simple sentences (Set 1 and Set 2). Identify rhymes. Find their own rhymes. <i>Read individual letters by saying the sounds for them</i> (Set 1). <i>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences</i> (Set 1). <i>Read some letter groups that each represent one sound and say sounds for them</i> (some Set 1 and Set 2 digraphs and trigraphs including within the context of words). <i>Read common exception words matched to Read, Write Inc Red Books</i> (Red book Red Words). <i>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</i> (Set 1 and Set 2). <p>Comprehension</p> <ul style="list-style-type: none"> Talk about events and characters in books (retrieve). Sequence events in a story (sequence). Make suggestions about what might happen next in a story (predict). Talk about their favourite book. Use and explain vocabulary and events from stories in their play (vocabulary). <i>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</i> Imitate and re-tell a familiar story using Talk for Writing. <p>Read, Write Inc: Red</p>									
<p>By the end of Summer 1</p> <p>Assessment Endpoint</p> <p>Early Learning Goal</p>	<p>ELG: Comprehension Children at the expected level of development will:</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; (retrieve, sequence and vocabulary) Anticipate – where appropriate – key events in stories; (predict) Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (vocabulary). <p>ELG: Word Reading Children at the expected level of development will:</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>Read, Write Inc.: Green Purple</p>									
<p>Learning Outcomes to Support the Transition into Year 1</p> <p>By the end of Summer Term</p> <p>Assessment Endpoint</p>	<ul style="list-style-type: none"> Read some words with adjacent consonants (Special Friends) Read a few common exception words matched to Read, Write, Inc Phonics. Be able to recite the alphabet. Retrieve key information from the text (e.g. the author, the names of characters, places, ages etc.). Understand who an author is. Understand who an illustrator is. Say how a character is feeling and explain why (infer). Explain the difference between a fiction and non-fiction book. 									

	2-3 year olds Development Matters	3-4 year olds Development Matters	Reception Development Matters/ELG	Year 1 National Curriculum	Year 2 National Curriculum	Year 3 National Curriculum	Year 4 National Curriculum	Year 5 National Curriculum	Year 6 National Curriculum
--	----------------------------------------------------	----------------------------------------------------	----------------------------------------------------	---------------------------------------------	---------------------------------------------	---------------------------------------------	---------------------------------------------	---------------------------------------------	---------------------------------------------

	Sharing, books, attention	Listening, remember	Enjoyment, re-read, fluency	author, illustrator, fiction, non-fiction, poem, narrative, story, tale, traditional, character, setting	genre, purpose, fiction, narrative, non-fiction, modern, classic, poetry, character, setting, plot, plot point	genre, purpose, character, synopsis (plot), structure, narrative (fiction), non-narrative (non-fiction), reference, textbook, plays, myths, legends	genre, purpose, character, synopsis (plot) structure, narrative (fiction), non-narrative (non-fiction), reference, textbook, plays, myths, legends, fable	genre, purpose, synopsis, contemporary, culture, tradition, period, theme, moral, mood, tone, protagonist, antagonist	genre, purpose, synopsis, literary heritage, society, influence, style, theme, moral, mood, tone, protagonist, antagonist
Poetry and Perform	<ul style="list-style-type: none"> Enjoy songs and rhymes, tuning in and paying attention. R Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. R Say some of the words in songs and rhymes. R Copy finger movements and other gestures. R Sing songs and say rhymes independently, for example, singing whilst playing. G 	<ul style="list-style-type: none"> Sing a large repertoire of songs. A Know many rhymes, be able to talk about familiar books, and be able to tell a long story. G 		<ul style="list-style-type: none"> learning to appreciate rhymes and poems, and to recite some by heart G Spiritual 	<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 G Spiritual 	<ul style="list-style-type: none"> recognising some different forms of poetry A preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action G Spiritual 	<ul style="list-style-type: none"> recognising some different forms of poetry A preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action G Spiritual 	<ul style="list-style-type: none"> learning a wider range of poetry by heart G 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 G Spiritual 	<ul style="list-style-type: none"> learning a wider range of poetry by heart G 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 G Spiritual
	Key Vocabulary	Key Vocabulary		Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
	Sing, song,	rhyme		rhyme, poem, repeat, chant, alliteration	type, purpose, perform, recite, repertoire, intonation, voice, onomatopoeia	forms, purpose, prepare, rehearse, audience, pitch, tone, volume, actions, verse, structure	poetic form, purpose, dynamics (volume), facial expression, body language	poetic form, purpose amplify, stanza, rhyme scheme, rhythm, subject matter, gesture	poetic form, purpose, intent, prose, cadence, non-verbal communication, pace
Vocabulary Word Meaning CD 1/2a		<ul style="list-style-type: none"> Use a wider range of vocabulary. G 	<ul style="list-style-type: none"> 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. G 	<ul style="list-style-type: none"> discussing word meanings, linking new meanings to those already known G drawing on what they already know or on background information and vocabulary provided by the teacher G 	<ul style="list-style-type: none"> discussing and clarifying the meanings of words, linking new meanings to known vocabulary G discussing their favourite words and phrases G drawing on what they already know or on background information and vocabulary provided by the teacher G 	<ul style="list-style-type: none"> using dictionaries to check the meaning of words that they have read R checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context A 	<ul style="list-style-type: none"> using dictionaries to check the meaning of words that they have read R checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context A 	<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 A 	<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 A
	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
	Words,	Vocabulary, discussion, rhyme, role-play		vocabulary, word, meaning, dictionary, alliteration	explain, phrase, definition, dictionary, glossary, onomatopoeia	definition, sentence, context, find and copy, simile	context, multiple definitions, simile, metaphor	context, clarify, define, synonym, synonymous, antonym, homograph, literal, figurative, figure of speech, simile, metaphor, personification	context, connotation, literal, figurative, simile, metaphor, personification, pathetic fallacy, idiom, oxymoron, synonym, synonymous, antonym
Infer CD 1/2d				<ul style="list-style-type: none"> discussing the significance of the title and events G making inferences on the basis of what is being said and done G 	<ul style="list-style-type: none"> making inferences on the basis of what is being said and done G 	<ul style="list-style-type: none"> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence G 	<ul style="list-style-type: none"> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence G 	<ul style="list-style-type: none"> provide reasoned justifications for their views A drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence G 	<ul style="list-style-type: none"> provide reasoned justifications for their views A drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence G
	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
	infer, title, events, clues, character			infer, title, events, clues, character	infer, character, explain, feelings, setting	infer, emotions, thoughts, actions, support, evidence	Infer, impression, motive, suggest, support, prove, evidence	Infer, form, opinion, impression, viewpoint, justify/justified, evidence	infer, formulate, deduce/deduct, opinion, impression, perception, viewpoint, persona, justify/justified, evidence, defend, perspective
Predict CD 1/2e				<ul style="list-style-type: none"> predicting what might happen on the basis of what has been read so far G 	<ul style="list-style-type: none"> predicting what might happen on the basis of what has been read so far G 	<ul style="list-style-type: none"> predicting what might happen from details stated and implied G 	<ul style="list-style-type: none"> predicting what might happen from details stated and implied G 	<ul style="list-style-type: none"> predicting what might happen from details stated and implied G 	<ul style="list-style-type: none"> predicting what might happen from details stated and implied G
	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
	predict, sensible guess, next, events			predict, sensible guess, next, events	predict, explain, future, next, events	predict, possible, outcome, information, stated, implied, details	predict, possible, outcome, information, stated, implied, details	predict, justify, stated, implied, indicated	predict, justify, stated, implied, directly, indirectly, implicit, explicit

