

Reading Curriculum Progression



Crompton
Primary School

	End of EYFS	End of KS1	End of Lower KS2	End of Upper KS2
Word Reading	<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, ➤ read some common exception words. RWI red words her, do, does, all call, tall, small, come, some, many, any, one 	<ul style="list-style-type: none"> ➤ continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent ➤ read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes ➤ read accurately words of two or more syllables that contain the same graphemes as above ➤ read words containing common suffixes ➤ read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word ➤ read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered 	<ul style="list-style-type: none"> ➤ apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 to read aloud and to understand the meaning of new words they meet ➤ read further exception words, noting the unusual correspondence between spelling and sound and where these occur in the word. ➤ adding suffixes beginning with vowel letters to words with more than one syllable ➤ use the possessive apostrophe with plural words ➤ identify irregular plurals ➤ know an extending range of homophones or near homophones ➤ to read accurately the words as stated in Appendix 1 	<ul style="list-style-type: none"> ➤ apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 to read aloud and to understand the meaning of new words they meet ➤ use a hyphen to join a prefix to a root word ➤ add suffixes beginning with vowel letters to words ending in – fer ➤ gain further knowledge of homophones and other words that are often confused ➤ further develop the use of the hyphen to join a prefix to a root word ➤ read accurately words with silent letters whose presence cannot be predicted by the pronunciation of the word

		<ul style="list-style-type: none"> ➤ read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation ➤ re-read these books to build up their fluency and confidence in word reading. 		
Comprehension	<ul style="list-style-type: none"> ➤ listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions ➤ make comments about what they have heard and ask questions to clarify their understanding ➤ offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate ➤ demonstrate understanding of what has been read to them by retelling stories and narratives using their own 	<ul style="list-style-type: none"> ➤ develop pleasure in reading, motivation to read, vocabulary and understanding by: ➤ 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 ➤ discuss the sequence of events in books and how items of information are related ➤ become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales ➤ be introduced to non-fiction books that are structured in different ways ➤ recognise simple recurring literary language in stories and poetry 	<ul style="list-style-type: none"> ➤ develop positive attitudes to reading and understanding of what they read by: ➤ listen to and discuss a wide range of fiction, poetry, plays, non-fiction and textbooks ➤ read books that are structured in different ways and reading for a range of purposes ➤ using dictionaries to check the meaning of words that they have read ➤ increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally ➤ identify themes and conventions in a wide range of books ➤ prepare poems and play scripts to read aloud and to perform, 	<ul style="list-style-type: none"> ➤ Pupils should be taught to: ➤ maintain positive attitudes to reading and understanding of what they read by: ➤ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or text books ➤ reading books that are structured in different ways and reading 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

	<p>words and recently introduced vocabulary;</p> <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. 	<ul style="list-style-type: none"> ➤ discuss and clarifying the meanings of words, linking new meanings to known vocabulary ➤ discuss their favourite words and phrases ➤ continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear ➤ understand books that they can already read accurately and fluently and those that they listen to by: ➤ draw on what they already know or on background information and vocabulary provided by the teacher ➤ check that the text makes sense to them as they read and correcting inaccurate reading 	<p>improve intonation, tone and volume</p> <ul style="list-style-type: none"> ➤ discuss words and phrases that capture the reader’s interest and imagination ➤ recognise some different forms of poetry [for example, free verse, narrative poetry] ➤ understand what they read, in books they can read independently, by: ➤ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context ➤ ask questions to improve their understanding of a text ➤ draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence ➤ predict what might happen from details stated and implied ➤ identify main ideas drawn from more than one paragraph and summarising these ➤ identify how language, structure, and presentation contribute to meaning ➤ retrieve and record information from non-fiction 	<ul style="list-style-type: none"> ➤ recommending books that they have read to their peers, giving reasons for their choices ➤ identifying and discussing themes and conventions in and across a wide range of writing ➤ making comparisons within and across books ➤ learning a wider range of poetry by heart ➤ preparing poems and plays to read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience ➤ Understand what they read by: ➤ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ➤ asking questions to improve their understanding ➤ drawing inferences such as inferring characters’ feelings, thoughts and motives, from their actions, and justifying inferences with evidence ➤ predicting what might happen
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				<p>from details stated and implied justifying inferences with evidence</p> <ul style="list-style-type: none">➤ predicting what might happen from details stated and implied➤ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas➤ identifying how language, structure and presentation contribute to meaning➤ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader➤ distinguish between statements of fact and opinion➤ retrieve, record and present information from non-fiction➤ participate in discussions about books that are read to them and those they can read for themselves, building on their own and others ideas and challenging views courteously➤ explain and discuss their understanding of what they
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				<p>have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>➤ provide reasoned justifications for their views</p>
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