

Hampreston First School Reading Progression of Skills

Reception

| Skills | EYFS curriculum | What this looks like in the classroom |
|--|--|---|
| Reading - word level | | |
| <p>Phonics and decoding</p> <p>30-50 months 40-60 months ELG</p> | <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in words • recognise words with the same initial sound, such as money and mother <p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>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> | <p>Daily Phonics teaching, using Little Wandle Letters and Sounds Revised Phonics that is tracked to age related expectations. Small group, adult led guided reading takes place for 20 minutes, 3 x per week. Session 1 focuses on applying taught GPCs and tricky words, session 2 focuses on reading the same text with prosody and session 3 focuses on reading the same text with secure comprehension.</p> <p>Individual books are sent home at the end of the week to allow children to re-read to parents without having to decode. Parents use the comprehension questions at the back of the book. Books include targeted sounds they are developing and can recognise.</p> <p>Parents have been directed to the Parent section of the LW website to watch and listen clearly to how to support their child to pronounce sounds, practise blending and form letters.</p> <p>Children who are falling behind in their phonics (according to end of half term assessments) are targeted for daily keep up in the afternoons according to the Little Wandle keep up programme (1-1 if well below or small group if working towards)</p> <p>Children who receive 1-1 catch up have focus sounds sent home to practice.</p> <p>Any child exceeding age related expectations is given the opportunity to access the next phase of teaching.</p> <p>Any child significantly below ARE is given 1-1 teaching of the whole class lesson each day for a short period, to ensure they do not fall behind with the programme whilst also receiving catch up on previous sounds.</p> <p>Daily reading opportunities and word games as part of continuous provision.</p> <p>Daily storytelling, songs and rhymes</p> |
| <p>Common Exception Words</p> | <p>Read a few common exception words matched to the school's phonic programme.</p> | <p>Daily opportunities to read Common Exception Words displayed in class.</p> |

| | | |
|--|---|--|
| | To read some common irregular words | Words are sent home for children to practise at home. Daily opportunities to read and write common exception words in continuous provision |
| Fluency 30-50 months 40-60 months ELG | Understand the five key concepts about print: <ul style="list-style-type: none"> • print has meaning • the names of different parts of a book • print can have different purposes • page sequencing • we read English text from left to right and from top to bottom Blend sounds into words, so that they can read short words made up of letter-sound correspondences. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. | Each child has a reading diary for parents to record reads in Daily opportunities to practice fluency within whole class/group reading sessions eg reading a poem. Teacher or adult reading leader models fluency and children copy repeatedly. |
| Reading - Comprehension | | |
| Skills | EYFS objectives | What this looks like in the classroom |
| Understanding and correcting inaccuracies | Enjoy listening to longer stories and can remember much of what happens. Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions Listen to and talk about stories to build familiarity and understanding. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary | Phase 1 phonics used continuously – e.g. oral blending and segmenting games, rhymes, song and dance Guided reading groups begin with picture books in the autumn term once children have settled Whole class story times with discussion questions planned into lesson Children being asked questions throughout all reading activities (whole class/group/individual) Eg Can you find the front cover? Can you find and point to the title? Can you find and point to the author? Can you find and point to the blurb? |
| Connecting and becoming familiar with texts | Compare and contrast characters from stories, including figures from the past. Retell the story, once they have developed a deep | |

| | | |
|------------------------|---|---|
| | <p>familiarity with the text; some as exact repetition and some in their own words.</p> <p>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.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Anticipate (where appropriate) key events in a story</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> | <p>Books for enjoyment chosen each week by child (non – phonic, just sharing for pleasure with adult at home)</p> <p>Story making opportunities, e.g. story dice (whole class/continuous provision)</p> <p>Big books</p> <p>Role play corner</p> <p>Small world</p> <p>Puppet shows</p> |
| Non-fiction | <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary.</p> | |
| Poetry and Performance | <p>Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p>Remember and sing entire songs.</p> <p>Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs</p> <p>Create their own songs, or improvise a song around one they know.</p> <p>Engage in story times.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Learn rhymes, poems and songs.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in their pretend play.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Invent, adapt and recount narratives and stories with their peers and their teacher</p> | <p>https://www.booksfortopics.com/poetry for examples of age appropriate poetry progressing through the school.</p> |

| | | |
|------------|--|--|
| | Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music | |
| Vocabulary | <p>To build up vocabulary that reflects the breadth of their experiences.</p> <p>To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>To use vocabulary and forms of speech that are increasingly influenced by their experience of books</p> | <p>What does this word mean?</p> <p>Vocab flashcards cards in LW guided reading books</p> <p>Teacher / TA modelling high level vocab constantly, within context, e.g, I felt really <i>disappointed</i> this morning when I saw the rain outside.”</p> <p>; “This is challenging, isn’t it! Do you like a <i>challenge</i>, George?”</p> <p>Use of NELI with children who struggle to select vocab for speech.</p> |
| Inference | <p>To begin to understand ‘why’ and ‘how’ questions.</p> <p>To answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.</p> | <p>(Looking at pictures) What might they be feeling? How do you know?</p> <p>Inference based comprehension questions in guided reading</p> |
| Prediction | <p>To anticipate key events and phrases in rhymes and stories.</p> <p>To suggest how a story might end.</p> | <p>What might happen at the end of the story?</p> <p>What might happen in the story?</p> <p>What might happen next?</p> |
| Retrieval | <p>To describe main story settings, events and principal characters.</p> | <p>What did you find out?</p> <p>What can you see on the front cover?</p> |
| Sequence | <p>To begin to be aware of the way stories are structured.</p> <p>To follow a story without pictures or props.</p> | <p>Can you order these parts of the story?</p> <p>What happened first, next....?</p> |

Year One

| Skills | NC objectives | What this looks like in the classroom |
|-------------------------------|--|--|
| Reading - Word level | | |
| Phonics and decoding | To apply phonic knowledge to decode words To speedily read all 40+ letters/groups for 40+ phonemes To read accurately by blending taught GPC To read common suffixes (-s, -es, -ing, -ed, etc.) To read multi-syllable words containing taught GPCs To read contractions and understand use of apostrophe represents a missing letter To read aloud phonically-decodable text | <p>Daily Phonics teaching, using Little Wandle Letters and Sounds Revised Phonics that is tracked to age related expectations.</p> <p>Small group, adult led guided reading takes place for 20 minutes, 3 x per week. Session 1 focuses on applying taught GPCs and tricky words, session 2 focuses on reading the same text with prosody and session 3 focuses on reading the same text with secure comprehension.</p> <p>Individual books are sent home at the end of the week to allow children to re-read to parents without having to decode. Parents use the comprehension questions at the back of the book. Books include targeted sounds they are developing and can recognise.</p> <p>Those who are ahead are given more challenging books for enjoyment that they could read themselves with support of adult at home. In exceptional circumstances, Phase 4 and beyond books are given to already fluent readers with fully secure phonic knowledge early in Y1, but comprehension and fluency is carefully monitored to ensure depth.</p> <p>Parents are informed of sounds being covered each half term via reference to website.</p> <p>Regular (half termly) assessment of progress in phonics. Groups are then reassessed.</p> <p>Daily individual reading for the bottom 20% of children using books appropriate to their phase of learning. These children also take part in phonics daily catch ups.</p> <p>Other children read 2 times a week to an adult.</p> <p>Daily quiet reading opportunities</p> <p>Access to the book corner where they can read independently, with a friend or with an adult</p> <p>Daily story time.</p> <p>Daily rhymes, songs.</p> |
| Common Exception Words | To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words. | <p>Daily practice reading common exception words in phonics lessons</p> <p>Two weekly sessions teaching the reading and spelling of targeted common exception words using the school's reading word list</p> |

| | | |
|--|--|--|
| | | CEWs sent home for those who need extra practice. Children are assessed half termly to monitor progress SWST and CEW spelling test used at the start and end of year to track progress |
| Fluency | To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. To reread texts to build up fluency and confidence in word reading. | Daily opportunities to read and re-read whole class text (late Spring) to allow all to practise fluency. Children below ARE read 1-1 daily to an adult. Children above ARE access a wider range of books for greater fluency challenge Phonics books sent home after 3 reads (as in EYFs) and books for enjoyment given once weekly. Fluency tests administered on exit of Little Wandle scheme (end of Y1) to determine whether child is ready to read beyond Phase 5 Collins sets. Turquoise band is set if this is the case. If not, phonic gaps are plugged with intervention and specific sets of Phase 4 (for blending) and Phase 5 (for GPC consolidation) are given. |
| Reading comprehension | | |
| Understanding and Correcting inaccuracies | To check that a text makes sense to them as they read and to self-correct. To draw on what they already know or on background information and vocabulary provided by the teacher. To explain clearly their understanding of what is read to them. | Modelling of self-correcting during whole class reading sessions (start in Spring 2). Modelling of self-correcting during reading sentences in phonics lessons. 3 x weekly group reading sessions where children are given the opportunity to discuss texts and vocabulary encountered. Children read in small groups according to ability. These sessions are also used to target specific reading skills. Daily action rhyme/stories where children can join in predictable phrases. Storymaking opportunities. Using familiar texts to recreate own (e.g <i>We're Going on a Lion Hunt</i>) A range of genres shared with children over the course of the year (see long term plan) to ensure full coverage. |
| Connecting and becoming familiar with texts | To become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics To recognise and join in with predictable phrases To participate in discussion about what is read to them, taking turns and listening to what others say | |
| Non-fiction | To discuss features and layout - contents page, use of photos, labels, fact boxes | |
| Poetry and performance | learning to appreciate rhymes and poems, and to recite some by heart | https://www.booksfortopics.com/poetry for examples of age appropriate poetry progressing through the school. |
| SKILLS | | Teacher ensures a balance of verbal questions that cover VRICE (See below: Vocabulary / Retrieve / Infer / Choice / Explain) and predict and summarise, |

| | | |
|--|---|--|
| | | <p>Picture cues are referred to in class displays during guided reading sessions, individual reading sessions and whole class sessions to ensure consistency across school.</p> <p>Use of picture cues for each skill as a visual prompt.</p> |
| <p>Vocabulary</p> <p>Tier 1—Basic Vocabulary, Tier 2—High Frequency/Multiple Meaning, and Tier 3—Subject Related</p> | <p>discussing word meanings, linking new meanings to those already known</p> | <ul style="list-style-type: none"> • What does the word.....mean in this sentence? • Find and copy a word which means • What does this word or phrase tell you about • Which word in this section do you think is the most important? Why? • Which of the words best describes the character/setting/mood etc? • Can you think of any other words the author could have used to describe this? • Why do you think.....is repeated in this section? <p>Focusing on Tier 1 vocabulary</p> |
| <p>Retrieval</p> | <p>To develop their knowledge of retrieval - mainly through use of images.</p> | <ul style="list-style-type: none"> • What kind of text is this? • Who did.....? • Where did.....? • When did.....? • What happened when.....? • Why did happen? • How did.....? • How many.....? • What happened to.....? |
| <p>Inference</p> | <p>discussing the significance of the title and events making inferences on the basis of what is being said and done Developing inference through use of pictures</p> | <ul style="list-style-type: none"> • Why was.....feeling.....? • Why didhappen? • Why did..... say.....? • Can you explain why.....? • What do you think the author intended when they said...? • How does.....make you feel? |
| <p>Choice</p> | <p>being encouraged to link what they read or hear to their own experiences</p> | <ul style="list-style-type: none"> • Why did the author choose the colour grey for the sky? • What does it make us feel? |
| <p>Explanation</p> | <p>To listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. To link what they read or hear read to their own experiences</p> | <ul style="list-style-type: none"> • Who is your favourite character? Why? • Would you like to live in this setting? Why/why not? • Is there anything you would change about this story? • Do you like this text? What do you like about it? |
| <p>Prediction</p> | <p>predicting what might happen on the basis of what has been read so far</p> | <ul style="list-style-type: none"> • Look at the book cover/blurb –what do you think this book will be about? • What do you think will happen next? What makes you think this? • What is happening? What do you think happened before? What do you think will happen after? |

| | | |
|-------------------|---|---|
| | | |
| Sequencing | To retell familiar stories orally To sequence the events of a story they are familiar with | <ul style="list-style-type: none"> • Can you number these events 1-5 in the order that they happened? • What happened after? • What was the first thing that happened in the story? • Can you recap in a sentence the opening/middle/end of the story? • Can you sequence the key events in the story? |

Year Two

| Skills | NC objectives | What this looks like in the classroom |
|-----------------------------|--|---|
| Word level | | |
| Phonics and decoding | <p>To secure phonic decoding until reading is fluent.</p> <p>To read accurately by blending, including alternative sounds for graphemes.</p> <p>To read multi-syllable words containing these graphemes</p> <p>To read common suffixes.</p> <p>To read most words quickly & accurately without overt sounding and blending.</p> | <p>Phonics Phase 5 revision with blending teaching from beginning of Y2 (whole class)</p> <p>Teacher explicitly models decoding throughout whole class reading sessions</p> <p>All children can see a copy of the text in Whole class reading sessions.</p> <p>Individual Little Wandle phonics assessments done as baseline at start of year</p> <p>Children with gaps given catch up intervention</p> <p>Move onto No Nonsense Spelling Programme – comprehensive bridge from phonics application to spelling rule teaching</p> <p>Those who are ahead can read from Phase 5 stretch and challenge set in Autumn, the move onto Turquoise once fluency test indicates they are ready.</p> <p>Those who are behind have a longer session in a small group daily. These children take part in Phase 5 flashcards and Nussy. Targeted interventions are currently happening for these children to plug gaps. Parents have been informed of this and encouraged to support. From January these children will also receive extra phonics input following our school SSP, Little Wandle Rapid Catch Up Programme.</p> <p>Regular individual reading for the bottom 20% of children using books appropriate to their phase and set of learning.</p> <p>Decoding is also the focus during whole class guided reading sessions for these children with TA support to track text at pace and split syllables to decode.</p> <p>Other children all read once weekly with an adult or during whole class guided reading.</p> <p>Daily quiet reading opportunities</p> <p>Reading records monitored weekly by teacher / TA to ensure children are selecting a wide range of genres.</p> <p>Access to the book corner where they can read independently, with a friend or with an adult</p> |

| | | |
|--|--|--|
| | | Books for enjoyment sent home 2 x weekly Daily story time, daily rhymes and songs. |
| Common Exception Words | To read Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. | Daily practice reading common exception words in phonics lessons Children are baselined and monitored on CEW reading – intervention as needed CEWs mats accessible Weekly sessions teaching the reading and spelling of targeted common exception words using the school's reading word list CEWs sent home for those who need extra practice. Children are assessed half termly to monitor progress SWST and CEW spelling test used at the start and end of year to track progress |
| Fluency | To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. To reread these books to build up fluency and confidence in word reading. To read words accurately and fluently without overt sounding and blending, ie. at over 90 words per minute, in age appropriate texts. | Whole class reading uses explicit teaching of how to read and re-read texts to allow all to practise fluency. Maths booklets also allow fluency practise as they are read together more than once until decoding is no longer necessary. Poem of the Week allows the opportunity to practise fluency as a whole class Re-reading of all individual books for weekly practise of fluency Little Wandle Fluency assessment at the start and end of the year to track progress. (90 words PM) |
| Understanding and Correcting inaccuracies | To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. To check that the text makes sense to them as they read and to correct inaccurate reading. | Modelling of self-correcting during whole class sessions. Daily whole class reading sessions where children are given the opportunity to discuss texts and vocabulary encountered. Careful AFL ensures every single child makes progress. Daily stories/poems of the week where children can join in predictable phrases. Guided reading sessions where children read in small groups according to ability. These sessions are also used to target specific reading skills. Whole class guided reading sessions Poem of the week. This allows children to work on their performance skills. A range of genres shared with children over the course of the year (see long term plan) to ensure full coverage. |
| Connecting and becoming familiar with texts | To become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales Recognising simple recurring literary language in stories and poetry To 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 | |
| Non-fiction | being introduced to non-fiction books that are structured in different ways Contents, index, glossary, labels, caption, tables, fact boxes | |

| | | |
|-------------------------------|--|---|
| Poetry and performance | continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear | https://www.booksfortopics.com/poetry for examples of age appropriate poetry progressing through the school. |
| SKILLS | | Children know the VRICE skills (See below: Vocabulary / Retrieve / Infer / Choice / Explain) and predict and summarise, Picture cues are referred to in class displays during guided reading sessions, individual reading sessions and whole class sessions to ensure consistency across school. Teacher explicitly teaches which skill is being used to tackle a question |
| Vocabulary | discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases | <ul style="list-style-type: none"> • What does the word.....mean in this sentence? • Find and copy a word which means • What does this word or phrase tell you about • Which word in this section do you think is the most important? Why? • Which of the words best describes the character/setting/mood etc? • Can you think of any other words the author could have used to describe this? • Why do you think.....is repeated in this section? Focusing on Tier 2 vocabulary Vocabulary books used to magpie inspiring words in reading lessons |
| Inference | making inferences on the basis of what is being said and done answering and asking questions | <ul style="list-style-type: none"> • Why was.....feeling.....? • Why didhappen? • Why did..... say.....? • Can you explain why.....? • What do you think the author intended when they said.....? • How does.....make you feel? |
| Prediction | predicting what might happen on the basis of what has been read so far | <ul style="list-style-type: none"> • Look at the book cover/blurb –what do you think this book will be about? • What do you think will happen next? What makes you think this? • How does the choice of character or setting affect what will happen next? • What is happening? What do you think happened before? What do you think will happen after? • What do you think the last paragraph suggests? What will happen next? |
| Retrieval | Asking and answering retrieval questions | <ul style="list-style-type: none"> • What kind of text is this? • Who did.....? • Where did.....? • When did.....? • What happened when.....? • Why did happen? • How did.....? • How many.....? |

| | | |
|--------------------|---|---|
| | | <ul style="list-style-type: none"> • What happened to.....? |
| Sequencing | To discuss the sequence of events in books and how items of information are related. | <ul style="list-style-type: none"> • Can you number these events 1-5 in the order that they happened? • What happened after • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/middle/end of the story? • In what order do these chapter headings come in the story? •Sequence the key events in the story |
| Choice | discussing and clarifying the meanings of words, linking new meanings to known vocabulary | <ul style="list-style-type: none"> • Why did the author choose the word scarlet when she could have used 'red'? |
| Explanation | explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves Listen to , discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond which they can read independently. | <ul style="list-style-type: none"> • Who is your favourite character? Why? • Why do you think all the main characters are girls in this book? • Would you like to live in this setting? Why/why not? • Is there anything you would change about this story? • Do you like this text? What do you like about it? |

Year 3

| Skill | NC objective | What is happening in the classroom |
|-----------------------------|---|--|
| Reading - Word Level | | |
| Phonics and decoding | <p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, -to begin to read aloud.</p> <p>To apply their growing knowledge of root words and suffixes/word endings, including -,ly, -ous, -ture, -sure, -sion,-tion, -, to begin to read aloud.</p> | <p>Teacher models decoding explicitly in whole class reading sessions</p> <p>All children can see a copy of the text in Whole class reading sessions.</p> <p>No Nonsense spelling programme taught in English lesson each week, Alternative GPCs are taught and revised</p> <p>Little Wandle sound mat is used for SEN support to remind them of alternative GPCs when reading</p> <p>The bottom 20% of the class have daily individual reading and small group phonics input. Currently this is focusing on writing P5 sounds in words to plug gaps.</p> <p>Little Wandle Rapid Catch up programme to be used for non-SEND children who</p> |

| | | |
|---|--|---|
| | | are behind. |
| Common Exception Words | To read Y3/4 common exception words | Daily phonics/spelling session. Children are baselined and monitored on CEW reading – intervention as needed CEWs mats accessible |
| Fluency | At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary. | Little Wandle Fluency test at start and end of year to track progress. This informs the teacher of children to target to work on fluency. Some whole class guided reading activities focus on 60 second reads and questions to work on fluency. Some paragraphs during guided reading sessions are read again to work on fluency. |
| Comprehension | | |
| Understanding and checking inaccuracies | checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context asking questions to improve their understanding of a text | Whole class reading (Ashley Booth) focuses on each of the reading domains for comprehension Daily story time and reading for enjoyment, not analysis. |
| Connecting and becoming familiar with texts | 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 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 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 | Daily whole class reading sessions where children are given the opportunity to discuss texts and vocabulary encountered. Most children in class read 1-1 with an adult each week. A range of genres shared with children over the course of the year (see long term plan) to ensure full coverage. Comparisons to other books encouraged. Access to a range of book genres/dictionaries in the classroom Reading records monitored weekly by teacher / TA to ensure children are selecting a wide range of genres. |
| Non-fiction | retrieve and record information from non-fiction | Use of non-fiction books linked to other areas of the curriculum Free access to library books |
| Poetry and Performance | preparing poems and play scripts to read aloud | Children are given the chance to read aloud/perform their own poems. |

| | | |
|-------------|--|--|
| | and to perform, showing understanding through intonation, tone, volume and action | Sometimes this is filmed. Where this happened, the teacher records this on the bottom of their work. https://www.booksfortopics.com/poetry for examples of age appropriate poetry progressing through the school. |
| Vocabulary | using dictionaries to check the meaning of words that they have read | Daily Word of the Day focusing on Tier Two vocabulary. These words are then displayed in the classroom. What do the words and suggest about the character, setting and mood? Which word tells you that....? Which keyword tells you about the character/setting/mood? Find one word in the text which means..... Find and highlight the word that is closest in meaning to..... Find a word or phrase which shows/suggests that..... |
| Inference | To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. | Find and copy a group of words which show that... How do these words make the reader feel? How does this paragraph suggest this? How do the descriptions of show that they are ? How can you tell that..... ? What impression of do you get from these paragraphs? What voice might these characters use? What was thinking when..... ? Who is telling the story? |
| Prediction | Predict what might happen from details stated and implied | From the cover what do you think this text is going to be about? What is happening now? What happened before this? What will happen after? What does this paragraph suggest will happen next? What makes you think this? Do you think the choice of setting will influence how the plot develops? Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text. |
| Explanation | discussing words and phrases that capture the reader's interest and imagination identifying how language, structure, and presentation contribute to meaning | Why is the text arranged in this way? What structures has the author used? What is the purpose of this text feature? Is the use of effective? The mood of the character changes throughout the text. Find and copy the phrases which show this. What is the author's point of view? What effect does have on the audience? How does the author engage the reader here? Which words and phrases did effectively? |

| | | |
|-----------|--|---|
| | | Which section was the most interesting/exciting part? How are these sections linked? |
| Retrieval | To retrieve and record information from a fiction and no-fiction text. | How would you describe this story/text? What genre is it? How do you know? How did...? How often...? Who had...? Who is...? Who did...? What happened to...? What does.... do? How is? What can you learn about from this section? Give one example of..... The story is told from whose perspective? |
| Summarise | identifying main ideas drawn from more than one paragraph and summarising these | Can you number these events 1-5 in the order that they happened? What happened after? What was the first thing that happened in the story? Can you summarise in a sentence the opening/middle/end of the story? |

Year 4

| Skill | NC objective | What is happening in the classroom |
|-----------------------------|--|---|
| Reading - Word Level | | |
| Phonics and decoding | To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). To 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. To 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. | Daily phonics/spelling session Daily story time Provision for bottom 20% : Daily individual readers with TA Targeted Phonics intervention Nessy Adults support in class for reading materials – mixed ability pairing in whole class reading. Use of reading rulers to track text. Smaller chunks of text for SEN Guided reading sessions with additional focus on decoding as well as comprehension (reading a text twice before we move on to comp) Reading records monitored weekly by teacher / TA to ensure children are selecting a wide range of genres. |
| Common Exception Words | To read Y3/4 common exception words | Learnt using No Nonsense Spelling, reading practise as part of spelling them. CEWs sent home in spelling books |

| | | |
|---|--|---|
| | | Use of display that the children add to whenever we identify the spelling pattern, prefix or suffix that we work on |
| Fluency | At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary. | Fluency test at start and end of year to track progress Targeted children - to work on fluency within GR sessions |
| Comprehension | | |
| Understanding and checking inaccuracies | checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context asking questions to improve their understanding of a text | Daily story time 5 whole class reading sessions where children are given the opportunity to discuss texts and vocabulary encountered. Each child reads with an adult 1 x per week Intervention sessions to target specific reading skills, work on fluency A range of genres shared with children over the course of the year (see long term plan) to ensure full coverage. Access to a range of book genres/dictionaries in the classroom Free access to library Paired reading with younger children |
| Connecting and becoming familiar with texts | 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 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 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 | |
| Non-fiction | retrieve and record information from non-fiction | Non fiction topic boxes used for research across curriculum Non fiction read for pleasure |
| Poetry and Performance | preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action | https://www.booksfortopics.com/poetry for examples of age appropriate poetry progressing through the school. Poetry performance units in planning Practising reading parts for church services End of Summer production in which Year 4 take the lead roles. |
| Vocabulary | using dictionaries to check the meaning of | Vocabulary books to magpie words inspired in reading |

| | | |
|--------------------------------------|--|---|
| (use of skills start) | words that they have read | What do the words and suggest about the character, setting and mood? Which word tells you that...? Which keyword tells you about the character/setting/mood? Find one word in the text which means..... Find and highlight the word that is closest in meaning to..... Find a word or phrase which shows/suggests that..... |
| Inference (use of skills stars) | To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. | Find and copy a group of words which show that... How do these words make the reader feel? How does this paragraph suggest this? How do the descriptions of show that they are ? How can you tell that..... ? What impression of do you get from these paragraphs? What voice might these characters use? What was thinking when..... ? Who is telling the story? |
| Prediction (use of skills stars) | Predict what might happen from details stated and implied | From the cover what do you think this text is going to be about? What is happening now? What happened before this? What will happen after? What does this paragraph suggest will happen next? What makes you think this? Do you think the choice of setting will influence how the plot develops? Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text. |
| Explanation (use of skills stars) | discussing words and phrases that capture the reader's interest and imagination identifying how language, structure, and presentation contribute to meaning | Why is the text arranged in this way? What structures has the author used? What is the purpose of this text feature? Is the use of effective? The mood of the character changes throughout the text. Find and copy the phrases which show this. What is the author's point of view? What effect does have on the audience? How does the author engage the reader here? Which words and phrases did effectively? Which section was the most interesting/exciting part? How are these sections linked? |
| Retrieval (use of skills stars) | To retrieve and record information from a fiction and no-fiction text. | How would you describe this story/text? What genre is it? How do you know? How did...? How often...? Who had...? Who is...? Who did...? What happened to...? What does.... do? How is? What can you learn about from this section? Give one example of..... The story is told from whose |

| | | |
|---|--|---|
| | | perspective? |
| Sequence/summarise (use of skills stars) | identifying main ideas drawn from more than one paragraph and summarising these | Can you number these events 1-5 in the order that they happened? What happened after? What was the first thing that happened in the story? Can you summarise in a sentence the opening/middle/end of the story? In what order do these chapter |
| | | |

Bridging to Year 2 from end of Year 1 phonics matched books using Big Cat Collins overview:

- A child reading at age related expectations and at 90 words per minute fluency according to the Little Wandle Fluency test should start Year 2 on Turquoise Band or equivalent using other publishers' matching grid.
- A child working below this level should be re-assessed in phonics and books given according to the phase and set of their secure phonic knowledge.
- A child who is reading at greater fluency and comprehension than that required for Turquoise band will be moved to the next appropriate band they can read at 90 words per minute and can answer questions without hesitation.
- A child working at greater depth may be offered the books from the KS2 book band sets in the order shown in Appendix 2:

Appendix 1: Collins guide to age related colour bands

| Age | 3-4 | 4-5 | | | | 5-6 | | 6-7 | | | | 7-8 | | 8-9 | | 9-10 | | 10-11 | | | | |
|------------|----------------|----------|----------|----------|-------------|----------|-------------|----------|----------|-------------|-----------------|----------|-------------|----------|-------------|----------|-------------|------------|-------------|------------|---------------|--|
| Year Group | Reception / P1 | | | | Year 1 / P2 | | Year 2 / P3 | | | | Year 2-3 / P3-4 | | Year 3 / P4 | | Year 4 / P5 | | Year 5 / P6 | | Year 6 / P7 | | Year 6+ / P7+ | |
| Key Stage | Early Years | | | | Key Stage 1 | | | | | | | | Key Stage 2 | | | | | | | | | |
| Band | 0 Lilac | 14 Pink | 16 Pink | 18 Red | 19 Red | 2 Yellow | 3 Blue | 5 Green | 6 Orange | 7 Turquoise | 8 Purple | 9 Gold | 10 White | 11 Lime | 12 Copper | 13 Teal | 14 Ruby | 15 Emerald | 16 Sapphire | 17 Diamond | 18 Pearl | |
| Readers | 22 Books | 22 Books | 22 Books | 22 Books | 22 Books | 29 Books | 30 Books | 22 Books | 22 Books | 22 Books | 22 Books | 22 Books | 18 Books | 18 Books | 32 Books | 32 Books | 22 Books | 32 Books | 28 Books | 28 Books | 32 Books | |

Appendix 2: KS2 book band progression

| |
|-----------------------------------|
| Key Stage 2 Book Band Progression |
| Bug Club Brown |
| Bug Club Brown A |
| Bug Club Brown B |
| Hampreston KS2 Red Level |
| Bug Club Grey |
| Bug Club Blue |
| Bug Club Blue A |
| Bug Club Blue B |
| Hampreston KS2 Blue Level |
| Bug Club Red |
| Bug Club Red A |
| Bug Club Red B |
| Hampreston KS2 Pink Level |
| Bug Club Red Plus A |
| Bug Club Red Plus B |
| Free Choice Library |