



## Reading

The progressive objectives for reading identify what pupils should know by the end of each year group and link to prior learning. These are organised into a sequence of progressive strands taken from the National Curriculum for Years 1 to 6 and enable teachers to identify and plug gaps in pupil's knowledge and skills.

The programmes of study for reading at key stages 1 and 2 are constructed into two main dimensions:

- **Word Reading**
- **Comprehension (understanding) - both listening and reading**
  - Vocabulary
  - Inference
  - Prediction
  - Explain
  - Retrieval
  - Summarise/sequence
  - Poetry and performance

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 is emphasised in the early teaching of reading to beginners when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills are developed 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 are encouraged to 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, 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

A typical teaching sequence in reading will cover the following aspects. The order and areas of focus will be adapted to suit the text being taught:-

1. Background knowledge
2. Comprehension monitoring
3. Inference
4. Text Structure
5. Vocabulary
6. Opportunities for close and extended reading as well as fluency practise

At the beginning of each unit and throughout, children revisit prior learning and link this to new concepts being taught. Additionally, at the end of a learning sequence, children reflect on their new learning and skills and there is opportunity for further teaching when knowledge or skills have not been retained.

## End points

### **By the end of EYFS, pupils will:**

- Be able to say a sound for each letter in the alphabet and at least 10 digraphs.
- Be able to read words consistent with their phonic knowledge by sound-blending.
- Be able to read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Be able to anticipate – where appropriate – key events in stories, and use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

### **By the end of Key Stage 1, pupils will:**

- Be able to read books written at an age-appropriate interest level.
- Be able to read books of an appropriate level accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words.
- Be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation.
- Be able to use relevant strategies to build their vocabulary and develop pleasure in reading and motivation to read.
- Understand both the books that they can already read accurately and fluently, and those that they listen to.
- Be able to participate in discussions about books, poems and other works, taking turns and listening to what others say.

### **By the end of Key Stage 2, pupils will:**

- Be able to read in a sufficiently fluent and effortless manner so that they can manage the general demands of the curriculum in year 7. They will be able to apply this across all subjects, not just in English, alongside the need to learn subject-specific vocabulary.
- Understand nuances in vocabulary choice and age-appropriate, academic vocabulary.
- Demonstrate a positive attitude to reading, reading widely and often, for both pleasure and information.
- Understand what they read and discuss and evaluate how authors use language, including figurative language, considering the impact on the reader, and comparing characters, settings, themes and other aspects of what they read.

- Be able to distinguish between statements of fact and opinion and apply the skills of information retrieval across different areas of the curriculum.
- Be able to take part in discussion 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.
- Be able to explain and discuss their understanding of what they have read, providing reasoned justifications for their views.

## Progressive Objectives

Our progressive objectives show what pupils should know and be able to do in each strand of reading by the end of each year group. These are used to support planning and the ongoing assessments of pupils' work.

### Word Reading

Year Group	Word Reading
EYFS	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.
Year 1	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
	Read aloud phonically-decodable texts
Year 2	Secure phonic decoding until reading is fluent
	Read accurately by blending, including alternative sounds for graphemes
	Read multisyllable words containing these graphemes *read common suffixes
	Read exception words, noting unusual correspondences
	Read most words quickly & accurately without overt sounding and blending
Year 3	Read aloud independently, taking turns and listening to others.
	Apply knowledge of root words to read aloud and to understand the meaning of unfamiliar words
	Apply knowledge of prefixes to read aloud and to understand the meaning of unfamiliar words. (eg: -in-, mis-, dis-, il-, im-, ir-, re-, sub-, inter-, -un)
	Apply knowledge of suffixes to read aloud and to understand the meaning of unfamiliar words. (eg: -ly, -ous, -tion, -sion, -ssion, -cian)
	Read further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word
Year 4	Read further exception words, noting different pronunciations

	Apply knowledge of root words to read aloud and to understand the meaning of unfamiliar words
	Apply knowledge of prefixes to read aloud and to understand the meaning of unfamiliar words. (Appendix 1)
	Apply knowledge of suffixes to read aloud and to understand the meaning of unfamiliar words. (Appendix 1)
	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
Year 5	Read aloud with intonation that shows understanding
	Apply growing knowledge of root words, prefixes and suffixes (Appendix 1) both to read aloud and understanding the meaning of new words.
Year 6	Read aloud with intonation that shows good understanding
	Apply growing knowledge of root words, prefixes and suffixes (Appendix 1) both to read aloud and understanding the meaning of new words.

## **Comprehension**

<b>Year Group</b>	<b>Vocabulary</b>
EYFS	Listen to and talk about stories to build familiarity and understanding.
	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
	Retell a story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
Year 1	Recognise and join in with predictable phrases.
	Discuss word meanings, linking new meanings to those already known
	Draw on what they already know or on background information and vocabulary provided by the teacher.
	Participate in discussions about what is read to them, taking turns and listen to what others say.
Year 2	Recognise simple recurring literary language in stories and poetry.
	Discuss and clarify the meanings of words, linking new meanings to known vocabulary.
	Discuss their favourite words and phrases.
Year 3	Use dictionaries to check the meaning of words that they have read
	Begin to discuss words and phrases that capture the reader's interest and imagination.
	Begin to identify how language, structure, and presentation contribute to meaning.
Year 4	Use dictionaries to check the meaning of words that they have read.
	Identify and discuss the author's use of precise word choices to engage and capture the reader's interest and imagination.

	Identify how language, structure, and presentation contribute to meaning
Year 5	Check that the book makes sense to them, discuss their understanding and exploring the meaning of words in context.
	Identify and comment on language and the structural features of a text e.g. the use of subheadings, captions etc.
	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
Year 6	Check that the book makes sense to them, discuss their understanding and exploring the meaning of words in context.
	Identify how language, structure and presentation contribute to meaning
	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

Year Group	Inference
EYFS	Begin to draw simple inferences from stories that have been read to them.
Year 1	Begin to draw inferences from the text and/or the illustrations.
Year 2	Make inferences on the basis of what is being said and done.
Year 3	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions.
Year 4	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and begin to justify inferences with appropriate evidence.
Year 5	Draw inferences such as inferring character's feelings, thoughts and motives and explain them by selecting appropriate evidence to justify.
Year 6	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with precise evidence.

Year group	Prediction
EYFS	Anticipate key events in stories.
Year 1	Begin to make predictions about what might happen on the basis of what has been read so far.
Year 2	Predict what might happen on the basis of what has been read so far.
Year 3	Predict what might happen based on details which have been read.
Year 4	Predict what might happen from details stated and implied.
Year 5	Predict what might happen offering an explanation and evidence.
Year 6	Make plausible predictions about what might happen, explaining them with precise evidence.

Year group	Explain
EYFS	Use new vocabulary heard in books in different contexts.

Year 1	Link what they read or hear read to their own experiences.
	Explain clearly their understanding of what is read to them.
	Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
Year 2	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 that at which they can read independently.
	Participate in discussions about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.
Year 3	Listen to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
	Recognise some different forms of poetry [for example, free verse, narrative poetry].
Year 4	Listen to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
	Recognise some different forms of poetry [for example, free verse, narrative poetry].
Year 5	Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
	Recommend books that they have read to their peers, giving reasons for their choices.
	Distinguish between statements of fact and opinion.
	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 have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
	Provide reasoned justifications for their views.
Year 6	Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
	Recommend books that they have read to their peers, giving reasons for their choices.
	Distinguish between statements of fact and opinion.
	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 have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
	Provide reasoned justifications for their views.



<b>Year group</b>	<b>Retrieval</b>
EYFS	Answer simple questions in response to a story that has been read to them by using the illustrations.
	Answer simple questions by pointing out specific words.
Year 1	Identify and explain key aspects of fiction and non-fiction texts such as characters, event, titles and information.
Year 2	Understand books they can read accurately and fluently by drawing on what they already know or on background information and vocabulary provided by the teacher.
	Answer and ask questions
Year 3	Ask questions to improve their understanding of a text.
	Retrieve and record information from non-fiction.
Year 4	Ask questions to improve their understanding of a text.
	Retrieve and record relevant information from non-fiction.
Year 5	Increase 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.
	Ask questions to improve their understanding.
	Retrieve, record and present information from non-fiction.
Year 6	Be familiar 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.
	Ask questions to improve their understanding.
	Retrieve, record and present information from non-fiction.

<b>Year group</b>	<b>Summarise/sequence</b>
EYFS	Use pictures to sequence a simple and familiar story
	Retell a simple and/or familiar story using props or acting
Year 1	Become familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
Year 2	Discuss the sequence of events in books and how items of information are related.

	Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.
Year 3	Become increasingly familiar with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.
	Begin to identify themes and conventions in a wide range of books.
	Begin to identify main ideas drawn from more than one paragraph and summarising these.
Year 4	Be familiar 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.
	Identify main ideas drawn from more than one paragraph and summarising these.
Year 5	Begin to identify and discuss themes and conventions in and across a wide range of writing.
	Make comparisons within and across books.
	Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
Year 6	Identify and discuss themes and conventions in and across a wide range of writing.
	Make comparisons within and across books.
	Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.

<b>Year group</b>	<b>Poetry</b>
EYFS	Learn to recite a number of simple 4 line poems
	Learn to recite a number of simple 8 line poems
Year 1	Learn to appreciate rhymes and poems, and to recite some by heart
Year 2	Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
Year 3/4	Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
	Recognise some different forms of poetry
Year 5/6	Learn a wider range of poetry by heart 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