



Progression of Skills - ENGLISH READING



Intent

At Holly Lodge, we believe that the skills covered in English are vital for enabling children to access every area of the school curriculum, preparing them for their future. Emphasis is shared between the development of spoken and written English, as well as the teaching of reading and encouraging 'reading for pleasure'. The school's aim is to encourage the development of an enthusiastic, well-rounded learner who is able to approach both spoken and written forms of communication confidently.

Implementation

From Reception, children share stories, poems and books of all types. Throughout the school, children are exposed to a wide range of rich, stimulating texts, both fiction and non-fiction. These are often topic-based, offering a variety of cross-curricular reading experiences in a variety of genres, and provide children with inspiration and purpose for their writing. In order to deepen their understanding and broaden their vocabulary, teachers read to children as well as with them, in whole class settings, as well as in small groups and individually. Children are encouraged to read independently and choose their own books from classrooms and the well-stocked library. To further develop a love of reading, we run an annual book day, hold book fairs and work to establish home reading routines through reading records and communicating with parents.

Children begin phonics in reception and build upon this knowledge throughout the rest of Early Years and KS1. Alongside this, children also learn to read key words to build their sight vocabulary. Reading schemes are used to support children as they develop their abilities. These ensure a structured progression in reading, alongside the teaching of phonics. Children with EAL, SEN or finding reading a challenge are supported with various targeted reading interventions.

Impact

Children leave Holly Lodge

- with a love of reading;
- able to read widely, fluently and with deep understanding, for a range of purposes, including for pleasure;
- appreciating our rich and varied literary heritage, as well as that of other cultures;
- confident sharing their reading with others, both verbally and in writing;
- with a wide vocabulary, an understanding of grammar and knowledge of conventions for reading, which they apply in their writing and speaking.



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Word Reading

Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<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.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>Apply phonic knowledge and skills as the route to decode words</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</p> <p>Read other words of more than one syllable that contain taught GPCs</p> <p>Read words with contractions and understand that the</p>	<p>Continue to apply phonic knowledge and skills to decode words until automatic decoding has become embedded and reading is fluent</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>Read accurately words of two or more syllables that contain graphemes taught so far</p> <p>Read words containing common suffixes</p> <p>Read further common exception words, noting unusual correspondences between spelling and sound where these occur in the word</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet</p>



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	apostrophe represents the omitted letter(s)	Read most words quickly and accurately without overt sounding and blending, when they have been frequently encountered				
<u>Key Vocab</u> Sound, alphabet, blend, segment	<u>Key Vocab</u> Contraction, apostrophe, grapheme, phoneme, syllable	<u>Key Vocab</u> Fluent, common exception words	<u>Key Vocab</u> root words, prefixes and suffixes	<u>Key Vocab</u> root words, prefixes and suffixes	<u>Key Vocab</u> root words, prefixes and suffixes	<u>Key Vocab</u> root words, prefixes and suffixes



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Fluency and Reading for Pleasure

Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<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>Make comments about what they have heard and ask questions to clarify their understanding;</p>	<p>Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>Read aloud accurately books that are consistent with their phonic knowledge and that do not require them to use other strategies to work out words</p> <p>Re-read these books to build up their fluency and confidence in word reading</p> <p>Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>Be encouraged to link what they read</p>	<p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>Re-read these books to build up their fluency and confidence</p> <p>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</p> <p>Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales</p>	<p>Read accurately and at speed to focus on understanding.</p> <p>Listen to & discuss a wide range of fiction, poetry, plays, non-fiction & reference or text books</p> <p>Read books that are structured in different ways and reading for a range of purposes</p> <p>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>Show that they can use the library to select age-appropriate books to read from different authors/genre.</p> <p>Prepare simple poems and play scripts to read aloud and to</p>	<p>Listen to & discuss a wide range of fiction, poetry, plays, non-fiction & reference or text books</p> <p>Listen to & discuss a wide range of fiction, poetry, plays, non-fiction & reference or text books</p> <p>Read books that are structured in different ways and reading for a range of purposes</p> <p>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>Use the library to select age-appropriate books to read from authors they may not have read before.</p>	<p>Continue to read/discuss an increasingly wide range of fiction, poetry, plays, non-fiction & ref or textbooks</p> <p>Reading books that are structured in different ways and reading for a range of purposes</p> <p>Increasing familiarity with a wide range of books, inc myths, legends & traditional stories, modern fiction, fiction from our literary heritage & books from other cultures & traditions</p> <p>Recommending books that they have read to their peers, giving reasons for their choices</p> <p>Learning a wider range of poetry by heart</p>	<p>Continue to read/discuss an increasingly wide range of fiction, poetry, plays, non-fiction & ref or textbooks.</p> <p>Read age-appropriate books with confidence and fluency (including whole novels)</p> <p>Reading books that are structured in different ways and reading for a range of purposes</p> <p>Increasing familiarity with a wide range of books, inc myths, legends & traditional stories, modern fiction, fiction from our literary heritage & books from other cultures & traditions</p> <p>Recommending books that they have read to their peers, giving</p>



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	<p>or hear read to their own personal experiences</p> <p>Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>Recognise and join in with predictable phrases</p> <p>Appreciate rhymes and poems, and able to recite some by heart</p>	<p>Be introduced to non-fiction books that are structured in different ways</p> <p>Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p>	<p>perform, showing understanding through intonation, tone, volume and action</p> <p>Discuss words and phrases that capture the reader's interest and imagination</p>	<p>Prepare simple poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action</p> <p>Take part in a performance to a group using the appropriate volume and action</p> <p>Discuss words and phrases that capture the reader's interest and imagination</p>	<p>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</p>	<p>reasons for their choices</p> <p>Recommending books that they have read to their peers, giving reasons for their choices</p> <p>Learning a wider range of poetry by heart</p> <p>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</p>
<p><u>Key Vocab</u> Listen, ask, act, question</p>	<p><u>Key Vocab</u> Fairy tale, traditional tale, rhyme, poem, retell</p>	<p><u>Key Vocab</u> Poetry, fiction, non-fiction,</p>	<p><u>Key Vocab</u> Play scripts, myths, legends, library, author, legend, vocabulary, Perform, intonation, volume, action, word, phrase, vocabulary</p>	<p><u>Key Vocab</u> Play scripts, myths, legends, library, author, legend, vocabulary, Perform, intonation, volume, action, word, phrase, vocabulary</p>	<p><u>Key Vocab</u> Reference book, structure, purpose</p>	<p><u>Key Vocab</u> Reference book, structure, purpose, novel</p>



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Comprehension

Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<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>Anticipate - where appropriate - key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>	<p>Discuss word meanings, linking new meanings to those already known</p> <p>Draw on what they already know or on background information and vocabulary provided by the teacher</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>Discuss the significance of the title and events</p> <p>Make inferences on the basis of what is being said and done</p> <p>Predict what might happen on the basis of what has been said so far</p> <p>Participate in discussion about what is read to them,</p>	<p>Recognise simple recurring literary language in stories and poetry</p> <p>Discuss and clarifying the meanings of words, linking new meanings to known vocabulary; discuss their favourite words and phrases</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Discuss the sequence of events in books and how items of information are related</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading</p>	<p>Use a dictionary to check the meaning of words that they have read</p> <p>Identify conventions in a wide range of books. (E.g. greetings in letters, first person in diary; use of presentational devices such as numbering and headings in instructions).</p> <p>Identify themes in a wide range of books (e.g. triumphs of good over evil; use of magical devices in fairy stories and folk tales).</p> <p>Recognise some different forms of poetry (e.g. free verse, narrative poetry)</p> <p>Check that the text makes sense to them, discussing their understanding and</p>	<p>Use a dictionary to check the meaning of words that they have read</p> <p>Identify themes and conventions in a wide range of books</p> <p>Recognise some different forms of poetry (e.g. free verse, narrative poetry)</p> <p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>Ask questions to improve their understanding of a text</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying</p>	<p>Identifying and discussing themes and conventions in and across a wide range of writing</p> <p>Making comparisons within and across books</p> <p>Check the book makes sense to them, discuss their understanding, explore the meaning of words in context</p> <p>Asking questions to improve their understanding</p> <p>Draw inferences (characters' feelings, thoughts & motives) from their actions, & justify with evidence</p> <p>Predicting what might happen from details stated and implied</p> <p>Summarise main ideas drawn from more than 1 paragraph,</p>	<p>Identifying and discussing themes and conventions in and across a wide range of writing</p> <p>Making comparisons within and across books</p> <p>Check the book makes sense to them, discuss their understanding, explore the meaning of words in context</p> <p>Asking questions to improve their understanding</p> <p>Draw inferences (characters' feelings, thoughts & motives) from their actions, & justify with evidence</p> <p>Predicting what might happen from details stated and implied</p> <p>Summarise main ideas drawn from more than 1 paragraph,</p>



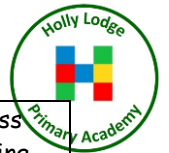
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<p>taking turns and listening to what others say</p> <p>Explain clearly their understanding of what is read to them</p>	<p>Making inferences on the basis of what is being said and done</p> <p>Answering and asking questions</p> <p>Predicting what might happen on the basis of what has been read so far</p> <p>Participate in discussion 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</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p> <p>Make links between the book they are reading and others they have read.</p>	<p>explaining the meaning of words in context</p> <p>Ask questions to improve their understanding of a text</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence</p> <p>Predict what might happen from details stated and implied</p> <p>Identify main ideas drawn from more than one paragraph and summarise these</p> <p>Identifying how language, structure and presentation contribute to meaning</p> <p>Retrieve and record information from non-fiction</p> <p>Use the contents and index to find</p>	<p>inferences with evidence</p> <p>Predict what might happen from details stated and implied</p> <p>Identify main ideas drawn from more than one paragraph and summarise these</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Retrieve and record information from non-fiction</p> <p>Plan what information to collect for a research project.</p> <p>Participate in a discussion by planning questions and responding appropriately.</p> <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking</p>	<p>identify key details that support the main ideas</p> <p>Identifying how language, structure and presentation contribute to meaning</p> <p>Discuss & evaluate how authors use language, inc figurative language, considering the impact on the reader</p> <p>Distinguish between statements of fact and opinion</p> <p>Retrieve, record and present information from non-fiction</p> <p>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</p> <p>Explain and discuss their understanding of what they have read, including through formal</p>	<p>identify key details that support the main ideas.</p> <p>Use quotations for illustration to justify opinion and to support ideas drawn from the text</p> <p>Identifying how language, structure and presentation contribute to meaning</p> <p>Discuss & evaluate how authors use language, inc figurative language, considering the impact on the reader</p> <p>Distinguish between statements of fact and opinion</p> <p>Retrieve, record and present information from non-fiction</p> <p>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</p>
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			information from non-fiction 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	turns and listening to what others say.	presentations and debates, maintaining a focus on the topic and using notes where necessary Provide reasoned justifications for their views Consider different accounts of the same event and discuss viewpoints.	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.
<u>Key Vocab</u> Rhyme, poem, role play	<u>Key Vocab</u> Meaning, title, events, predict, discuss, take turns	<u>Key Vocab</u> Language, clarify, background information, make links	<u>Key Vocab</u> dictionary, conventions, themes poetry, context, inferences, justify, evidence, predict, summarise, presentation, contents, index	<u>Key Vocab</u> dictionary, conventions, themes poetry, context, inferences, justify, evidence, predict, summarise, presentation, contents, index	<u>Key Vocab</u> themes, conventions, comparisons, context, inferences, justify, evidence, predicting, summarise, identify, discuss, evaluate, impact, retrieve, record, present, challenging, presentations, debate, viewpoints	<u>Key Vocab</u> themes, conventions, comparisons, context, inferences, justify, evidence, predicting, summarise, identify, discuss, evaluate, impact, retrieve, record, present, challenging, presentations, debate, viewpoints