



Progression of Skills in Reading at MPS



Intent

The **intent** of our reading curriculum is to deliver the aims of the National Curriculum in a way that teaches 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 our text based units, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading and writing 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 and this is what we strive towards in our curriculum. New knowledge which is sequenced and skills that build on what have been taught before work towards clearly defined endpoints.

At Mickleover Primary School we want to equip children with reading skills for life, so that they are confident readers of the future and can access the skills in all areas of school work and the wider world. As well as delivering and meeting the objectives of the National Curriculum we also want to foster a love of reading. By the end of Year Six we intend our children to have developed a confidence in reading that will allow them to discover more about the world and pursue personal interests.

Our aims in reading are:

- To create a stimulating environment in which children are actively encouraged to enjoy books, and are motivated to want to read by themselves.
- To teach pupils to read efficiently and effectively for a variety of purposes.
- To teach the rules governing the structure of language.

To provide children with an effective, rigorous and well-tracked phonics program in EYFS and Key Stage one that meets the requirements of The Letters and Sounds Program.

Implementation

Foundation Stage

Children will be taught to read in the Foundation stage using the Letters and Sounds resource from the DFES. Children will be rapidly introduced to phonemes (Phases 1-4) in the Autumn term and throughout the rest of the year, which will give them good foundations for learning to read. The 'tricky' and 'decodable' words from each phase will be introduced alongside reading books for children to develop a good sight vocabulary. Children will be introduced to a rich and wide selection of books, and reading will be modelled on a daily basis.

By the end of the foundation stage most children should demonstrate the following skills:

Read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. Reading books will match the child's individual ability based on rigorous phonics tracking. They demonstrate understanding when talking with others about what they have read. We strive for children to fall in love with reading at an early age, so reading a range of texts from a range of genres to the children regularly is key.

Book talk, listening skills and language skills are key in setting the foundation for reading for pleasure.

Key Stage One

In Key Stage 1 teachers will continue to build on the children's reading skills further by sharing books together and continuing to model good reading. They will also be taught the remaining phases (4-6) from the Letters and Sounds document. During whole-class lessons, children will be taught and encouraged to use the specific reading skills of Decode, Explain, Retrieve and Interpret. Phonics will be closely tracked to allow teachers to target any gaps and encourage fluent readers who can tackle unfamiliar words with confidence and speed.

In addition, they will have the opportunity to do 'guided reading' where teachers can target ability groups for reading and teach specific skills. Children will be introduced to a range of text types including: multicultural stories, poems, rhymes, fairy tales, traditional tales, encyclopaedias, dictionaries, non-fiction texts, picture books and stories by significant authors. Children will be taught how to read for meaning and answer questions about texts looking at characterisation and plot. Some children may require intervention with extra phonics teaching to accelerate their progress.



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As in the foundation stage, key stage one will strive to foster a love of language and a love of reading. Children will be read to regularly; stories, poems, information texts and more. Children will be experience rich language from a range of authors and will be encouraged to use ambitious language in their own vocabulary. Reading for pleasure and with confidence is an MPS priority.

Key Stage Two

In Key Stage 2 teachers are responsible for continuing the phonics program with children who need extra support in reading. Teachers will use 'whole-class' sessions to teach, and further develop reading skills (Decode, Explain, Retrieve, Interpret and explain author's Choice of language and their intent) and make assessments. A range of genres will be introduced to all children including autobiographies, letters, diaries, short stories, poems and play scripts. Children will be taught how to analyse texts and comment on author creativity. Children should have regular opportunities to read aloud to teachers and peers. From this, the teacher can monitor mastery of sight vocabulary, application of phonics, development of fluency and expression, knowledge of the structure of language and audience awareness.

Teachers will keep records of their pupil's progress in reading and will report to parents regularly throughout the year. Reading achievements will be entered on the whole school tracking system.

We do not put ceilings on what pupils can achieve in reading and we do not hold pre-conceptions about any pupils' ability to make progress. Our curriculum for reading aims to meet the needs of all learners. The excellent subject knowledge of all our staff allows teachers and teaching assistants to provide support for children within lessons and intervention outside of lessons.

We use national Book Bands within our reading scheme and free choice is encouraged during library sessions.

We believe that a purposeful curriculum is key to long term, lifelong learning. That is why we ensure the books children engage in meet their needs; whether this is through our cohesive and phonics based reading scheme or our wide variety of planned texts and genres, it is vital that these match the children's ability, interests and cultural capital gaps. That is why we consistently promote rich language skills as well as our curriculum expectations. To make the implementation as purposeful as possible, we also ensure we assess, track and respond to frequent and meaningful assessment opportunities to triangulate the planning, teaching and assessment cycle. Reading for pleasure and with confidence is an MPS priority.

Impact


Through the delivery of our English curriculum at MPS, all children will have equal opportunity to become avid readers. Throughout the school year, children will read regularly with their teachers in order to identify how to improve their reading. Pupils from disadvantaged backgrounds will have additional support during the year to ensure they are on track to achieve. As a result of all that we do, The Mickleover Primary School have a community of enthusiastic readers and writers who enjoy showcasing their developing literacy knowledge and skills by a variety of means. Not only do we have a group of teaching practitioners who know exactly the needs and passions of each and every pupil but we also have pupils who are confident to take risks in their reading and writing, love to discuss and share their ideas and make strong progress.

Teachers believe that every child can achieve in reading and will expect high standards; children will achieve their full potential in reading. Children will leave our school confident readers equipped with the skills for secondary school and life beyond.










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Progression of skills	EYFS Children can:	Year 1 Children can:	Year 2 Children can:	Year 3 Children can:	Year 4 Children can:	Year 5 Children can:	Year 6 Children can:
PHONICS AND DECODING 	<p>Enjoy rhyming & rhythmic activities.</p> <p>Show an awareness of rhyme & alliteration.</p> <p>Recognise rhythm in spoken words.</p> <p>Continue a rhyming string.</p> <p>Hear & say initial sound in words.</p> <p>Segment the sounds in simple words & blend them together - & know which letter represents some of them.</p> <p>Link sounds to letters, naming & sounding letters of alphabet.</p> <p>Use phonic knowledge to decode regular words & read them aloud accurately.</p>	<p>Apply phonic knowledge & skills as the route to decode words.</p> <p>Blend sounds in unfamiliar words using GPCs they have been taught.</p> <p>Respond speedily, giving correct sound to graphemes for all of the 40+ phonemes.</p> <p>Read words containing taught GPCs</p> <p>Read words containing –s, -es, -ing, -ed, and –est endings.</p> <p>Read words with contractions, eg. I'm, I'll, we'll</p>	<p>Continue to apply phonic knowledge & skills as the route to decode words until automatic decoding has become embedded & reading is fluent.</p> <p>Read accurately by blending sound in words that contain graphemes taught (& recognising alternative sounds for graphemes).</p> <p>Accurately read most words with 2+ syllables.</p> <p>Read words containing common suffixes.</p>	<p>Use phonic knowledge to decode quickly & accurately (may still need support to read longer unknown words).</p> <p>Apply growing knowledge of root words & prefixes, including in-, , il-, , dis-, mis-, re-, sub-, siper-, anti- and auto-</p> <p>Apply growing knowledge of root words & suffixes, including, -ture, sure, and -cian</p>	<p>Read most words fluently & attempt to decode any unfamiliar words with increasing speed & skill.</p> <p>Apply knowledge of root words, prefixes and suffixes.</p> <p>im- un- ir- -inter-, -ation, -ly -ous sion, -tion, -ssion,</p>	<p>Read most words fluently & attempt to decode any unfamiliar words with increasing speed & skill, recognising their meaning through contextual cues.</p> <p>Apply growing knowledge of root words & suffixes, including –sion, -tion, -cial, -tial, -ant, -ance, -ancy, -ent, -ence, -ency, -able, -ably, -ible, -ibly</p>	<p>Read fluently with full knowledge of all Y5/Y6 exception words, root words, prefixes, suffixes & to decode unfamiliar words with increasing speed & skill, recognising their meaning through contextual cues.</p>





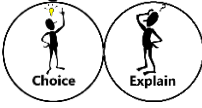
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COMMON EXCEPTION WORDS	<p>Read some common irregular words.</p> 	<p>Read Y1 common exception words, noting unusual correspondence between spelling & sound & where these occur in words.</p> 	<p>Read most Y1/Y2 common exception words, noting unusual correspondence between spelling & sound & where these occur in words.</p> 	<p>Begin to read Y3/Y4 exception words.</p> 	<p>Read all Y3/Y4 exception words, discussing unusual correspondences between spelling & sound & where these occur in the word.</p> 	<p>Read most Y5/Y6 exception words, discussing unusual correspondences between spelling & sound & where these occur in the word.</p> 	
FLUENCY	<p>Show interest in illustrations & print in books & print in environment.</p> <p>Recognise familiar words & signs (own name, advertising logos)</p> <p>Look at & handle books independently – right way up etc.</p> <p>Ascribe meanings to marks they see in different places.</p>	<p>Accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</p> <p>Reread texts to build up fluency confidence in word reading.</p> 	<p>Read books (closely matched to improving phonic knowledge) aloud, sounding out unfamiliar words accurately, automatically & without undue hesitation.</p> <p>Reread books to build up fluency & confidence in reading words.</p>	<p>Teaching of comprehension skills takes precedence over teaching of reading words. There is a focus on teaching of vocabulary and its meaning.</p>			



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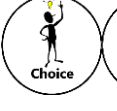
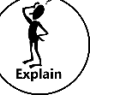
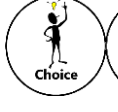
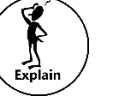

UNDERSTANDING AND CORRECTING INACCURACIES	<p>Begin to break flow of speech into words.</p> <p>Begin to read words & simple sentences.</p> <p>Read & understand simple sentences.</p> 		<p>Read words accurately & fluently without overt sounding & blending.</p> 							
WORDS IN CONTEXT AND AUTHORIAL CHOICE	<p>Know that print carries meaning; in English, we read form left to right and top to bottom.</p> <p>Understand humour eg. nonsense rhymes</p>	<p>Check that a text makes sense to them as they read & self-correct.</p>	<p>Show understanding by drawing on what they already know, or on background information & vocabulary provided by adult.</p> <p>Check that text makes sense to them as they read & to correct inaccurate reading.</p>	<p>Build up vocabulary that reflects breadth of their experiences.</p> <p>Extend vocabulary by grouping & naming exploring the meaning &</p>	<p>Discuss word meaning & link new meanings to those already known.</p>	<p>Discuss & clarify meanings of words – linking new meanings to known vocabulary.</p>	<p>Check that text makes sense to them, discussing understanding & explaining meaning of words in context.</p>	<p>Discuss vocabulary used to capture readers' interest & imagination.</p> 	<p>Discuss vocabulary used by authors to create effect – including figurative language.</p> <p>Evaluate use of authors' language</p>	<p>Analyse & evaluate use of language – including figurative language & how it is used for effect, using technical terminology (metaphor, simile,</p>

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COMPARING, CONTRASTING AND COMMENTING	<p>sounds of new words.</p>  <p>Use vocabulary & forms of speech that are increasingly influenced by their experiences of books.</p>	 <p>Discuss favourite words & phrases.</p> 	 <p>Start to discuss authors' choice of words & phrases for effect.</p> 	<p>& explain how it creates an impact on reader.</p>  	<p>analogy, imagery, style & effect).</p>  		
	<p>Listen to stories with increasing attention & recall.</p> <p>Anticipate key events & phrases in rhymes & stories.</p> <p>Begin to be aware of way stories are structured.</p> <p>Describe main story settings, events, characters.</p> <p>Enjoy an increasing range of books.</p> <p>Follow a story without pictures or props.</p> <p>Listen to stories, accurately anticipating key events & respond to</p>	<p>Listen to & discuss a wide range of fiction, non-fiction & poetry at a level beyond that at which they can read independently.</p> <p>Link what they have read / had read to them to own experiences.</p> <p>Retell familiar stories in increasing detail.</p> <p>Join in with discussions about a text – taking turns & listening to what others say.</p>	<p>Participate in discussions about books, poems & other works that are read to them (at a level beyond that at which they can read independently) & those that they can read for themselves, explaining understanding & expressing views.</p> <p>Retell a wide range of stories, fairy tales and traditional tales of which they are becoming increasingly familiar with.</p>	<p>Recognise , listen to & discuss a wide range of fiction, poetry, plays, non-fiction & reference books.</p> <p>Use appropriate terminology when discussing texts (plot, characters, setting.)</p> 	<p>Discuss & compare texts from a wide variety of genre.</p> <p>Read for a range of purposes.</p> <p>Identify themes & conventions in a wide range of books.</p> <p>Refer to authors' style, overall themes (good v evil) & features.</p> <p>Identify how language, structure & presentation contribute to meaning.</p> <p>Identify main idea drawn from more than one</p>	<p>Read a wide range of genres, identifying characteristics of text types & differences between text types.</p> <p>Participate in discussions about books that are read to them & those they can read for themselves – building on own & others' ideas & challenging views courteously.</p> <p>Identify main ideas drawn from more than one paragraph & summarise.</p>	<p>Read for pleasure – discussing, comparing & evaluating in depth across a wide range of genre – including myths, legends, traditional stories, modern fiction, classical fiction, books from other cultures / traditions.</p> <p>Recognise more complex themes in what they read eg. loss, heroism.</p> <p>Explain & discuss their understanding of what they have read through formal presentations & debates maintaining a focus</p>

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COMPARING, CONTRASTING AND COMMENTING	<p>what they hear with relevant comments, questions or actions.</p> <p>Demonstrate understanding when talking with others about what they have read.</p>	<p>Discuss significance of titles & events.</p> 	<p>Discuss sequence of events in books & how items of information are related.</p> <p>Recognise simple recurring literary language in stories & poetry.</p> <p>Make links between text they are reading & other texts they have read (in texts that they can read independently.)</p>		<p>paragraph & summarise.</p>  	<p>Recommend texts to peers based on personal choice.</p>  	<p>on topic (using notes where necessary).</p> <p>Listen to guidance & feedback on quality of their explanations & contributions to discussions - & make improvements.</p> <p>Draw out key information & summarise main ideas in a text.</p> <p>Distinguish independently between fact and opinion providing reasoned justifications.</p> <p>Compare characters, settings & themes within a text & across more than one text.</p>  
INFERENCE AND PREDICTION	<p>Suggest how a story might end.</p> <p>Begin to understand 'why' & 'how' questions.</p>	<p>Begin to make simple inferences.</p> <p>Predict what might happen on basis of</p>	<p>Make inferences based on what is being said or done.</p>	<p>Ask & answer questions appropriately including some simple inference questions based on characters'</p>	<p>Draw inferences from characters' feelings, thoughts & motives that justifies their actions, supporting</p>	<p>Draw inferences from characters' feelings, thoughts & motives.</p> <p>Make predictions based on details</p>	<p>Consider different accounts of same event & discuss different viewpoints (authors & fictional characters)</p>

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INFERENCE AND PREDICTION	<p>Answer 'why' & 'how' questions about own experiences in response to stories / events.</p>	<p>what has been read so far.</p> 	<p>Predict what might happen on basis of what has been read so far.</p> 	<p>feelings, thoughts & motives.</p> <p>Justify predictions using evidence from text.</p> 	<p>views with evidence from text.</p> <p>Justify predictions from details stated & implied.</p> 	<p>stated & implied, justifying them in detail with evidence from text.</p> 	
NON-FICTION	<p>Know information can be relayed in the form of print.</p> <p>Know information can be retrieved from books & computers.</p>		<p>Recognise non-fiction books are structured in different ways.</p>	<p>Retrieve & record information from non-fiction books.</p> 	<p>Use organisational devices available within a non-fiction text to retrieve, record & discuss information.</p> <p>Use dictionaries to check meaning of words they have read.</p> 	<p>Use knowledge of texts & organisation devices to retrieve, record & discuss information from fiction & non-fiction texts.</p> 	<p>Retrieve, record & present information from non-fiction texts.</p> <p>Use non-fiction materials for retrieval of purposeful information (history geography, science textbooks) & in context where pupils are genuinely motivated to find out information. (Eg. leaflets prior to a visit, theatre programme / review)</p> 
POETRY & PERFORMANCE	<p>Listen to & join in with stories & poems (1:1 & in a group)</p>	<p>Recite simple poems by heart.</p>	<p>Continue to build up a repertoire of poems learnt by heart with appreciation & reciting some</p>	<p>Prepare & perform poems & play scripts that show some awareness of audience when reading aloud.</p>	<p>Recognise & discuss some different forms of poetry (free verse, narrative).</p>	<p>Continually show an awareness of audience when reading aloud using intonation, tone, volume & action.</p>	<p>Confidently perform texts (including poems learnt by heart) using a wide range of devices to</p>

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	<p>Join in with repeated refrains in rhymes & stories.</p> <p>Use intonation, rhythm & phrasing to make meaning clear to others.</p> <p>Develop preference for forms of expression.</p> <p>Play co-operatively as part of a group to develop & act out narrative.</p> <p>Express themselves effectively, showing awareness of listeners' needs.</p>		<p>with appropriate intonation to make meaning clear.</p>	<p>Begin to use appropriate intonation & volume when reading aloud.</p>	<p>Prepare & perform poems & play scripts with appropriate techniques (intonation, tone, volume, action) to show awareness of the audience when reading aloud.</p>		<p>engage audience for effect.</p>
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