



Overstone Combined School

English: Reading – Progression of Skills

At Overstone Combined School we aim to provide all children with a high-quality education in English that will teach pupils to speak, read and write fluently so that they can communicate their ideas and emotions to others effectively. With Reading, phonics will be emphasised in the early teaching of reading until children have reached a standard that allows them to access texts independently and confidently. Reading will be a central part of all curricula areas supporting the learning that children undertake. It is our belief that Reading is an enabler to unlock life-long learning. All children will 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, to gain knowledge across the curriculum and develop their comprehension skills. It is our intention to ensure 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.

This document aims to show expectations for reading at Overstone Combined School. The National Curriculum says:

The programmes of study for reading at key stages 1 and 2 consist of 2 dimensions:

- word reading
- comprehension (both listening and reading)

This also links with the curriculum (Years 1 -6) for spoken language where pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play/improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication

For the youngest children the Early Learning Goals clearly state the outcomes that most children should attain at the end of the Reception year with regard to Communication and Language, and Literacy which includes reading. Each of these areas are crucial if children are to be successful readers.

Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Reading: Word Reading

	EYFS	YEAR 1	YEAR 2	Year 3	Year 4	Year 5	Year 6
Reading: Word Reading	<p>Pupils can:</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs; • Read words consistent with their phonic knowledge by sound-blending; • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<p>Pupils can:</p> <p>apply phonic knowledge and skills as the route to decode words</p> <p>respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</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 [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s)</p> <p>read books aloud, accurately, that are</p>	<p>Pupils can:</p> <p>continue to apply phonic knowledge and skills as the route 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 the same graphemes as above</p> <p>read words containing common suffixes</p> <p>read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately,</p>	<p>Pupils can:</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words • read further exception words, noting the unusual correspondences between spelling and sound • attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. 	<p>Pupils can:</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. • know which books to select for specific purposes, especially in relation to science, geography and history learning. • use a dictionary to check the meaning of unfamiliar words. • discuss and record words and phrases that writers use to engage and impact on the reader. • attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. 	<p>Pupils can:</p> <ul style="list-style-type: none"> • apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words • read further exception words, noting the unusual correspondences between spelling and sound • attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words • re-read and read ahead to check for meaning. 	<p>Pupils can:</p> <ul style="list-style-type: none"> • apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. • use combined knowledge of phonemes and word derivations to pronounce words correctly, e.g. arachnophobia. • attempt the pronunciation of unfamiliar words drawing on my prior knowledge of similar looking words. • read fluently, using punctuation to inform meaning

		consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words reread these books to build up their fluency and confidence in word reading	automatically and without undue hesitation reread these books to build up their fluency and confidence in word reading				
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Reading: Comprehension

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading: Comprehension	<p>Pupils can:</p> <ul style="list-style-type: none"> demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; anticipate key events in stories; use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. 	<p>Pupils can:</p> <ul style="list-style-type: none"> listen to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently be encouraged to link what they read or hear to their own experiences becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics recognising and joining in with predictable phrases learn to appreciate rhymes and 	<p>Pupils can:</p> <ul style="list-style-type: none"> listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently discuss the sequence of events in books and how items of information are related become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales be introduced to non-fiction books that are structured in different ways 	<p>Pupils can:</p> <p>demonstrate positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> 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; using dictionaries to check the meaning of words that they have read; identifying themes and conventions in a wide range of books; preparing poems and play scripts to read aloud and to 	<p>Pupils can:</p> <p>demonstrate develop positive attitudes to reading, and an understanding of what they read, by:</p> <ul style="list-style-type: none"> 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 using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and 	<p>Pupils can:</p> <p>maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> continuing to read and discuss an increasingly 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; increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other 	<p>Pupils can:</p> <p>maintain positive attitudes to reading and an understanding of what they read by:</p> <ul style="list-style-type: none"> continuing to read and discuss an increasingly 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 increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other

		<p>poems, and to recite some by heart</p> <ul style="list-style-type: none"> • discuss word meanings, linking new meanings to those already known <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> • drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read, and correcting inaccurate reading • discussing the significance of the title and events making inferences on the basis of what is being said and done • predicting what might happen on the basis of what has been read so far • participate in discussion about what is read to them, taking turns and listening to what others say • explain clearly their understanding of 	<ul style="list-style-type: none"> • 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 • continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read, and correcting inaccurate reading • making inferences on the basis of what is being said and done • answering and asking questions 	<p>perform, showing understanding through intonation, tone, volume and action;</p> <ul style="list-style-type: none"> • recognising some different forms of poetry [for example, free verse, narrative poetry]. <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> • 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 • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence; • predicting what might happen from details stated and implied; • Identifying main ideas drawn from more than one paragraph and summarising these; Identifying 	<p>retelling some of these orally</p> <ul style="list-style-type: none"> • identifying themes and conventions in a wide range of books • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • discussing words and phrases that capture the reader's interest and imagination • recognising some different forms of poetry [for example, free verse, narrative poetry] <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> • 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 • drawing inferences such as inferring characters' feelings, thoughts and motives from 	<p>cultures and traditions;</p> <ul style="list-style-type: none"> • recommending books that they have read to their peers, giving reasons for their choices; • identifying and discussing themes and conventions in and across a wide range of writing; • making comparisons within and across books; • learning a wider range of poetry by heart; • preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience <p>Understand what they read by:</p> <ul style="list-style-type: none"> • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context; • asking questions to improve their understanding; • drawing inferences such as inferring 	<p>cultures and traditions</p> <ul style="list-style-type: none"> • recommending books that they have read to their peers, giving reasons for their choices • identifying and discussing themes and conventions in and across a wide range of writing • making comparisons within and across books • learning a wider range of poetry by heart • preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience <p>Understand what they read by:</p> <ul style="list-style-type: none"> • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • asking questions to improve their understanding • drawing inferences such as inferring
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		<p>what is read to them</p>	<ul style="list-style-type: none"> • predicting what might happen on the basis of what has been read so far • 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 • 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>how language, structure, and presentation contribute to meaning.</p> <ul style="list-style-type: none"> • retrieve and record 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 	<p>their actions, and justifying inferences with evidence</p> <ul style="list-style-type: none"> • predicting what might happen from details stated and implied; • identifying main ideas drawn from more than 1 paragraph and summarising these • identifying how language, structure, and presentation contribute to meaning • retrieve and record 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 	<p>characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence;</p> <ul style="list-style-type: none"> • predicting what might happen from details stated and implied; • summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas; • identifying how language, structure and presentation contribute to meaning. • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. • distinguish between statements of fact and opinion; • retrieve, record and present information from non-fiction • participate in discussions about books that are read to them and 	<p>characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <ul style="list-style-type: none"> • predicting what might happen from details stated and implied • summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction • participate in discussions about books that are read to them and
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						<p>those they can read for themselves;</p> <ul style="list-style-type: none">• explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic• provide reasoned justifications for their views	<p>those they can read for themselves, building on their own and others' ideas and challenging views courteously</p> <ul style="list-style-type: none">• 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
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