

READING PROGRESSION DOCUMENT



TONER AVENUE SCHOOL
Tradition Achievement Success

Phonics, Decoding and Reading

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
In independent reading and challenging texts shared at whole class level, the child is able to:							
<p>Develop phonological awareness</p> <p>Spot and suggest rhymes</p> <p>Count or clap syllables in words</p> <p>Recognise words with the same initial sounds such as money and mother.</p> <p>To know that in English we read from left to right and top to bottom.</p> <p>To know that pages are sequenced.</p>	<p>Say the sound for each letter of the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound blending.</p> <p>Read aloud some simple sentences and books that are consistent with their phonic knowledge including some common exception words.</p>	<p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>To read words containing taught GPCs.</p> <p>To read words containing -s, -es, -ing, -ed and -est endings.</p> <p>To read words with contractions, e.g. I'm, I'll and we'll.</p> <p>To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</p>	<p>To 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>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables.</p> <p>To read most words containing common suffixes.*</p> <p>To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.</p>	<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-, sub-, inter-, super-, anti- and auto- to begin to read aloud.*</p> <p>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.*</p> <p>To begin to read Y3 exception words.*</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*</p> <p>To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>To apply their growing knowledge of root words, prefixes and suffixes/word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.*</p> <p>To read most Y5 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p>

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Fluency

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In independent reading and challenging texts shared at whole class level, the child is able to:							
Begin oral blending and segmenting.	Read aloud some simple sentences and books that are consistent with their phonetic knowledge including some common exception words.	<p>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.</p> <p>To reread texts to build up fluency and confidence in word reading.</p>	<p>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>To reread these books to build up fluency and confidence in word reading.</p> <p>To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</p>	<p>Fluency takes place in every reading lesson. Through the use of choral reading, echo reading, paired reading and independent reading.</p> <p>The teacher must model effective accuracy, automaticity and prosody.</p>			

Skimming and Scanning Skills

Skimming	Scanning	Text Marking
In independent reading and challenging texts shared at whole class level, the child is able to:		
<p>Skimming is reading rapidly to get a general overview of the text. Pupils will use skimming for retrieval when working across whole texts. Pupils will first skim the entire text to find which section/paragraph the answer is in and then scan that section/paragraph for the specific piece of information. Through regular, timed practice teachers should teach pupils to:</p> <ul style="list-style-type: none"> • ignore details and look for main ideas. . • in non-fiction, read only the subheadings or titles of paragraphs. • glance through the main headings in each chapter just to see a word or two. Read the headings of charts and tables. • Read the first sentence of each paragraph to find out what it is about. • Read the first and last paragraphs • Quickly read the sentences containing key words indicated in bold or italics. • Note down any key dates, naems or technical words that might help the reader to find what they are looking for when answering more specific questions later on • Read the contents page or chapter overview to learn the main divisions of ideas. 	<p>Scanning is reading rapidly in order to find specific facts or information. Teachers can teach pupils to:</p> <ul style="list-style-type: none"> • decide on a few key words or phrases/ search terms. Teach pupils to be human search engines! • Look for the first few letters of the word/s they are looking for. • Look for words in bold letters or italics for important pieces of information. • Look for bullet points or numbered lists that might contain the information they need. • Find the section they need in the text using the question words. • Let their eyes float rapidly down the page until they find the key word or phrase they want. • When their eye catches one of the key words, read the surrounding material carefully to check that it conveys the correct information. • Scan for a person when the question word is who, scan for a place when the question word is where, scan for a time/date/day/month/year/season when the question word is when, scan for a time/distance when the question asks how long. • Search for proper nouns when scanning for names of people or places. • Scan for pronouns that link to the key question words. For example, a question may ask: What did George want to do with the snake? The text may read "He would have liked to put a snake down her neck." Pupils will need to understand that the 'he' is George. • Scan to check information. For example, when answering true or false questions pupils should be taught to always find answers in text and check even if they think they remember the answer from initial reading. 	<p>Text marking is intrinsically linked to skimming. It should be completed as a text is skimmed for the first time in order to help pupils find their way to information quickly once they begin answering questions. Through regular practice teachers should teach pupils to:</p> <ul style="list-style-type: none"> • circle or mark key information as they read. This will help them locate information quickly when answering questions e.g. places and characters' names. • Highlight tricky words, interesting words and any similes they notice as they read. highlight important information like dates and times – these are useful when answering complete the table' and 'true or false' questions. • write a quick summary of each paragraph in the margin. This can help pupils find the right place in the text to answer a question.

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Retrieval

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In independent reading and challenging texts shared at whole class level, the child is able to:							
<p>To understand the concepts of print</p> <p>To know print has meaning</p>	<p>To recall key facts from a story which has been read to them.</p> <p>To use visual literacy to find information from a picture, point to information on a page to locate answer which can be easily found in the text.</p>	<p>In addition to using visual literacy children learn to</p> <p>Use their growing phonics knowledge and vocabulary knowledge to recognise words and phrases which locate information found explicitly in the text.</p>	<p>To scan for key words in the text in order to locate answers.</p> <p>To begin to analyse the wording of a question in order to choose what to look for</p> <p>Sometimes can find answers where the question word doesn't match the text word.</p> <p>To navigate paragraphs of an information texts to locate the most suitable paragraph by reading sub-headings.</p> <p>To check what they read make sense.</p>	<p>To become familiar with retrieving facts and information where question words and text language vary. (Where the answer is hidden) to scan for alternative synonyms or phrases.</p> <p>To locate and discuss words and phrases they find interesting.</p>	<p>To develop their reading retrieval skills working across a wider range of text types of increasing length. (locate)</p> <p>To retrieve information from a whole text as well as a local level.</p>	<p>To discuss their understanding and explore the meaning of words in context.</p> <p>To retrieve key details and begin to find quotation from a whole text.</p> <p>To be able to locate the author's viewpoint whether it is explicitly stated or can be retrieved through similar words and phrases.</p>	<p>To independently locate information provide reasons and justifications for their views.</p> <p>To routinely find accurate quotations from a whole text.</p> <p>To retrieve and summarise details to support opinions and predictions.</p>

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Vocabulary and Authors Choice

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
In independent reading and challenging texts shared at whole class level, the child is able to:							
Engage in extended conversation about stories learning new vocabulary	Participate in small group, whole class and one to one discussions, offering their own ideas, using recently introduced vocabulary.	To discuss word meaning and link new meanings to those already known.	<p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>To discuss their favourite words and phrases.</p>	<p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>To discuss authors' choice of words and phrases for effect.</p>	Discuss vocabulary used to capture readers' interest and imagination.	<p>To discuss vocabulary used by the author to create effect including figurative language.</p> <p>To evaluate the use of authors' language and explain how it has created an impact on the reader.</p>	To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.

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Inference and Prediction

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
In independent reading and challenging texts shared at whole class level, the child is able to:							
To understand that print has meaning.	<p>Offer explanations of 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 stories.</p>	<p>To begin to make simple inferences.</p> <p>To predict what might happen on the basis of what has been read so far.</p>	<p>To make inferences on the basis of what is being said and done.</p> <p>To predict what might happen on the basis of what has been read so far in a text.</p>	<p>To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p> <p>To justify predictions using evidence from the text.</p>	<p>To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.</p> <p>To justify predictions from details stated and implied.</p>	<p>To draw inferences from characters' feelings, thoughts and motives.</p> <p>To make predictions based on details stated and implied, justifying them in detail with evidence from the text.</p>	<p>To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).</p> <p>To discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p>

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Comparing, Contrasting and Commenting

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
In independent reading and challenging texts shared at whole class level, the child is able to:							
To spot and suggest rhymes.	<p>Listen and respond with relevant comments and questions, and actions, when being read to.</p> <p>Make comments about what they heard and ask questions to clarify their understanding.</p>	<p>To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.</p> <p>To link what they have read or have read to them to their own experiences.</p> <p>To retell familiar stories in increasing detail.</p> <p>To join in with discussions about a text, taking turns and listening to what others say.</p> <p>To discuss the significance of titles and events.</p>	<p>To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.</p> <p>To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p> <p>To discuss the sequence of events in books and how items of information are related.</p> <p>To recognise simple recurring literary language in stories and poetry.</p> <p>To ask and answer questions about a text.</p> <p>To make links between the text they are reading and other texts they have read (in texts that they can read independently).</p>	<p>To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>To use appropriate terminology when discussing texts (plot, character, setting).</p>	<p>To discuss and compare texts from a wide variety of genres and writers.</p> <p>To read for a range of purposes.</p> <p>To identify themes and conventions in a wide range of books.</p> <p>To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).</p> <p>To identify how language, structure and presentation contribute to meaning.</p> <p>To identify main ideas drawn from more than one paragraph and summarise these.</p>	<p>To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.</p> <p>To 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>To identify main ideas drawn from more than one paragraph and to summarise these.</p> <p>To recommend texts to peers based on personal choice.</p>	<p>To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p> <p>To recognise more complex themes in what they read (such as loss or heroism).</p> <p>To 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.</p> <p>To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.</p> <p>To draw out key information and to summarise the main ideas in a text.</p> <p>To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.</p> <p>To compare characters, settings and themes within a text and across more than one text.</p>

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Poetry Performance and Non-Fiction

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
In independent reading and challenging texts shared at whole class level, the child is able to:							
<p>To understand that print has meaning.</p> <p>To understand that print can have different purposes.</p>	<p>Offer explanations of why things might happen</p> <p>making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>	<p>To recite simple poems by heart.</p>	<p>To 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> <p>To recognise that non-fiction books are often structured in different ways.</p>	<p>To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</p> <p>To begin to use appropriate intonation and volume when reading aloud.</p> <p>To retrieve and record information from non-fiction texts.</p>	<p>To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).</p> <p>To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.</p> <p>To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.</p> <p>To use dictionaries to check the meaning of words that they have read.</p>	<p>To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.</p> <p>To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts</p>	<p>To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect</p> <p>To retrieve, record and present information from non-fiction texts.</p> <p>To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).</p>