



# Reading Progression at Harry Hotspur CE Primary School



## ENGLISH

### National Curriculum Expectations

#### Purpose of Study

English has a pre-eminent place in education and in society. A high-quality education in English will teach 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 reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also 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; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised

#### Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate



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| <p><b>Reading at St Michael's CE Primary School</b></p> <p>Our Reading provision aims to equip pupils with the skills and knowledge necessary to read fluently and confidently while developing a lifelong love of reading that allows pupils to draw on knowledge of the world around them. Pupils show resilience in engaging with ever more challenging texts and taking more responsibility for managing their independent reading as they move through school. Children are encouraged to have respect for a range of genres, authors and periods of literature.</p> | <p style="text-align: center;"><b>Big Ideas</b></p> <p><b>Word reading</b> – systematic phonics, learning GPC, developing skill of blending, sharing high quality texts, developing fluency</p> <p><b>Comprehension</b> – drawing on linguistic knowledge and on knowledge of the world, read widely across a range of genres, develop a love of reading, increase pupils' vocabulary, develop reading for pleasure</p> <p><b>Making strong curriculum links</b> – All pupils 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.</p> | <p style="font-size: 1.2em; font-style: italic;">‘When I read great literature, great drama, speeches, or sermons, I feel that the human mind has not achieved anything greater than the ability to share feelings and thoughts through language.’</p> <p style="text-align: right;">James Earl Jones (Actor)</p>   |  |
| <p><i>Links with other subjects</i></p> <ul style="list-style-type: none"> <li>High quality texts linked to cross curricular learning</li> <li>Vocabulary</li> <li>Reasoning and inference skills linked to subjects</li> <li>Non-fiction writing</li> </ul>  | <p><i>Pedagogy</i></p> <ul style="list-style-type: none"> <li>Low stakes quizzing</li> <li>Specific teaching of reading skills (VIPERS) Varied teaching and learning activities</li> <li>Regular low stakes quizzes using Accelerated Reader programme to support comprehension</li> <li>Thoughtful sequencing of content</li> <li>Specific teaching of vocabulary</li> </ul>   | <p><i>Progress</i></p> <p>Regular assessments carried out by RWI Leader to ensure gaps are filled</p> <p>Regular formative assessment and assessment for learning ensures gaps are filled</p> <p>Progress and attainment within Accelerated Reader is recorded and shared with staff.</p> <p>Opportunity for revisiting content or apply learning to a wide of genres and audiences</p> | <p><i>Links with other subjects</i></p> <ul style="list-style-type: none"> <li>High quality texts linked to cross curricular learning</li> <li>Vocabulary</li> <li>Reasoning and inference skills linked to subjects</li> <li>Non-fiction writing</li> </ul> |

|                                  |  |  |                              |
|----------------------------------|--|--|------------------------------|
| <i>Links with other subjects</i> | <i>Pedagogy</i><br>Varied teaching and learning activities | <i>Progress</i><br>Regular assessments carried out by RWI Leader to ensure gaps are filled | <i>Support</i><br>For staff: |
|----------------------------------|--|--|------------------------------|



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|   |  |   |  |
|---|--|---|--|
| <p>High quality texts linked to cross curricular learning</p> <ul style="list-style-type: none"><li>• Vocabulary</li><li>• Reasoning and inference skills linked to subjects</li><li>• Non- fiction writing</li></ul> | <ul style="list-style-type: none"><li>• Regular low stakes quizzes around vocabulary and spelling patterns.</li><li>• Thoughtful sequencing of content</li><li>• Specific teaching of vocabulary</li></ul> | <p>Regular formative assessment and assessment for learning ensures gaps are filled</p> <p>Progress and attainment within Accelerated Reader is recorded and shared with staff.</p> <p>Opportunity for revisiting content or apply learning to a wide of genres and audiences</p> | <ul style="list-style-type: none"><li>• National Curriculum</li><li>• Subject associations –</li><li>• <a href="#">RWinc</a></li><li>• <a href="#">Power of Reading</a> text and planning suggestions</li><li>• <a href="#">Literacy Shed+</a></li></ul> <p>For Pupils:</p> <ul style="list-style-type: none"><li>• Spelling Frame</li></ul> |
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

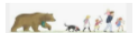




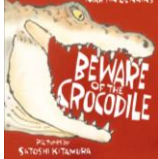
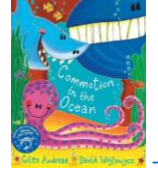

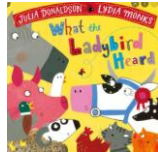



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Long term plan over a 2-year cycle:

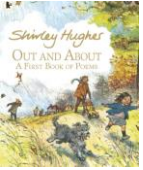
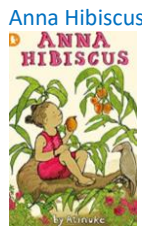
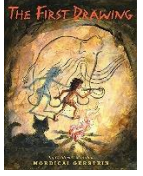
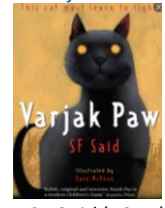
September 2024 and then September 2026

|                                       |   | Aut 1  | Aut 2  | Spr 1  | Spr 2   | Sum 1  | Sum 2 |  |  |  |  |   |  |
|---------------------------------------|---|--|--|--|---|--|-------|--|--|--|--|---|--|
| COEL                                  |   | I have my own ideas like Little Bear in <b>Whatever Next.</b><br>   |  | I choose different ways to do things like Gerald in <b>Giraffes can't Dance.</b><br>          |   | I like to explore like the family in <b>We're going on a Bear Hunt.</b><br>   |       | I like to pretend and play like <b>Elmer.</b><br> |  | I try new things like <b>The Very Hungry Caterpillar.</b><br> |  | I am proud of my achievements like <b>Zog.</b><br> |  |
| Characteristics of Effective Learning |   |  |  |  |   |  |       |  |  |  |  |   |  |
| 2 Year-olds and Nursery               |   |  |  |  |   |  |       |  |  |  |  |   |  |
| Reception                             | <b>Contemporary Fiction (picture book)</b><br><b>We're all wonders</b><br><br>– RJ Palacio (Hist/Art)<br><b>Character descriptions</b> | <b>Non-Fiction</b><br><b>Beware of the Crocodile –</b><br><br>Martin Jenkins (Sci)<br><b>Info booklet</b> | <b>Rhyme</b><br><b>Commotion in the Ocean</b><br><br>Giles Andrae (Geog/Art)<br><b>Descriptions</b> | <b>Picture Book</b><br><b>Stanley's Stick</b><br><br>Johns Hegley (DT)<br><b>Instructions</b> | <b>Picture book with rhyme</b><br><b>What the ladybird heard</b><br><br>Julia Donaldson<br><b>Rhymes</b> | <b>Traditional Tale</b><br><b>The Gigantic Turnip</b><br><br>– Alexsei Tolstoy (PSHE)<br><b>Care labels and signage</b> |       |  |  |  |  |   |  |



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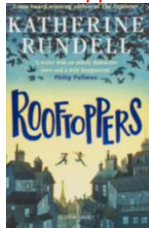
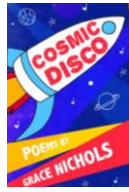



|             |  |  |  |  |  |   |
|-------------|--|--|--|--|--|---|
| <p>KS1</p>  | <p><b>Poetry</b><br/> <b>Out and about –</b><br/> <br/>           Shirley Hughes<br/> <b>Autumn Poetry</b><br/> <b>Where do I live?</b><br/> <b>Brochure/pamphlet</b></p> | <p><b>Non-fiction</b><br/> <b>Winter Sleep –</b><br/> <b>A hibernation story</b><br/> <br/>           – Sean Taylor<br/>           (Sci) –<br/> <b>Explanation writing</b><br/> <b>Non-chronological report -</b><br/> <b>Remembrance</b></p> | <p><b>Traditional Tale</b><br/> <b>Rapunzel –</b><br/> <br/>           Bethan Woolvin<br/>           (PSHE)<br/> <b>Character description</b><br/> <b>Diary –retelling in role</b><br/> <b>Poetry</b></p> | <p><b>Illustrated Novel</b><br/> <b>Anna Hibiscus</b><br/> <br/>           – Atinuke (Geog)<br/> <b>Personal recount</b><br/> <b>Diary –</b><br/> <b>Christopher Columbus</b></p>                | <p><b>Picture book</b><br/> <b>How to find gold</b><br/> <br/>           – Viviane Schwarz<br/>           (Sci/comp)<br/> <b>Character description</b><br/> <b>Instructions</b><br/> <b>1<sup>st</sup> person recount</b><br/> <b>Summer Poetry</b></p> | <p><b>Non-fiction</b><br/> <b>Hummingbird</b><br/> <br/>           – Nicola Davies<br/>           (Art)<br/> <b>Information Text</b><br/> <b>Poetry</b></p>  |
| <p>LKS2</p> | <p><b>Non-fiction</b><br/> <b>The First Drawing</b><br/> <br/>           –Mordcai Gerstein<br/> <b>Report – Stone Age art</b><br/> <b>Character description</b></p>      | <p><b>Poetry</b><br/> <b>Jelly boots smelly boots</b><br/> <br/>           Michael Rosen<br/> <b>Poetry</b><br/> <b>Information booklet – a guide to Northumberland</b></p>  | <p><b>Novel</b><br/> <b>Varjak Paw</b><br/> <br/>           – SF Said (PSHE)<br/> <b>Newspaper report</b><br/> <b>A letter from Hadrian’s Wall – writing in role</b></p>                                 | <p><b>Graphic Novel</b><br/> <b>Mouse, bird, snake, wolf</b><br/> <br/>           – David Almond<br/> <b>Play script of new scene</b><br/> <b>Explanation –</b><br/> <b>Science (sound)</b></p> | <p><b>Picture book</b><br/> <b>Flotsam –</b><br/> <br/>           David Wiesner<br/> <b>Persuasive writing</b><br/> <b>Scientific descriptions</b></p>   | <p><b>Contemporary novel</b><br/> <b>The Night Bus Hero</b><br/> <br/>           – Onjali Q. Rauf<br/> <b>Letter – in role</b><br/> <b>comic strip</b></p> |



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|      | Diary  |  |   |  |   |  |
|------|--|--|---|--|---|--|
| UKS2 | <b>Adventure</b><br><b>Darwin's Dragons</b><br><br>-Lindsay Galvin<br><br><b>Setting description</b><br><br><b>1<sup>st</sup> person narrative</b><br><br><b>persuasive letter – link to Jorvik visit</b> | <b>Fantasy</b><br><b>Nevermoor</b><br><br>-Jessica Townsend<br><br><b>acrostic poem</b><br><br><b>informal letter sequel/synopsis</b><br><b>formal letter – deforestation (Geography)</b> | <b>Novel</b><br><b>Rooftoppers</b><br><br>– Katherine Rundell<br><br><b>Newspaper Report</b><br><br><b>Non-chronological report – Roman legacy</b> | <b>Picture Book</b><br><b>The Journey –</b><br><br>Francesca Sanna (Geog)<br><br><b>Writing in Role – diary</b><br><br><b>Free verse poems</b> | <b>Poetry Collection</b><br><b>Cosmic Disco –</b><br><br>-Grace Nichols<br><br><b>Poetry</b><br><br><b>biography linked to history (diversity)</b> | <b>Fiction – adventure</b><br><b>The Last Bear</b><br><br>-Hannah Gold<br><br><b>1<sup>st</sup> person narrative</b><br><br><b>Formal letter – climate change</b> |

CLPE <https://clpe.org.uk/>

Literacy Shed + <https://www.literacyshedplus.com/>

One text suggested per half term – will often need supplementing.

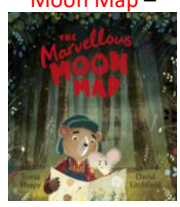
A reading for pleasure text may also be used in addition



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September 2023 and then 2025

|  | Aut 1  | Aut 2  | Spr 1   | Spr 2   | Sum 1  | Sum 2  |
|--|--|--|---|---|--|--|
| <p>COEL</p> <p>Characteristics of Effective Learning 2 Year-olds and Nursery</p> | <p>I have my own ideas like Little Bear in <b>Whatever Next</b>.</p>    | <p>I choose different ways to do things like Gerald in <b>Giraffes can't Dance</b>.</p>   | <p>I like to explore like the family in <b>We're going on a Bear Hunt</b>.</p>   | <p>I like to pretend and play like <b>Elmer</b>.</p>   | <p>I try new things like <b>The Very Hungry Caterpillar</b>.</p>                                        | <p>I am proud of my achievements like <b>Zog</b>.</p>   |
| Reception  | <p><b>Picture Book</b><br/><b>Owl Babies</b></p>  <p>- Martin Wadell (Hist)<br/><b>Letters / notes</b></p>              | <p><b>Contemporary Fiction</b><br/><b>The Marvellous Moon Map</b> –</p>  <p>Teresa Heapy (PSHE)<br/><b>Instructions</b></p>                   | <p><b>Traditional Tale</b><br/>No dinner! The story of the old woman and the pumpkin</p>  <p>– Jessica Souhami (PSHE)<br/><b>Retelling story</b></p> | <p><b>Poetry</b><br/>A great big cuddle –</p>  <p>Michael Rosen (Art)<br/><b>Poetry</b></p>     | <p><b>Non-fiction</b><br/><b>Yucky Worms</b> –</p>  <p>Vivian French (Geog)<br/><b>Info booklet</b></p> | <p><b>Picture book</b><br/><b>Bedtime for monsters</b> –</p>  <p>Ed Vere (Art)<br/><b>Monster story</b></p> |
| KS1  | <p><b>Picture book</b><br/><b>Beegu</b></p> <p>– Alexis Deacon</p>  <p><b>Letter</b><br/><b>non-chronological</b></p> | <p><b>Poetry</b><br/>Poems to perform</p> <p><b>JULIA DONALDSON</b><br/>POEMS &amp; PERFORM</p>  <p>– Julia Donaldson<br/><b>Poetry</b></p> | <p><b>Extended Picture book</b><br/><b>The Lonely Beast</b></p>  <p>– Chris Judge (Geog)<br/><b>News report</b></p>                                | <p><b>Non-fiction</b><br/><b>Moth</b></p>  <p>Isabel Thomas (Sci)<br/><b>Instructions</b></p> | <p><b>Novel</b><br/><b>The Queen's Nose</b></p>  <p>Dick King-Smith<br/><b>Sequel</b></p>             | <p><b>Non-fiction – History</b><br/>Harry Hotspur</p>  |





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|------|---|--|--|---|--|--|
|      | report – Great Fire of London   | A guide to Newcastle   | Character description  | non-fiction report - moths  | Tourist brochure - Australia   | Character description<br>Instructions – how to be a knight   |
| LKS2 | <p><b>Non-fiction picture book</b></p> <p><b>The Rhythm of the Rain</b></p>  <p>-<b>Graham Baker-Smith</b></p> <p><b>Explanation</b><br/><b>Writing in role</b></p> <p><b>Poetry</b><br/><b>Werewolf club rules</b></p>  <p>-<b>Joseph Coelho</b><br/>(PSHE)<br/><b>Poetry</b></p> | <p><b>Fantasy Story</b><br/><b>The nothing to see here hotel</b></p>  <p>-<b>Steven Butler</b></p> <p><b>Newspaper Article</b></p> <p><b>Suspense chapter</b></p> | <p><b>Adventure Story</b><br/><b>The miraculous Journey of Edward Tulane</b></p>  <p>-<b>Kate DiCamillo</b><br/>(Geog)<br/><b>Character Descriptions</b></p> <p>Non-chronological report – Greek life</p> | <p><b>Illustrated novel</b><br/><b>The Wild Robot</b></p>  <p>-<b>Peter Brown</b><br/>(Sci/PSHE)</p> <p><b>Diary entry</b><br/><b>Survivor manual</b></p> | <p><b>Traditional Tale</b><br/><b>The Lost Happy Endings</b></p>  <p>-<b>Carol Ann Duffy</b><br/>Persuasive letter</p> <p>Non-chronological report - RE</p> | <p><b>Origin Tale</b><br/><b>How the Stars came to be –</b></p>  <p><b>Poonam Mistry</b><br/>(Sci) <b>Information text</b></p> <p><b>Poetry</b><br/><b>Werewolf club rules</b></p>  <p>-<b>Joseph Coelho</b><br/>(PSHE)<br/><b>Poetry</b></p> |
| UKS2 | <p><b>Poetry Collection</b><br/><b>Dark Sky Park –</b></p>  | <p><b>Fantasy</b><br/><b>Brightstorm –</b></p>   | <p><b>Picture book</b><br/><b>Shackleton's Journey –</b></p>   | <p><b>Non-fiction</b><br/><b>Hero Twins</b></p>   | <p><b>Historical Fiction</b><br/><b>War Horse –</b></p>  | <p><b>Contemporary Novel –fantasy</b></p>  |





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|  <p>Philip Gross<br/>(Sci)<br/>Poetry</p> <p>Biography of Charles Darwin</p> <p>instructions linked to ancient Egyptian religious practices.<br/>(film unit)</p> |  <p>Vashti Hardy<br/>(Art)<br/>Diary writing</p> |  <p>William Grill<br/>(Geog)<br/>Newspaper report</p> |  <p>Against the Lord of Death – Dan Jolley (Hist)</p> |  <p>Michael Morpurgo<br/>(Hist)<br/>Persuasive pamphlet</p> <p>Report- Dickin Medal</p> |  <p>-Catherine Bruton</p> <p>Diary</p> <p>Balanced Argument</p> |
|---|---|--|---|--|--|



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### PROGRESSION

#### Development Matters

##### Birth to Three:

Enjoy songs and rhymes, tuning in and paying attention.

- Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.
- Say some of the words in songs and rhymes.
- Copy finger movements and other gestures.
- Sing songs and say rhymes independently, for example, singing whilst playing.
- Enjoy sharing books with an adult.
- Pay attention and respond to the pictures or the words.
- Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.
- Repeat words and phrases from familiar stories.
- Ask questions about the book. Makes comments and shares their own ideas.
- Develop play around favourite stories using props.
- Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.

##### Three and Four year olds:

- Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing
- Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother
- Engage in extended conversations about stories, learning new vocabulary.



## Reading Progression at Harry Hotspur CE Primary School



### Reading EYFS ELG

#### Literacy

#### ELG: Comprehension

**Children at the expected level of development will:** - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

#### ELG: Word Reading

Children at the expected level of development will: - 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.

### Reading Year 1

#### National Curriculum statutory requirements:

#### Word Reading:

Pupils should be taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading.

#### Comprehension:

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
  - being encouraged to link what they read or hear read 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
  - learning to appreciate rhymes and poems, and to recite some by heart
  - discussing word meanings, linking new meanings to those already known
- understand both the books they can already read accurately and fluently and those they listen to by:
  - drawing on what they already know or on background information and vocabulary provided by the teacher



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- 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 what is read to them.

### Year 2

#### National Curriculum statutory requirements:

##### Word Reading:

Pupils should be taught to:

- continue to apply phonic knowledge and skills as the route to decode words until
- automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as
- above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between
- spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when
- they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out
- unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading.

##### Comprehension:

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - listening to, discussing and expressing 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
  - discussing the sequence of events in books and how items of information are related
  - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
  - being introduced to non-fiction books that are structured in different ways
  - recognising simple recurring literary language in stories and poetry
  - discussing and clarifying the meanings of words, linking new meanings to known vocabulary
  - discussing their favourite words and phrases
  - continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
  - drawing on what they already know or on background information and vocabulary provided by the teacher



## Reading Progression at Harry Hotspur CE Primary School



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|-------------------------|--|
|                         | <ul style="list-style-type: none"><li>• checking that the text makes sense to them as they read and correcting inaccurate reading</li><li>• making inferences on the basis of what is being said and done</li><li>• answering and asking questions</li><li>• predicting what might happen on the basis of what has been read so far</li><li>• 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</li><li>• explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li></ul>  |
| <b>Year 3<br/>and 4</b> | <p><b>National Curriculum statutory requirements:</b></p> <p><b>Word Reading:</b></p> <p>Pupils should be taught to</p> <ul style="list-style-type: none"><li>• apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</li><li>• read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li></ul> <p>Reading Comprehension:</p> <ul style="list-style-type: none"><li>• Pupils should be taught to:</li><li>• <b>develop positive attitudes to reading and understanding of what they read by:</b><ul style="list-style-type: none"><li>• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li><li>• reading books that are structured in different ways and reading for a range of purposes</li><li>• using dictionaries to check the meaning of words that they have read</li><li>• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li><li>• identifying themes and conventions in a wide range of books</li><li>• preparing poems and play scripts to read aloud and to perform, showing</li><li>• understanding through intonation, tone, volume and action</li><li>• discussing words and phrases that capture the reader's interest and imagination</li><li>• recognising some different forms of poetry [for example, free verse, narrative poetry]</li></ul></li><li>• <b>understand what they read, in books they can read independently, by:</b><ul style="list-style-type: none"><li>• checking that the text makes sense to them, discussing their understanding and</li><li>• explaining the meaning of words in context</li><li>• asking questions to improve their understanding of a text</li><li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li></ul></li><li>• predicting what might happen from details stated and implied</li><li>• identifying main ideas drawn from more than one paragraph and summarising these</li><li>• identifying how language, structure, and presentation contribute to meaning</li><li>• retrieve and record information from non-fiction</li><li>• 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</li></ul> |



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|                         |   |
| <b>Year 5<br/>and 6</b> | <p><b>National Curriculum Statutory Requirements</b></p> <p><b>Word Reading</b><br/>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>• apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</li></ul> <p><b>Comprehension</b><br/>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>• <b>maintain positive attitudes to reading and understanding of what they read by:</b><ul style="list-style-type: none"><li>• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li><li>• reading books that are structured in different ways and reading for a range of purposes</li><li>• 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 cultures and traditions English – key stages 1 and 2 34 Statutory requirements</li><li>• recommending books that they have read to their peers, giving reasons for their choices</li><li>• identifying and discussing themes and conventions in and across a wide range of writing</li><li>• making comparisons within and across books</li><li>• learning a wider range of poetry by heart</li><li>• 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</li></ul></li><li>• <b>understand what they read by:</b><ul style="list-style-type: none"><li>• checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li><li>• asking questions to improve their understanding</li><li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li><li>• predicting what might happen from details stated and implied</li><li>• summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li><li>• identifying how language, structure and presentation contribute to meaning</li><li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li><li>• distinguish between statements of fact and opinion</li><li>• retrieve, record and present information from non-fiction</li><li>• 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.</li><li>• 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</li></ul></li></ul> |





- provide reasoned justifications for their views.

## Progression of Reading Skills (VIPERS)

|                   | EYFS   | Year 1   | Year 2   | Year 3  | Year 4  | Year 5   | Year 6   |
|-------------------|--|--|--|---|---|--|--|
| <b>Vocabulary</b> | <ul style="list-style-type: none"> <li>• Children build up a vocabulary that reflects their experiences.</li> <li>• Children use talking about books to clarify their thinking and ideas.</li> </ul> | <ul style="list-style-type: none"> <li>• discussing word meanings, linking new meanings to those already known</li> <li>• draw upon knowledge of vocabulary in order to understand the text</li> <li>• join in with predictable phrases</li> <li>• use vocabulary given by the teacher</li> <li>• discuss his/her favourite words and phrases</li> </ul> | <ul style="list-style-type: none"> <li>• discussing and clarifying the meanings of words; link new meanings to known vocabulary</li> <li>• discussing their favourite words and phrases</li> <li>• recognise some recurring language in stories and poems</li> </ul> | <ul style="list-style-type: none"> <li>• use dictionaries to check the meaning of words that they have read</li> <li>• discuss words that capture the readers interest or imagination</li> <li>• identify how language choices help build meaning</li> <li>• find the meaning of new words using substitution within a sentence.</li> </ul> | <ul style="list-style-type: none"> <li>• using dictionaries to check the meaning of words that they have read</li> <li>• use a thesaurus to find synonyms</li> <li>• discuss why words have been chosen and the effect these have on the reader</li> <li>• explain how words can capture the interest of the reader</li> <li>• discuss new and unusual vocabulary and clarify the meaning of these</li> <li>• find the meaning of new words using the context of the sentence.</li> </ul> | <ul style="list-style-type: none"> <li>• explore the meaning of words in context, confidently using a dictionary</li> <li>• discuss how the author's choice of language impacts the reader</li> <li>• evaluate the authors use of language</li> <li>• investigate alternative word choices that could be made</li> <li>• begin to look at the use of figurative language</li> <li>• use a thesaurus to find synonyms for a larger variety of words</li> <li>• re-write passages using alternative word choices</li> <li>• read around the word' and *explore its meaning in the</li> </ul> | <ul style="list-style-type: none"> <li>• evaluate how the authors' use of language impacts upon the reader</li> <li>• find examples of figurative language and how this impacts the reader and contributes to meaning or mood.</li> <li>• discuss how presentation and structure contribute to meaning.</li> <li>• explore the meaning of words in context by 'reading around the word' and independently explore its meaning in the broader context of a section or paragraph.</li> </ul> |



## Reading Progression at Harry Hotspur CE Primary School



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|------------------|--|--|---|---|---|--|--|
|                  |  |  |   |   |   | broader context of a section or paragraph.   |  |
| <b>Inference</b> | Children infer characters' feelings using pictures and own experiences to talk about them. | <ul style="list-style-type: none"> <li>• children make basic inferences about characters' feelings by using what they say as evidence.</li> <li>• infer basic points with direct reference to the pictures and words in the text</li> <li>• discuss the significance of the title and events</li> <li>• demonstrate simple inference from the text based on what is said and done</li> </ul> | <ul style="list-style-type: none"> <li>• make inferences about characters' feelings using what they say and do.</li> <li>• infer basic points and begin, with support, to pick up on subtler references.</li> <li>• answering and asking questions and modifying answers as the story progresses</li> <li>• use pictures or words to make inferences</li> </ul> | children can infer characters' feelings, thoughts and motives from their stated actions. <ul style="list-style-type: none"> <li>• justify inferences by referencing a specific point in the text.</li> <li>• ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</li> <li>• make inferences about actions or events</li> </ul> | ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because questions) <ul style="list-style-type: none"> <li>• infer characters' feelings, thoughts and motives from their stated actions.</li> <li>• consolidate the skill of justifying them using a specific reference point in the text</li> <li>• use more than one piece of evidence to justify their answer</li> </ul> | <ul style="list-style-type: none"> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>• make inferences about actions, feelings, events or states</li> <li>• use figurative language to infer meaning</li> <li>• give one or two pieces of evidence to support the point they are making.</li> <li>• begin to draw evidence from</li> </ul> | <ul style="list-style-type: none"> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>• discuss how characters change and develop through texts by drawing inferences based on indirect clues.</li> <li>• make inferences about events, feelings, states backing these up with evidence.</li> <li>• infer characters' feelings, thoughts and motives, giving</li> </ul> |



## Reading Progression at Harry Hotspur CE Primary School



|                   |   |  |   |   |   |  |   |
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|                   |   |  |   |   |   | more than one place across a text.   | more than one piece of evidence to support each point made. They can draw evidence from different places across the text  |
| <b>Prediction</b> | <ul style="list-style-type: none"> <li>make suggestions about what might happen next or how the story might end based on pictures from the story, and talk to others about this.</li> </ul> | <ul style="list-style-type: none"> <li>predicting what might happen on the basis of what has been read so far in terms of story, character and plot               <ul style="list-style-type: none"> <li>make simple predictions based on the story and on their own life experience.</li> <li>begin to explain these ideas verbally or through pictures.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>predicting what might happen on the basis of what has been read in terms of plot, character and language so far               <ul style="list-style-type: none"> <li>make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>justify predictions using evidence from the text.               <ul style="list-style-type: none"> <li>use relevant prior knowledge to make predictions and justify them.</li> <li>use details from the text to form further predictions.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>justify predictions using evidence from the text.               <ul style="list-style-type: none"> <li>use relevant prior knowledge as well as details from the text to form predictions and to justify them.</li> <li>monitor these predictions and compare them with the text as they read on</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>predicting what might happen from details stated and implied               <ul style="list-style-type: none"> <li>support predictions with relevant evidence from the text.</li> <li>confirm and modify predictions as they read on.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>predicting what might happen from details stated and implied               <ul style="list-style-type: none"> <li>support predictions by using relevant evidence from the text</li> <li>confirm and modify predictions in light of new information.</li> </ul> </li> </ul> |
| <b>Explaining</b> |   | <ul style="list-style-type: none"> <li>give my opinion including likes and dislikes (not NC objective).</li> <li>link what they read or hear to their own experiences</li> <li>explain clearly my understanding of</li> </ul>  | <ul style="list-style-type: none"> <li>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li> </ul>  | <ul style="list-style-type: none"> <li>discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books</li> <li>identifying how language, structure, and presentation</li> </ul>   | <ul style="list-style-type: none"> <li>discussing words and phrases that capture the reader's interest and imagination</li> <li>identifying how language, structure, and presentation</li> </ul>  | <ul style="list-style-type: none"> <li>provide increasingly reasoned justification for my views</li> <li>recommend books for peers in detail</li> </ul>  | <ul style="list-style-type: none"> <li>provide increasingly reasoned justification for my views</li> <li>recommend books for peers in detail</li> </ul>   |



## Reading Progression at Harry Hotspur CE Primary School



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|  |  | <p>what has been read to them</p> <ul style="list-style-type: none"> <li>• express views about events or characters</li> </ul> | <ul style="list-style-type: none"> <li>• express my own views about a book or poem</li> <li>• discuss some similarities between books</li> <li>• listen to the opinion of others</li> </ul> | <p>contribute to meaning of both fiction and non-fiction texts</p> <ul style="list-style-type: none"> <li>• recognise authorial choices and the purpose of these</li> </ul> | <p>contribute to meaning</p> <ul style="list-style-type: none"> <li>• recognise authorial choices and the purpose of these</li> </ul> | <ul style="list-style-type: none"> <li>• give reasons for authorial choices</li> <li>• begin to challenge points of view</li> <li>• begin to distinguish between fact and opinion</li> <li>• identifying how language, structure and presentation contribute to meaning</li> <li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• explain and discuss their understanding of what they have read, including through formal presentations and debates.</li> </ul> | <ul style="list-style-type: none"> <li>• give reasons for authorial choices</li> <li>• begin to challenge points of view</li> <li>• begin to distinguish between fact and opinion</li> <li>• identifying how language, structure and presentation contribute to meaning</li> <li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• explain and discuss their understanding of what they have read, including through formal presentations and debates.</li> <li>• distinguish between fact, opinion and bias explaining how they know this.</li> </ul> |
|--|--|--|---|---|---|---|--|



## Reading Progression at Harry Hotspur CE Primary School



|                                    |   |  |  |  |  |  |  |
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| <b>Retrieval</b>                   | <ul style="list-style-type: none"> <li>Children answer simple recall questions verbally about known stories and can retell simple past events.</li> <li>Children answer simple recall questions verbally about stories they can follow without pictures and prompts.</li> </ul> | <ul style="list-style-type: none"> <li>answer a question about what has just happened in a story.</li> <li>develop their knowledge of retrieval through images.</li> <li>recognize characters, events, titles and information.</li> <li>recognize differences between fiction and non-fiction texts.</li> <li>retrieve information by finding a few key words.</li> <li>Contribute ideas and thoughts in discussion</li> </ul> | <ul style="list-style-type: none"> <li>independently read and answer simple questions about what they have just read.</li> <li>asking and answering retrieval questions</li> <li>draw on previously taught knowledge</li> <li>remember significant event and key information about the text that they have read</li> <li>Monitor their reading, checking words that they have decoded, to ensure that they fit within the text they have already read</li> </ul> | <ul style="list-style-type: none"> <li>use contents page and subheadings to locate information</li> <li>learn the skill of 'skim and scan' to retrieve details.</li> <li>begin to use quotations from the text.</li> <li>retrieve and record information from a fiction text.</li> <li>retrieve information from a non-fiction text</li> </ul> | <ul style="list-style-type: none"> <li>confidently skim and scan texts to record details</li> <li>using relevant quotes to support their answers to questions.</li> <li>retrieve and record information from a fiction or non-fiction text.</li> </ul> | <ul style="list-style-type: none"> <li>confidently skim and scan, and also use the skill of reading before and after to retrieve information.</li> <li>use evidence from across larger sections of text</li> <li>read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts.</li> <li>retrieve, record and present information from non-fiction texts.</li> <li>ask my own questions and follow a line of enquiry.</li> </ul> | <ul style="list-style-type: none"> <li>Children confidently skim and scan, and also use the skill of reading before and after to retrieve information.</li> <li>*They use evidence from across whole chapters or texts</li> <li>Read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts.</li> <li>Retrieve, record and present information from a wide variety of non-fiction texts.</li> <li>Ask my own questions and follow a line of enquiry.</li> </ul> |
| <b>Sequencing/<br/>Summarising</b> | <ul style="list-style-type: none"> <li>Children recall and order some key events from the text.</li> <li>They use a narrative or story line in their play.</li> </ul>   | <ul style="list-style-type: none"> <li>retell familiar stories orally e.g fairy stories and traditional tales</li> <li>sequence the events of a story they are familiar with</li> <li>begin to discuss how events are linked</li> </ul>  | <ul style="list-style-type: none"> <li>discuss the sequence of events in books and how items of information are related.</li> <li>retell using a wider variety of story language.</li> <li>order events from the text.</li> </ul>  | <ul style="list-style-type: none"> <li>identifying main ideas drawn from a key paragraph or page and summarising these</li> <li>begin to distinguish between the important and less important information in a text.</li> </ul>  | <ul style="list-style-type: none"> <li>use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information.</li> <li>identifying main ideas drawn from more than one paragraph.</li> </ul>    | <ul style="list-style-type: none"> <li>summarising the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas.</li> <li>make connections between</li> </ul>   | <ul style="list-style-type: none"> <li>summarise information from across a text and link information by analysing and evaluating ideas between sections of the text.</li> <li>summarising the main ideas drawn from more than one paragraph,</li> </ul>  |



## Reading Progression at Harry Hotspur CE Primary School



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|  |  |  | <ul style="list-style-type: none"> <li>begin to discuss how events are linked focusing on the main content of the story.</li> </ul> | <ul style="list-style-type: none"> <li>give a brief verbal summary of a story.</li> <li>teachers begin to model how to record summary writing.</li> <li>identify themes from a wide range of books</li> <li>make simple notes from one source of writing</li> </ul> | <ul style="list-style-type: none"> <li>identify themes from a wide range of books</li> <li>summarise whole paragraphs, chapters or texts</li> <li>highlight key information and record it in bullet points, diagrams, maps etc</li> </ul> | <p>information across the text and include this in an answer.</p> <ul style="list-style-type: none"> <li>discuss the themes or conventions from a chapter or text</li> <li>identify themes across a wide range of writing</li> </ul> | <p>identifying key details to support the main ideas</p> <ul style="list-style-type: none"> <li>make comparisons across different books.</li> <li>summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs.</li> </ul> |
|--|--|--|---|---|---|--|--|

### Promoting SMSC and British Values in English

| Spiritual  | Moral  | Social   | Cultural  |
|--|--|--|---|
| <ul style="list-style-type: none"> <li>Awe and Wonder – continuing to plan exciting opportunities to give children the chance to discuss, celebrate and share work with others.</li> <li>Self and Peer-Assessment. Pupil Choice – freedom to choose how they want to present published work, planning and drafting in ways they chose and that they feel works best for them.</li> <li>Cross Curricular writing – Science/Geography/etc led topics.</li> <li>Stimulating learning environments.</li> </ul> | <ul style="list-style-type: none"> <li>Use of drama/role play when discussing different scenarios – this can be used across the curriculum.</li> <li>stories to discuss and debate moral issues. Value of the Week assemblies.</li> <li>Discussions about cause and effect in fictional scenarios.</li> <li>Discussions about what characters could do and what they should do, allowing children to draw on real-life experiences.</li> <li>Discussion LOs in each year group, encouraging children to</li> </ul> | <ul style="list-style-type: none"> <li>Inviting other year groups to Topic Outcomes. Debating and writing about different social, religious and economic backgrounds using non-fiction texts.</li> <li>Discussion about conflicts arising in fiction books.</li> </ul> | <ul style="list-style-type: none"> <li>Weekly Spelling Lessons: exploring and investigating origins of words, grammar.</li> <li>Texts are chosen are carefully selected so as not to reinforce stereotypes and to actively challenge preconceptions.</li> </ul> |





## Reading Progression at Harry Hotspur CE Primary School



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| <ul style="list-style-type: none"> <li>• Current Affairs – many classes watch Newsround in the afternoon and then use this to spark debates.</li> <li>• Wide range of characters and scenarios in books encourage children to reflect on different beliefs, viewpoints and experiences.</li> <li>• LOs across the year groups encouraging children to think about how characters feel – allows children to reflect on their own experiences.</li> <li>• Discussion of class book.</li> </ul> | <p>investigate and explore their view on moral and ethical issues in the book.</p> |  |  |
|--|--|--|--|

| Democracy  | The Rule of Law  | Individual Liberty   | Respect   | Tolerance of those with different faiths   |
|--|--|--|---|--|
| <ul style="list-style-type: none"> <li>○ Teaching about rules, laws, models of decision making, power and democracy – links to the School Values.</li> <li>○ Group work with mixed groupings, encouraging children to work actively and fairly, supporting their peers. Debates, class votes.</li> </ul> | <ul style="list-style-type: none"> <li>○ Consistently referring to School Rules when teaching.</li> <li>○ Selecting stories and texts to share with the children that promote these values – assemblies, story time.</li> <li>○ Discussing and debating whether a character has done the right thing in a book.</li> </ul> | <ul style="list-style-type: none"> <li>○ Freedom to make their own choices with their learning – choosing how to draft and publish their writing to help them take ownership.</li> <li>○ Empowering children to take chances and risks with their learning.</li> <li>○ Children to work with the teacher when choosing writing targets.</li> </ul> | <ul style="list-style-type: none"> <li>○ Support for each other in lessons when working – whether independently, group or partner work.</li> <li>○ Listen to others as we would like to be listening to and value all opinions.</li> <li>○ Respect for each other in discussions.</li> <li>○ Respect for the views of others in the class.</li> </ul> | <ul style="list-style-type: none"> <li>○ Stories and settings chosen to support lessons which challenge stereotypes and preconceptions</li> <li>○ Discussion of any issues of intolerance in fiction books.</li> </ul> |



## Reading Progression at Harry Hotspur CE Primary School



|   |  |   |  |  |
|---|--|---|--|--|
| <ul style="list-style-type: none"><li>○ Taking turns during discussion and debate lessons.</li><li>○ Ensuring everyone's view is heard in discussion lessons.</li></ul> |  | <ul style="list-style-type: none"><li>○ Choice over book to read.</li></ul> | <ul style="list-style-type: none"><li>○ Discussing characters' opinions and actions.</li></ul> |  |
|---|--|---|--|--|