

Reading Curriculum Progression



Intent

At St. Thomas More's Catholic Primary School, we intend:

- for children to become enthusiastic and motivated readers
- to develop children's confidence in reading a wide variety of genres and text types
- for children to have the skills to decode words in order to be able to read fluently with understanding of what they have read.
- to encourage a love of literature and an enjoyment of reading for pleasure
- to use reading to provoke thought within children.

Implementation

What do we teach? What does this look like?

Our whole curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability, additional needs, to flourish to become the very best version of themselves they can possibly be. We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children.

At St. Thomas More's we have a skills-based approach to reading using reading strategies within regular Guided Reading lessons. (Word Reading, Clarify, Summarise, Select and Retrieve, Respond and Explain, Inference, Language for Effect and Themes and Conventions). In our school, our reading curriculum links closely with our writing curriculum; we use a text-based approach that enables us to create opportunities for reading, discussion and writing within English and reading lessons. In early KS1, there is a greater emphasis on phonics; this is then applied throughout the rest of the school to consolidate what has been learnt. Within daily phonic sessions, children have the opportunity to revisit previous learning, practise and apply new skills in structured but engaging ways.

We encourage reading for pleasure through children having a choice of challenging and enriching texts as well as building in time for children to read independently and as part of a whole class. All children have daily opportunities to read a variety of material in school, including regularly with an adult.

Impact

Regardless of background, ability or additional needs, by the time children leave St. Thomas More's, they will:

- be enthusiastic and motivated readers who are confident and will enjoy reading a wide variety of genres and text types
- have the skills to decode words in order to be able to read fluently with a secure understanding of what they have read
- be inspired by literature and will read for pleasure.

Word Reading

Nursery	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Begins to develop phonological and phonemic awareness <ul style="list-style-type: none"> - Shows awareness of rhyme and alliteration - Recognises rhythm in spoken words, songs, poems and rhymes - Claps or taps the syllables in words during sound play - Hears and says the initial sound in words Recognises familiar words and signs such as own name, advertising logos and screen icons 	<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. Begins to develop phonological and phonemic awareness <ul style="list-style-type: none"> - Continues a rhyming string and identifies alliteration 	<ul style="list-style-type: none"> Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes that have been taught Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught Read common exception words that have been taught, noting unusual correspondences between spelling and sound and where these occur in the word Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other 	<ul style="list-style-type: none"> 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 graphemes taught so far Read words containing common suffixes Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation Read further common exception words, noting unusual correspondences between spelling and sound and 	<ul style="list-style-type: none"> 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 Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<ul style="list-style-type: none"> 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 Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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

	<ul style="list-style-type: none"> - Hears and says the initial sound in words - Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them - Starts to link sounds to letters, naming and sounding the letters of the alphabet - Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee • Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple 	<p>strategies to work out words</p> <ul style="list-style-type: none"> • Re-read books to build up their fluency and confidence in word reading • Read other words of more than one syllable that contain taught GPCs • Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings • Read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) 	<p>where these occur in the word</p> <ul style="list-style-type: none"> • Re-read books to build up their fluency and confidence in word reading • Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered 				
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	<p>phonically decodable words and simple sentences</p> <ul style="list-style-type: none">• Begins to recognise some written names of peers, siblings or "Mummy"/ "Daddy" for example						
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	Comprehension- Clarify						
Nursey	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Fills in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a Listens to and joins in with stories and poems, when reading one-to-one and in small groups 	<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 Use and understand recently introduced vocabulary during discussions about non-fiction Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and 	<ul style="list-style-type: none"> Understand both the books they can already read accurately and fluently, and those they listen to Check that the text makes sense to them as they read and correcting inaccurate reading Develop understanding ... by drawing on what they already know or on background information and vocabulary provided by the teacher Discuss word meanings, linking new meanings to those already known 	<ul style="list-style-type: none"> Understand both the books they can already read accurately and fluently, and those they listen to Draw on what they already know or on background information and vocabulary, provided by the teacher Discuss and clarify the meanings of words, linking new meanings to known vocabulary Check that the text makes sense to them as they read and correct inaccurate reading Use the context/ grammar of the sentence to decipher new or unfamiliar words Identify or provide own synonyms for specific words within the text 	<ul style="list-style-type: none"> Ask questions to improve their understanding of a text Use dictionaries to check the meaning of words that they have read Use a range of known strategies appropriately to establish meaning in books that can be read independently Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context 	<ul style="list-style-type: none"> Ask questions to improve their understanding of a text Use dictionaries to check the meaning of words that they have read Discuss understanding as it develops and explain the meaning of words in context Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context 	<ul style="list-style-type: none"> Ask questions to improve their understanding of a text Check the book makes sense to them by discussing their understanding and exploring the meaning of words in context 	<ul style="list-style-type: none"> Check the book makes sense to them by discussing their understanding and exploring the meaning of words in context Ask questions to improve their understanding of a text

	illustrations to interpret the text						
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	Comprehension- Select and Retrieve						
Nursey	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print) Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps 	<ul style="list-style-type: none"> Knows that information can be retrieved from books, computers and digital devices 	<ul style="list-style-type: none"> Participate in discussion about what is read to them, taking turns and listening to what others say Find key points in a story or some key facts from an information text 	<ul style="list-style-type: none"> Answer questions Ask questions Extract information from the text and discuss orally with reference to the text Understand how to use alphabetically ordered texts to retrieve information 	<ul style="list-style-type: none"> Uses text features to locate information e.g. contents, indices, subheadings Locate and retrieve information using skimming, scanning and text marking Begin to recognise fact and opinion Retrieve and record information from non-fiction Extract information and make notes 	<ul style="list-style-type: none"> Retrieve and record information from non-fiction Recognise and distinguish between fact and opinion 	<ul style="list-style-type: none"> Retrieve, record and present information from non-fiction Skim and scan efficiently for vocabulary, key ideas and facts on both the printed page and screen Distinguish between statements of fact and opinion and understand why this is important to interpreting the text Extract information and make notes using quotations and reference to the text 	<ul style="list-style-type: none"> Retrieve, record and present information from non-fiction Skim and scan efficiently to extract information and make well organised notes of the main ideas using quotation and reference to the text using own words Distinguish between statements of fact and opinion and recognise them in the language used by authors to influence readers

	Comprehension- Respond and Explain						
Nursey	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> • Re-enacts and reinvents stories they have heard in their play • Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc. 	<ul style="list-style-type: none"> • Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what they read or hear read to their own experiences • Ask questions and express opinions about main events and characters in stories • Explain clearly their understanding of what is read to them • Talk about significant features of layout, e.g., enlarged text, bold, italic, etc. 	<ul style="list-style-type: none"> • Participate in discussions 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 	<ul style="list-style-type: none"> • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books and textbooks • Discuss words and phrases that capture the reader's interest and imagination • Begin to use vocabulary from the text to support responses and explanations • Use specific vocabulary and ideas expressed in the text to support own views 	<ul style="list-style-type: none"> • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Discuss words and phrases that capture the reader's interest and imagination 	<ul style="list-style-type: none"> • Recommend books that they have read, giving reasons for their choices • 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 • Provide reasoned justifications for their views • 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 • Identify and explain the author's point of view with reference to the text 	<ul style="list-style-type: none"> • 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 • Provide reasoned justifications for their views • Evaluate how successfully the organisation of a text supports the writer's purpose • 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

	Inference						
Nursey	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Talks about events and principal characters in stories and suggests how the story might end 	<ul style="list-style-type: none"> Anticipate- where appropriate- key events in stories: explain what might happen 	<ul style="list-style-type: none"> Predict what might happen on the basis of what has been read so far Make inferences on the basis of what is being said and done Anticipate- where appropriate- key events in stories: explain what might happen 	<ul style="list-style-type: none"> Predict what might happen on the basis of what has been read so far and their own experience Make inferences on the basis of what is being said and done Make simple inferences about characters' thoughts and feelings and reasons for actions 	<ul style="list-style-type: none"> Predict what might happen from details stated and implied Draw plausible inferences, often supported through reference to the text Draw inferences such as inferring feelings, thoughts and motives of main characters from their actions Justify inferences with evidence 	<ul style="list-style-type: none"> Predict what might happen from details stated and implied Draw sound inferences, supported through reference to the text Draw inferences such as inferring characters' feelings, thoughts and motives of main characters from their actions, and justifying inferences with evidence Infer underlying themes and ideas 	<ul style="list-style-type: none"> Predict what might happen from details stated and implied Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Make links between the authors' use of language and the inferences drawn 	<ul style="list-style-type: none"> Predict what might happen from details stated and implied Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Refer to the text to support predictions and opinions (expanding responses to provide Evidence + Explanation) Begin to see how inferences draw on the connotations of words, their use in context and that they can be cumulative

	Language for Effect						
Nursery	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Repeats and uses actions, words or phrases from familiar stories Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories Begins to be aware of the way stories are structured and to tell own stories Shows interest in illustrations and words in print and digital books and words in the environment Looks at and enjoys print and digital books independently 	<ul style="list-style-type: none"> Recall and discuss stories or information that has been read to them, or they have read themselves Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading Knows that information can be retrieved from books, computers and mobile digital devices 	<ul style="list-style-type: none"> Recognise and join in with predictable phrases Identify how repetitive patterns, words and phrases aid their enjoyment of the text Read aloud their own writing clearly enough to be heard by their peers and the teacher (from writing national curriculum) 	<ul style="list-style-type: none"> Recognise simple recurring literary language in stories and poetry Read aloud what they have written with appropriate intonation to make the meaning clear (Year 2 writing National Curriculum) Discuss favourite words and phrases Identify how vocabulary choice affects meaning 	<ul style="list-style-type: none"> Identify how language, structure and presentation contribute to meaning Discuss the effect of specific language on the reader Identify specific techniques, e.g. simile, alliteration and repetition and say why they interest them Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear (Year 3 /4 writing National Curriculum) 	<ul style="list-style-type: none"> Identify how language, structure, and presentation contribute to meaning Identify specific techniques, e.g. simile, metaphor, repetition and exaggeration; explaining the effect on them as a reader Show understanding through intonation, tone, volume and action when performing poems and playscripts Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear (Yr 4 writing National Curriculum) 	<ul style="list-style-type: none"> Identify how language, structure and presentation contribute to meaning Show understanding through intonation, tone and volume so that meaning is clear to an audience Discuss and evaluate the intended impact of the language used with reference to the text Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear (Yr 5/6 National Curriculum writing) 	<ul style="list-style-type: none"> Identify how language, structure, and presentation contribute to meaning Show understanding through intonation, tone and volume so that meaning is clear to an audience Evaluate how authors use language, including figurative language, considering the impact on the reader Compare and discuss accounts of the same event through different character viewpoints Explore a similar theme or topic written in a different genre Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear (Yr 5/6 National Curriculum writing)

	Themes and conventions						
Nursery	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Has some favourite stories, rhymes, songs, poems or jingles</p> <ul style="list-style-type: none"> Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes Knows that print carries meaning and, in English, is read from left to right and top to bottom Handles books and touch 	<ul style="list-style-type: none"> Engage with story time Learn rhymes, poems and songs Engage in non-fiction books Enjoys an increasing range of print and digital books, both fiction and non-fiction Describes main story settings, events and principal characters in increasing detail 	<ul style="list-style-type: none"> Become very familiar with key stories, fairy stories and traditional tales Begin to appreciate rhymes and poems, and to recite some by heart Discuss the significance of the title and events Understand and use terms such as story, fairy story, rhyme, poem, cover, title, author Become very familiar with key stories, fairy stories and traditional tales, retelling them Understand the difference between fiction and non-fiction Can seek out books around a 	<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 Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales Read non-fiction books that are structured in different ways Make comparisons between books, noting similarities, differences and preferences between e.g. layout, features and setting 	<ul style="list-style-type: none"> Read books that are structured in different ways and show some awareness of the various purposes for reading Identify themes and conventions in a wide range of books e.g. recognising simple links to known texts or personal experience; recognising conventions such as the triumph of good over evil and magical devices in fairy stories/ folk tales Identify and name presentational devices in non-fiction Demonstrate familiarity with a wide range of books, including fairy stories, myths and legends and 	<ul style="list-style-type: none"> Identify themes and conventions in a wide range of books e.g. make RELEVANT links to known texts and personal experience, recognise themes such as bullying, recognise conventions such as the 'power of 3' (3 wishes, 3 characters) Identify how a range of presentational devices guide the reader in non-fiction Identify features that characterise books set in different cultures or historical settings Recognise some different forms of poetry [for example, free verse, narrative poetry] Make links between texts and to the wider world 	<ul style="list-style-type: none"> Identify and discuss themes and conventions in a wide range of writing e.g. 'heroism' or 'loss' Read books that are structured in different ways and read for a range of purposes Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Identify how presentational and organisational choices vary according to the form and purpose of the writing Make simple links between texts, their audience, purpose, time and culture, drawing on a good 	<ul style="list-style-type: none"> Identify and discuss themes and conventions in a wide range of writing e.g. isolation or flashback Read books that are structured in different ways and read for a range of purposes Identify and comment on genre-specific language features used e.g. shades of meaning between similar words Make comparisons within and across books Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Recognise texts that contain features from more than one genre, or

screen technology carefully and the correct way up with growing competence		<p>simple theme or topic</p> <ul style="list-style-type: none">• Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics		<p>retell some of these orally</p> <ul style="list-style-type: none">• Can explore and discuss underlying themes and ideas		<p>knowledge of authors</p> <ul style="list-style-type: none">• Make comparisons within and across books	<p>demonstrate shifts in formality</p> <ul style="list-style-type: none">• Explain and justify how texts relate to audience, purpose, time and culture, and refer to specific aspects of a text that exemplify this
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