

Reading Progression Burton Road

	30 – 50 months 40 – 60 months Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Phonics & Decoding	<p>To continue a rhyming string.</p> <p>To hear and say the initial sound in words.</p> <p>To segment the sounds in simple words and blend them together and know which letter represents some of them.</p> <p>To link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>To use phonic knowledge to decode regular words and read them aloud accurately.</p>	<p>Apply phonic knowledge to decode words.</p> <p>Speedily read all 40+ letters/groups for 40+ phonemes.</p> <p>Read accurately by blending taught GPC.</p> <p>Read common exception words.</p> <p>Read common suffixes (-s, -es, -ing, -ed, etc.)</p> <p>Read multisyllable words containing taught GPCs.</p> <p>Read contractions and understanding use of apostrophe.</p> <p>Read aloud phonically-decodable texts.</p>	<p>Secure phonic decoding until reading is fluent.</p> <p>Read accurately by blending, including alternative sounds for graphemes.</p> <p>Read multisyllable words containing these graphemes.</p> <p>Read common suffixes.</p> <p>Read exception words, noting unusual correspondences.</p> <p>Read most words quickly & accurately without overt sounding and blending.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.*</p> <p>suffixes/word endings, including -ation, -ly, -ous, -ture, -sion, -tion, -ssion and -cian, to begin to read aloud</p>	<p>Develop and secure their knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</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>		
Range of Reading	<p>To know that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p>To understand humour, e.g. nonsense rhymes, jokes.</p> <p>To listen to and join in with stories and poems, one-to-one and also in</p>	<p>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</p> <p>*becoming very familiar with key</p>	<p>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* becoming</p>	<p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks* reading books that are structured in different ways and reading for a range of purposes.</p> <p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally* identifying themes</p>	<p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks* reading books that are structured in different ways and reading for a range of purposes* increasing their familiarity with a wide range of books, including fairy stories,</p>	<p>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks* reading books that are structured in different ways and reading for a range of purposes* making comparisons within an* 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* identifying and discussing themes and conventions in and across a wide range of writing and across book learning a wider range of poetry by heart</p>		

<p>small groups.</p> <p>To join in with repeated refrains in rhymes and stories.</p> <p>To use intonation, rhythm and phrasing to make the meaning clear to others.</p> <p>To develop preference for forms of expression.</p> <p>To play cooperatively as part of a group to develop and act out a narrative.</p> <p>To express themselves effectively, showing awareness of listeners' needs.</p> <p>To enjoy rhyming and rhythmic activities.</p> <p>To show an awareness of rhyme and alliteration.</p> <p>To recognise rhythm in spoken words.</p>	<p>stories, fairy stories and traditional tales, retelling them and considering their particular characteristics*recognising and joining in with predictable phrases</p> <p>*learning to appreciate rhymes and poems, and to recite some by heart</p>	<p>increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales*recognising simple recurring literary language in stories and poetry*continuing to build up a repertoire of poems learnt by heart,</p> <p>*being introduced to non-fiction books that are structured in different ways</p>	<p>and conventions in a wide range of books, preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action*recognising some different forms of poetry</p> <p>*retrieve and record information from non-fiction</p>	<p>myths and legends, and retelling some of these orally*identifying themes and conventions in a wide range of books of purposes preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action*recognising some different forms of poetry</p> <p>retrieve and record information from non-fiction</p>	<p>preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <p>distinguish between statements of fact and opinion*retrieve, record and present information from non-fiction</p>
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<p>Vocabulary</p>	<p>Talk about pictures and stories that are read to them discussing any word meanings that the child is unsure of or that the teacher feels needs further discussion.</p>	<p>Discuss word meanings, linking new meanings to those already known. Drawing on what they already know or on background information and vocabulary provided by the teacher. Check that the text makes sense to them as they read and start to correct inaccurate reading.</p>	<p>Discuss and clarify the meanings of words, linking new meanings to known vocabulary. Discuss the sequence of events in books and how items of information are related. Drawing on what they already know or on background information and vocabulary provided by the teacher. Check that the text makes sense to them as they read and correct inaccurate reading without prompting.</p>	<p>Start to use dictionaries to check the meaning of words that have been read to them and they have read. Check that the text makes sense to them. Ask questions to improve their understanding of a text.</p>	<p>Use dictionaries to check the meaning of words that they have read. Check that the text makes sense to them, asking questions, discussing their understanding and explaining the meaning of words in context.</p>	<p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Asking questions to improve their understanding. Start to use the appropriate devices to establish meaning.</p>	<p>Work out meanings of words by re-reading in context. Asking questions to improve their understanding*summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas. Independently select and use the appropriate devices to establish meaning. Use thesauruses to extend meaning beyond the given word and build a large word bank.</p>
<p>Retrieval</p>	<p>Point to parts of a picture that the teacher describes to them. Answer verbal questions that are asked about pictures</p>	<p>Find exactly what is requested, either verbally or written, the answer will always be within the text or picture.</p>	<p>Work in groups to develop skills of what they think the question is actually asking.</p>	<p>I have located the words within this sentence and underlined them Skimming and scanning are reading techniques that use rapid eye movement to move quickly through a text to identify key words. Skimming involves reading rapidly in order to get a general overview of the material. This allows pupils to gain a brief understanding of the content of each paragraph and allows them to predict where specific details might be within the text when they attempt to locate them later.</p>			

	and stories read to them.	Key words in retrieval questions are: 'Who, what, where, why, when, which, how'	I know I do not need any of the other information from the sentence as it doesn't tell me anything extra about the height. Questions should be explicit and require an accurate answer. For example, if the question requests the pupil to 'tick one box', then this is the expected outcome and anything else should be deemed incorrect (e.g. ticking two boxes).	Scanning is reading rapidly in order to identify specific facts and key words.			
Inference	Look at a picture, use the visual clues to be able to verbally tell the teacher how the character is feeling and verbalise what in the picture makes them think that.	Listen to stories and be able to verbalise how characters could be feeling by what has been read to them.	Read stories and be able to verbalise how characters are feeling and thinking, explaining the clues that led them to their answers.	Be able to explain characters' feelings, thoughts from their actions, and justifying inferences with evidence.	Be able to give a written explanation of characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Understand that more than one correct answer is possible.	What information did I use to make this inference? This question helps students become aware that they may have just made an inference by filling in information that wasn't directly presented. It's important for students to understand the various types of information they use to make inferences. This may include information presented in the text, or it may be background knowledge that a student brings to the learning setting.	Be able to identify a character's traits, feelings, thoughts and motives in a story exclusively through the things they do and say. Picking out implicit evidence, not things the writer has stated explicitly in the narration. Understand there can be more than one right answer as long as their answers use evidence from the text.
Summarise	Identify main character	Identify main character and plot	Identify the main idea of the story	identifying main ideas drawn from more than	Identifying main ideas drawn from	summarising the main ideas drawn from more	summarising the main ideas drawn

			by retelling giving main points using key words	one paragraph and summarising these. It helps students learn to determine essential ideas and consolidate important details that support them.	more than one paragraph and summarising these. Focus on key words and phrases of an assigned text that are worth noting and remembering. A summary is	than one paragraph, identifying key details to support the main ideas. It teaches students how to take a large selection of text and reduce it to the main points for more concise understanding.	from more than one paragraph, identifying key details to support the main ideas. Give a brief recollection or account of the main points of a piece of writing, action or event. Typically excluding needless details, remaining short and to the point.
Explain	What they enjoyed or did not like about a story	What they thought about the characters and their feelings	Explain what characters are feeling, thinking & what it makes the reader think using evidence from the text.	Use PEE (Prove, Evidence, Explain) to give full answers			