



Spetisbury
CE Primary School

'Growing and maturing in our learning journey'

Progression in Reading at Spetisbury CE Primary School

Curriculum Intent

At Spetisbury CE Primary School, we aim to provide all children with a high-quality education in English that will teach children to:

- read easily, fluently and with a good understanding across both fiction and non-fiction;
- develop a real love of reading through widespread reading for enjoyment;
- acquire knowledge and build upon what they already know while constantly developing their comprehension skills.

It is our intention that by the end of their primary education, all of our pupils are able to read fluently and with confidence, which will help them to further their education into Secondary school.

Curriculum Implementation



- Learning to read, begins on day one of EYFS. Phonics is taught through the All Aboard Phonics. Phonics is at the heart of the EYFS provision.
- Our reading scheme begins with the reading books split into the phonics phases. The children take home a book matched with the phonics phase that they are working at. All EYFS children have reading diaries, which record any reading done with an adult, either at home or in school. The children are regularly assessed using Phonics Tracker. Precision teaching is used to ensure that all children make the right levels of progress.

Curriculum Implementation



- Once in Year 1, children continue to receive a daily phonics session and have small group guided reading sessions. The small group Guided Reading sessions help the children to develop their reading skills and ability to answer simple reading comprehension questions. Reading continues to be logged in reading journals and the expectation is that children will read aloud to an adult for at least 10 minutes three times a week. By the end of phase 6 phonics, the children are fluent readers and are ready to access whole class guided reading sessions of full-length books.

Curriculum Implementation



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- From Year 2 onwards, whole class guided reading takes place 5 times a week for 25 - 30 minutes. During these sessions, the children will develop their reading skills and ability to answer a whole range of comprehension questions. We use the VIPERS (Vocabulary, Inference, Prediction, Explain, Retrieve, Sequence/Summarise) stems to focus the teaching onto a specific comprehension skill. The children record their comprehension answers in a red exercise book. Whole Class Guided reading texts have been carefully chosen to engage, inspire and stretch the children's reading. In addition to their daily whole class guided reading, each class has a class novel, which is read to them by a teacher or teaching assistant, modelling good reading. Children are encouraged to borrow books from our well stocked library or class book shelf. Reading continues to be logged in reading diaries and in a weekly grid.

**Yr
groups**

Knowledge and Skills to be acquired

Word Reading

Comprehension

EYFS

- Children read simple sentences.
- Use phonic knowledge to decode regular words and read them aloud accurately.
- Read some common irregular words.

- Understand simple sentences that they read.
- Demonstrate understanding when talking to others about what they have read.

Y1

- Able to match all 40+ graphemes to their phonemes.
- Blend sounds of unfamiliar words.
- Divide words into syllables.
- Read compound words.
- Read words with contractions and understand the apostrophe represents the missing letter.
- Read phonetically decodable words.
- Read words that end with 's, -ing, -ed, -est.
- Read words that start with un-.
- Add -ing, -ed, and -er, to verbs.
- Read words of more than 1 syllable that contain taught grapheme, phoneme correspondents.

- Say what they like or don't like about a book.
- Link what has been read or heard to their own experiences.
- Retell key stories orally using narrative language.
- Talk about the main characters in a story.
- Learn poems and rhymes off by heart.
- Use what is already known to understand texts.
- Check reading makes sense and correct when it doesn't.
- Begin to draw inferences from the text and/or illustrations.
- Make predictions about the events.
- Explain what they think a text is about.

Word Reading

Comprehension

Y2

- Can decode automatically and fluently.
 - Is able to blend sounds in words that contain the graphemes learnt.
 - Recognise and read alternative sounds for graphemes.
 - Read accurately words of two or more syllables that contain the same GPCs.
 - Read words with common suffixes.
 - Read common exception words.
 - Read and comment on unusual correspondence between grapheme and phoneme.
 - Read most words quickly and accurately when they are known words without sounding out and blending.
 - Read most suitable books accurately, showing fluency and confidence.
- Talk about and give an opinion on a range of texts.
 - Discuss the sequence of events in books and how they relate to each other.
 - Use prior knowledge, including context and vocabulary, to understand texts.
 - Retell stories, including fairy stories and traditional tales.
 - Read for meaning and check that the text make sense; go back and re-read when it does not make sense.
 - Find recurring language in stories and poems. Talk about favourite words and phrases in stories and poems.
 - Recite some poems by heart, with appropriate intonation.
 - Ask and answer questions.
 - Make predictions based on what has been read.
 - Draw (simple) inferences from illustrations, events, characters' actions and speech.

Word Reading

Y3

- Apply knowledge of root words, prefixes and suffixes to read aloud and to
- understand the meaning of unfamiliar words.
- Read further exception words, noting the unusual correspondences between spelling and sound.
- Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

Comprehension

- Read a range of fiction, poetry, plays, and nonfiction texts.
- Discuss the texts read.
- Read aloud and independently, taking turns and listening to others.
- Explain how non-fiction books are structured in different ways and can use them effectively.

- Explain some of the different types of fiction books.
- Ask relevant questions to get a better understanding of a text.
- Predict what might happen based on details known and read.
- Draw inferences such as inferring a characters' feelings, thoughts and motives from their actions.
- Use a dictionary to check the meaning of unfamiliar words.
- Identify the main point of a text.
- Explain how structure and presentation contribute to the meaning of texts.
- Use non-fiction texts to retrieve information.
- Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action

Word Reading

Y4

- Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- Read further exception words, noting the unusual correspondences between spelling and sound.
- Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

Comprehension

- Know which books to select for specific purposes, especially in relation to science, geography and history learning.
- Use a dictionary to check the meaning of unfamiliar words.
- Discuss and record words and phrases that writers use to engage and impact on the reader.
- Identify some of the literary conventions in different texts.

- Identify the (simple) themes in texts.
- Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- Explain the meaning of words in context.
- Ask relevant questions to improve my understanding of a text.
- Infer meanings and begin to justify them with evidence from the text.
- Predict what might happen from details stated and from the information deduced.
- Identify where a writer has used precise word choices for effect to impact on the reader.
- Identify some text type organisational features, for example, narrative, explanation and persuasion.
- Retrieve information from non-fiction texts.
- Build on others' ideas and opinions about a text in discussion.

Yr 5

Knowledge and Skills to be acquired

Word Reading

Y5

- Apply knowledge of root words, prefixes and suffixes to read aloud and to
- understand the meaning of unfamiliar words.
- Read further exception words, noting the unusual correspondences between spelling and sound.
- Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.
- Re-read and read ahead to check for meaning.

Comprehension

- Familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions.
- Able to discuss the features of each.
- Read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are.
- Identify significant ideas, events and characters; and discuss their significance.
- Recite poems by heart, e.g. narrative verse, haiku.
- Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.

Word Reading

Y6

- Apply knowledge of root words, prefixes and suffixes to read aloud and to
- understand the meaning of unfamiliar words.
- Use combined knowledge of phonemes and word derivations to pronounce words correctly, e.g. arachnophobia.
- Attempt the pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.
- Read fluently, using punctuation to inform meaning.

Comprehension

- Read books that are structured in different ways.
- Recognise texts that contain features from more than one text type.
- Evaluate how effectively texts are structured and presented.
- Read non-fiction texts to help with learning.
- Read accurately and check understanding.
- Able to recommend books to others and give reasons for recommendation.
- Identify themes in texts.
- Identify and discuss the conventions in different text types.
- Identify the key points in a text.
- Recite a range of poems by heart, e.g. narrative verse, sonnet.
- Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.

Whole Class Guided Reading Texts by Year Group

	Autumn	Spring	Summer
Year 2	The Day The Crayons Quit – Oliver Jeffers. Sergeant Stubby – Michael Foreman		Esio Trott – Roald Dahl
Year 3	Flat Stanley – Jeff Brown Bill’s New Frock – Anne Fine	Big Cats – Non-Fiction The Hundred Mile an hour dog – Jeremy Strong	Fantastic Mr Fox – Roald Dahl Ancient Egyptians – Non-Fiction Sasha and the wolf cub – Cliff Wright
Year 4	Sasha and the wolf child – Cliff Wright - Compare the two stories. The Butterfly Lion – Michael Morpurgo	The Ironman - Ted Hughes Birds – Non-Fiction	The Fire maker's Daughter – Phillip Pullman
Year 5	Kensuke’s Kingdom by Michael Morpurgo The Diary of Anne Frank - short picture book version	Shark’s Non-Fiction Thief - Malorie Blackman	The amazing story of Adolphus Tips – Michael Morpurgo Reptiles Non-Fiction
Year 6	Street Child – Bertie Doherty	When the Sky Falls – Phil Earle	Wolf Brother by Michelle Pavey

Curriculum Impact



- By the end of each year group, children will have acquired the skills needed to move onto the next stage of their education. The vast majority of children will achieve well in the Year 1 phonics screening check and be ready to access appropriate books independently. Phonics Tracker is used to track the children's progress and smaller phonics groups are formed as a result of the data. Support is put into place to ensure that children not working at ARE are supported to thrive. This support may be through teacher or teaching assistant led interventions. At the end of each term, the children complete a reading test. It is expected that 80% of the children will be working at ARE and 20% at GDS in all year groups.
- It is expected that children will leave Spetisbury CE Primary school with a good level of reading to enable them to access the Secondary curriculum. During the years, they will have studied numerous fiction and non-fiction books and will have developed a real love of reading to take with them.



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'Growing and maturing in our learning journey'

Helping children to become confident, fluent readers, who love and enjoy reading a whole range of texts.