



## English - Progression in Reading

*At Broadway First School, our approach to English aims to instil a love of writing and reading in all of our children. Our approach ensures that reading and writing are interwoven, a culture of reading for pleasure is promoted, creativity is celebrated and an extensive range of vocabulary is explored. A wide variety of high quality texts are carefully selected and writing genres are carefully mapped out, in order to ensure high expectations for all, excellent cross curricular links and a clear progression of knowledge and skills throughout KS1 and KS2.*

### English National Curriculum – 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 language, 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.



Inspire • Challenge • Achieve



## Reading at Broadway First School

## Accelerated Reader

*At Broadway First School, children begin their reading journey by learning through Read, Write, Inc. Phonics. This allows children to further access the world around them by building an understanding and love of reading. Once children are equipped with the tools they need, they move through the Read, Write, Inc. programme at the correct pace for them, where they are appropriately supported and challenged throughout. In addition to their phonics sessions, children have a range of opportunities to access reading; across the curriculum and in their learning environments. As the children become confident and fluent readers, they are ready to move onto a wider range of stimulating texts, ensuring their love of reading continues to grow – at this stage, children will begin to access our Accelerated Reader programme. Along with Accelerated Reader, we use Reading Gems to ensure that key reading skills are embedded into our curriculum and this provides children with the range of comprehension skills they require in order to love and enjoy reading, throughout their time at our school and beyond. Children's progression is carefully tracked and assessed against the National Curriculum statements; ensuring that all of our pupils leave our school being the best reader they can be.*

Define 	Retrieve 	Summarise 	Infer 	Predict 	Relate 	Explore 	Compare 
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## Literacy Progression in the EYFS

Three to four year olds	Reception children	Early Learning Goals
<ul style="list-style-type: none"><li>✓ 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.</li><li>✓ Engage in extended conversations about stories, learning new vocabulary.</li><li>✓ Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom.</li><li>✓ Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</li><li>✓ Write some or all of their name. Write some letters accurately.</li></ul>	<ul style="list-style-type: none"><li>✓ Read individual letters by saying the sounds for them.</li><li>✓ Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li><li>✓ Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li><li>✓ Read some letter groups that each represent one sound and say sounds for them.</li><li>✓ Read a few common exception words matched to the school's phonic programme.</li><li>✓ Form lower-case and capital letters correctly</li><li>✓ Spell words by identifying the sounds and then writing the sound with letter/s.</li><li>✓ Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li><li>✓ Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li><li>✓ Re-read what they have written to check that it makes sense.</li></ul>	<ul style="list-style-type: none"><li>✓ ELG Comprehension - 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.</li><li>✓ ELG Word Reading - Read words consistent with their phonic knowledge by sound blending.</li><li>✓ ELG Writing - Write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li><li>✓ ELG Comprehension - Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role-play.</li><li>✓ ELG Word Reading - Say a sound for each letter in the alphabet and at least 10 digraphs; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li><li>✓ ELG Writing - Write simple phrases and sentences that can be read by others.</li></ul>



## KS1 and KS2

	Year 1	Year 2	Year 3	Year 4	Year 5
Decoding	<p>Apply phonic knowledge to decode words.</p> <p>Speedily read all 40+ letters/groups for 40+ phonemes.</p> <p>Read accurately by blending words 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 correspondances.</p> <p>Read most words quickly and 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 a word.</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 a 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 they meet.</p>



<b>Range of Reading</b>	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.	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.	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.	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.	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 and across books.
<b>Familiarity of Texts</b>	Becoming very familiar with key stories, fairy stories and traditional stories, retelling them and considering their particular characteristics. Recognising and joining in with predictable phrases.	Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. Recognising simple recurring literary language in stories and poetry.	Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Identifying themes and conventions in a wide range of books.	Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Identifying themes and conventions in a wide range of books.	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.



<b>Poetry and Performance</b>	Learning to appreciate rhymes and poems, and to recite some by heart.	Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.	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.	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.	Learning a wider range of poetry by heart 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.
<b>Word Meanings</b>	Discussing word meanings, linking new meanings to those already known.	Discussing and clarifying the meanings of words, linking new meanings to known vocabulary. Discussing their favourite words and phrases.	Using dictionaries to check the meaning of words that they have read.	Using dictionaries to check the meaning of words that they have read.	



<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Understanding</b></p>	<p>Drawing on what they already know or on background information and vocabulary provided by the teacher. Checking that the text makes sense to them as they read and correcting inaccurate reading.</p>	<p>Discussing 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. Checking that the text makes sense to them as they read and correcting inaccurate reading.</p>	<p>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Asking questions to improve their understanding of a text. Identifying main ideas drawn from more than one paragraph and summarising these.</p>	<p>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Asking questions to improve their understanding of a text. Identifying main ideas drawn from more than one paragraph and summarising these.</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. Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Inference</b></p>	<p>Discussing the significance of the title and events. Making inferences on the basis of what is being said and done.</p>	<p>Making inferences on the basis of what is being said and done. Answering and asking questions.</p>	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Prediction</b></p>	<p>Predicting what might happen on the basis of what has been read so far.</p>	<p>Predicting what might happen on the basis of what has been read so far.</p>	<p>Predicting what might happen from details stated and implied.</p>	<p>Predicting what might happen from details stated and implied.</p>	<p>Predicting what might happen from details stated and implied.</p>



Authorial Intent			Discussing words and phrases that capture the reader's interest and imagination. Identifying how language, structure, and presentation contribute to meaning.	Discussing words and phrases that capture the reader's interest and imagination. Identifying how language, structure, and presentation contribute to meaning.	Identifying how language, structure, and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
Non-Fiction		Being introduced to non-fiction books that are structured in different ways.	Retrieve and record information from non-fiction.	Retrieve and record information from non-fiction.	Distinguish between statements of fact and opinion. Retrieve, record and present information from non-fiction.





Discussing Reading

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.

Participate in discussion about books, poems & other works that are read to them & 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.

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.

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.

Recommending books that they have read to their peers, giving reasons for their choices.  
Participate in discussions about books, building on their own and others' ideas and challenging views courteously.  
Explain and discuss their understanding of what they have read, including through formal presentations and debates.  
Provide reasoned justifications for their views.