

# Twiss Green Community Primary School Reading Progression

At Twiss Green, we value reading as a key life skill and are dedicated to enabling our pupils to become lifelong readers. Our children will:

- Become fluent, confident and expressive readers who have both the skill and the will to read effectively.
- Read with enjoyment across a range of genres.
- Read for pleasure as well as for information.
- Read and respond to a wide range of different types of literature.
- Understand the layout and how to use different genres and text types.
- Understand and apply their knowledge of phonics and spelling patterns and use this to decode words with accuracy.
- Build their bank of sight words to enable fluent reading.
- Have an interest in words and their meanings, developing a rich and varied vocabulary.
- Understand and respond to literature drawn from a range of cultures and literary heritage.

Our school understands the challenge that exists between teaching children to be fluent readers whilst ensuring that we support them to develop a life-long love of reading. Our reading curriculum is designed to achieve a balance between teaching reading skills and developing a love of reading for pleasure. At Twiss Green, we intend to promote a love of reading for all pupils whilst creating life-long readers who have the skills to access all areas of the curriculum with independence and confidence so that they go on to be successful in Key Stage 3 and beyond.

Our reading curriculum is also planned in a way which promotes the cultural capital of all our children. We enhance our curriculum by providing access to a diverse range of texts including those which promote different socio-economic backgrounds, disabilities, religions and cultures, and periods of history.



	EYFS 3-4 Year Olds (Development Matters) Reception (Development Matters) Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Decoding and Fluency</b>	<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>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <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 lettersound correspondences.</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>Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>Read words consistent with their phonic knowledge by sound-blending.</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>	<ul style="list-style-type: none"> <li>apply phonic knowledge to decode words</li> <li>speedily read all 40+ letters/groups for 40+ phonemes</li> <li>read accurately by blending taught GPC</li> <li>read common exception words</li> <li>read common suffixes (-s, -es, -ing, -ed, -er, -est, etc.)</li> <li>read multisyllable words containing taught GPCs</li> <li>read contractions and understand apostrophe represents the omitted letter</li> <li>read aloud phonetically decodable texts</li> <li>reread these texts to build fluency and confidence</li> <li>checking that the text makes sense to them as they read and correcting inaccurate reading</li> </ul>	<ul style="list-style-type: none"> <li>secure phonic decoding until reading is fluent</li> <li>read accurately by blending, including alternative sounds for graphemes</li> <li>read multisyllable words containing these graphemes</li> <li>read words containing common suffixes</li> <li>read exception words, noting unusual correspondences</li> <li>read most words quickly &amp; accurately without overt sounding and blending</li> <li>read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately and automatically</li> <li>checking that the text makes sense to them as they read and correcting inaccurate reading</li> </ul>	<ul style="list-style-type: none"> <li>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), 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>	<ul style="list-style-type: none"> <li>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), 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>	<ul style="list-style-type: none"> <li>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings</li> <li>and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</li> </ul>
<b>Range of reading</b>	<ul style="list-style-type: none"> <li>Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>Learn rhymes, poems and songs.</li> <li>Engage in non-fiction books.</li> <li>Listen to and talk about selected non-fiction to</li> </ul>	<ul style="list-style-type: none"> <li>listening to and discussing a wide range of poems, stories, and non-fiction at a level beyond that at which they can read independently</li> <li>being encouraged to link what they read or hear read to their own experiences</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<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> </ul>	<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> </ul>	<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 text books.</li> <li>reading books that are structured in different ways and reading for a range of purposes</li> </ul>	<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 text books.</li> <li>reading books that are structured in different ways and reading for a range of purposes</li> </ul>

	<p>develop a deep familiarity with new knowledge and vocabulary</p> <ul style="list-style-type: none"> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> </ul>						
<b>Familiarity with texts</b>	<ul style="list-style-type: none"> <li>• Engage in extended conversations about stories, learning new vocabulary</li> <li>• Enjoy listening to longer stories and can remember much of what happens</li> <li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Anticipate (where appropriate) key events in stories.</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play</li> </ul>	<ul style="list-style-type: none"> <li>*becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>*recognising and joining in with predictable phrases</li> </ul>	<ul style="list-style-type: none"> <li>*becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>*recognising simple recurring literary language in stories and poetry</li> <li>*being introduced to non-fiction books that are structured in different ways</li> </ul>	<ul style="list-style-type: none"> <li>*increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> </ul>	<ul style="list-style-type: none"> <li>*increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> </ul>	<ul style="list-style-type: none"> <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</li> </ul>	<ul style="list-style-type: none"> <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</li> </ul>
<b>Themes and Conventions</b>	<ul style="list-style-type: none"> <li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>• Learn rhymes, poems and songs.</li> <li>• Engage in non-fiction books.</li> <li>• To read and develop familiarity with stories, non-fiction, rhymes and poems.</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>*discuss the significance of the title and events.</li> <li>*understand and use terms such as story, fairy story, rhyme, poem, cover, title and author.</li> <li>*understand the difference between fiction and non-fiction.</li> <li>*can search out books around a simple theme or topic.</li> </ul>	<ul style="list-style-type: none"> <li>*make comparisons between books, noting similarities, differences and preferences between e.g. layout, features and setting</li> </ul>	<ul style="list-style-type: none"> <li>*identify themes and conventions in a wide range of books e.g. simple links to known texts or personal experience; recognising conventions such as the triumph of good over evil and magical devices in fairy tales/ folk stories</li> <li>*identify and name presentational devices in non-fiction.</li> </ul>	<ul style="list-style-type: none"> <li>*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 'powers of 3' (three wishes, three characters).</li> <li>*make links between texts and the wider world.</li> </ul>	<ul style="list-style-type: none"> <li>*identify themes and conventions in a wide range of writing e.g. heroism or loss.</li> <li>*discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</li> <li>*make comparisons within and across books.</li> </ul>	<ul style="list-style-type: none"> <li>*identify and discuss themes and conventions in a wide range of writing e.g. flashback or isolation</li> <li>*discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</li> <li>*make comparisons within and across books.</li> <li>*identify and comment on genre-specific language features used e.g. shades of meaning between similar words.</li> <li>*recognise texts that contain features from more than one genre or demonstrate shifts in formality.</li> <li>*explain and justify how texts relate to audience, purpose, time, culture, and refer to specific aspects of a text that exemplify this.</li> <li>*make links between texts and the wider world</li> </ul>

<b>Poetry and Performance</b>		<ul style="list-style-type: none"> <li>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>	*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 (for example, free verse, narrative 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	*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>Book Talk Language</b>		after, also, answer, ask, before, best, change, character, choose, copy, draw, end, follow, found, give, list, means, name, next, order, page, place, plan, picture, read, same, sentence, show, story, tell, think, use, where, write, why	apply, author, blurb, complete, create, decide, describe, develop, differ, discover, discuss, explain, events, fact, feel, fiction, happen, interest, idea, judge, list, main, match, might, non-fiction, only, other, order, point, point out, problem, possible, question, remember, rhyme, poem, select, special, talk, title, thought, true, when, wonder	act, arrange, bold, brilliant, collect, compare, consider, contains, diagram, examine, explore, express, extend, feature, grade, identify, journey, label, language, opposite, perhaps, predict, prefer, rank, recall, recognise, recommend, relate, select, quote	agree, anticipate, assess, basic, chapter, combine, complete, content, contrast, convince, define, defend, demonstrate, develop, entire, entertain, evaluate, experiment, focus, frequent, genre, illustrate, impact, indicate, inspire, locate, narrative, observe, organise, represent, reveal, risk, sequence, signals, solve, typical, variety	alternate, argument, associate, attempt, break down, conclude, connect, construct, convert, convince, combine, compassion, compose, disclose, distinguish, define, detect, effect, escalate, example, integrate, identical, infer, interpret, modify, outcome, overall, persuade, protagonist, provide, react, reason, reproduce, retrieve, substitute	affect, alternative, analysis, appraise, aspect, clarify, component, compose, considerable, contribute, criticise, despite, differentiate, dimension, discriminate, denote, efficient, encourage, establish, evident, expand, factor, foretell, generalise, hint, imply, insight, instance, justify, layer, minor, major, persistent, range, relate, remark, resolve, shift, separate, significant, specific, structure, summarise, symbol	analyse, apparent, appraise, appropriate, categorise, classify, compile, concept, consequent, context, deduce, dramatize, emerge, emphasis, evolve, formulate, hypothesise, initial, manipulate, memorise, paraphrase, perceive, perspective, prior, prioritise, specify, strategy, style, subsequent, sustain, technique
1a 2a	<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play</li> </ul>	*discussing word meanings, linking new meanings to those already known *understand some familiar and less familiar words and phrases in a shared story	*discussing and clarifying the meanings of words, linking new meanings to known vocabulary *discussing their favourite words and phrases *find a word in a sentence or page that has the same meaning as a given word or phrase *draw on knowledge of vocabulary to understand texts	*using dictionaries to check the meaning of words that they have read *check that the text makes sense to them, discussing their understanding/explaining the meaning of words in context *use text before and after an unknown word to make a sensible guess	*using dictionaries to check the meaning of words that they have read *check that the text makes sense to them, discussing their understanding/explaining the meaning of words in context *use text before and after an unknown word to make a sensible guess	*using dictionaries independently to check the meaning of words that they have read. *checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context *use text before and after an unknown word to make a sensible guess	*using dictionaries independently to check the meaning of words that they have read *checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context *give alternative words with a similar meaning *give/explain the meaning of words in context
1d 2d	<b>Inference</b>	<ul style="list-style-type: none"> <li>To begin to understand 'why' and 'how' questions.</li> <li>To answer 'how' and 'why' questions about their experiences and in response to stories or events.</li> </ul>	*discussing the significance of the title and events *making inferences on the basis of what is being said and done by a character *drawing on what they already know or on background information and vocabulary provided by the teacher	*making inferences about a character's actions based on specific events *answering and asking questions *drawing on what they already know or on background information and vocabulary provided by the teacher *make inferences from the text	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence *asking questions to improve their understanding of a text	*drawing inferences based on evidence linked to a characters' feelings, thoughts and motives from their actions, from different points in the text *justifying inferences with evidence *asking questions to improve their understanding of a text	*drawing detailed inferences such as inferring characters' feelings, thoughts, and motives from their actions *justifying inferences with more than one piece of evidence *asking questions to improve their understanding of a text	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions *justifying inferences with multiple, specific, pieces of evidence or implied detail *give opposing inferences, backing up both with evidence *asking questions to improve their understanding of a text *make inference from the text *explain and justify inference using evidence from the text
1e 2e	<b>Prediction</b>	<ul style="list-style-type: none"> <li>Anticipate (where appropriate) key events in stories.</li> </ul>	*make a plausible prediction about what might happen on the basis of what has been read so far	*make a sensible prediction of what might happen next based on what is stated *justify the prediction, when prompted, based on what has already happened in the story	*predicting what might happen from details stated and implied *justify the prediction, when prompted, based on what has happened so far	*predicting what might happen from details stated and implied *justify the prediction, when prompted, based on what has happened so far	*make a more detailed prediction, drawing on stated and implied details from the text to justify this	*predict what might happen from details based on the character or setting, giving justifications by identifying specific supporting evidence from the text *predict what might happen from details stated and implied
2f 2g 2h	<b>Explanation</b>	<ul style="list-style-type: none"> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> </ul>	*with some prompting, recalls some interesting words/phrases from the book/story, stating their reason/s why.	*explain why a character thinks, feels or behaves in a specific way *identifies specific words or phrases (e.g. alliteration) that they find interesting, explaining their opinions for their choice/s	*discussing words and phrases that capture the reader's interest and imagination, explaining the effect. *identifying and explaining how language, structure, and presentation contribute to meaning. *identify, explain and compare themes and conventions in a wide range of books *begin to use familiar non-fiction features independently to navigate	*discussing words and phrases that capture the reader's interest and imagination, explaining the effect *identifying and explaining how language, structure, and presentation contribute to meaning *identifying, explain and compare themes and conventions in a wide range of books *identify basic features or organisation at sentence or text level	*identifying and comparing how language, structure and presentation contribute to meaning across books and poetry. *discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. *identify and discuss themes and conventions in and across a wide range of writing	*evaluate a range of features relating to organisation at sentence or text level, explaining how they contribute to the effects achieved *explore in some detail about how structural choices support the writer's purpose or theme *discuss and evaluate how authors use common types of literary language or subject specific

					through a text *identify some basic features of organisation at sentence or text level *compare features of stories such as characters, settings, openings, endings	* use familiar non-fiction features independently to navigate through a text *identify, compare and contrast themes, settings and plots across a wide range of fiction and non-fiction	*discuss features relating to organisation at sentence and text level *give explanation as to why the author might have chosen this structure, commenting on effectiveness. * compare how a common theme is presented in a range of texts	language, considering the impact upon the reader *compare information, ideas, values and attitudes across texts *compare themes and topics in stories of the same genre <u>*identify/explain how information/narrative content (language/structure/presentation) is related and contributes to the meaning as a whole</u> <u>*identify/explain how meaning is enhanced through choice of words/phrases</u> <u>*Make comparisons within and across texts</u>
<b>1b 2b</b>	<b>Retrieve and Record</b>	• To answer simple recall questions verbally about stories they can follow without pictures and prompts.	*understand the events of a shared story *identify and link two significant events in a shared story	*retrieve and record information from fiction and non-fiction *understand simple cause and effect in texts, with a clearly stated link <u>*identify/explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</u>	*retrieve and record information from fiction and non-fiction *know information can be found in diagrams, photos, captions, labels and charts as well as in a main text	*use a range of strategies to retrieve information from fiction and non-fiction and choose a way to record this	*distinguish between statements of fact and opinion *retrieve, record and present information from fiction and nonfiction, identifying key ideas *select and sort information from a range of sources and record this	*distinguish between statements of fact and opinion *retrieve, record and present key information from fiction and nonfiction for a clear purpose *select information independently from more than one source and summarise <u>*retrieve and record key information/key details from fiction and non-fiction</u>
<b>1c 2c</b>	<b>Summarise / sequence</b>		*recall familiar stories from a shared story in the correct order *retell the key points of a shared story	*discussing the sequence of events in books and how items of information are related *retell the key events from their own story in the correct sequence <u>*identify and explain the sequence of events in texts</u>	*explain the main idea of a recently read paragraph *identifying main ideas drawn from one paragraph and summarising these	*identify main ideas drawn from more than one paragraph and summarise these.	*summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas	*summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas *summarise main themes and ideas explored across a whole text, identifying key details to support this *produce a succinct summary paraphrasing the main ideas across the text or a range of sources. <u>*summarise main ideas from more than one paragraph</u>