

Progression through the Reading Curriculum in our school

Spoken language

	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Y7 (KS3)
Spoken language	<p><i>We are learning to use a 'public' voice for speaking in front of our class, in assemblies, or other large audiences. We use a whispering voice for working with a partner in class or independently pulling sentences out of our mouth when we are writing.</i></p> <p>We are learning to:</p> <ul style="list-style-type: none"> - listen and respond appropriately to adults and their peers - ask relevant questions to extend their understanding and knowledge - use relevant strategies to build their vocabulary - articulate and justify answers, arguments and opinions - give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings - maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments - use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas - speak audibly and fluently with an increasing command of Standard English - participate in discussions, presentations, performances, role play, improvisations and debates - gain, maintain and monitor the interest of the listener(s) - consider and evaluate different viewpoints, attending to and building on the contributions of others - select and use appropriate registers for effective communication 							See below
Spoken language	<p>Y7 (KS3)</p> <p>We are learning to speak confidently and effectively, including through:</p> <ul style="list-style-type: none"> - using Standard English confidently in a range of formal and informal contexts, including classroom discussion - giving short speeches and presentations, expressing our own ideas and keeping to the point - participating in formal debates and structured discussions, summarising and/or building on what has been said - improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact. 							

Reading – comprehension (both listening and reading)

	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Y7 (KS3)
Predicting	<p>We are learning to:</p> <ul style="list-style-type: none"> - predict what might happen on the basis of what has been read so far 	<p>We are learning to:</p> <ul style="list-style-type: none"> - predict what might happen on the basis of what has been read so far 	<p>We are learning to:</p> <ul style="list-style-type: none"> - predict what might happen on the basis of what has been read so far 	<p>We are learning to:</p> <ul style="list-style-type: none"> - predict what might happen from details stated and implied 		<p>We are learning to:</p> <ul style="list-style-type: none"> - predict what might happen from details stated and implied 		

Inferring	We are learning to: make inferences on the basis of what is being said and done	We are learning to: make inferences on the basis of what is being said and done	We are learning to: - make inferences on the basis of what is being said and done	We are learning to: - draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence	We are learning to: - draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	We are learning to: make inferences and refer to evidence in the text
Questioning	We are learning to: - answer 'how' and 'why' questions	We are learning to: - answer questions	We are learning to: - answer and ask questions	We are learning to: - ask questions to improve our understanding of a text	We are learning to: - ask questions to improve our understanding	
Making Connections		We are learning to understand both the books we can already read accurately and fluently and those we listen to by: - drawing on what we already know or on background information and vocabulary provided by the teacher - being encouraged to link what we read or hear read to our own experiences	We are learning to: - discuss how a book may be similar or different to one we have read before. We are learning to: - discuss the sequence of events in books and how items of information are related	We are learning to: - draw comparison and make connections between different texts and authors.	We are learning to: - identify and discuss themes and conventions in and across a wide range of writing - make comparisons within and across books	We are learning to: - make critical comparisons across text - re-read books encountered earlier to increase familiarity with them and provide a basis for making comparisons.
Summarising	We are learning to: - talk about what we have read, showing some understanding of the content	We are learning to: discuss the significance of the title and events	We are learning to: - summarise the story we have read	We are learning to: - identify main ideas drawn from more than one paragraph and summarise these - retrieve and record information from non-fiction	We are learning to: - summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas - retrieve, record and present information from non-fiction	

Evaluating	We are learning to: - describe in our own words what we have read and whether we enjoyed the book	We are learning to: - listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which we can read independently - become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics	We are learning to: - 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 we can read independently	We are learning to: - identify how language, structure, and presentation contribute to meaning		We are learning to: - discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - recommend books that we have read to our peers, giving reasons for their choices - distinguish between statements of fact and opinion	We are learning to read critically through: - knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning
Understanding vocabulary – clarifying	We are learning to: - discuss word meanings, linking new meanings to those already known	We are learning to: - discuss word meanings, linking new meanings to those already known	We are learning to: - drawing on what we already know or on background information and vocabulary provided by our teacher - recognising simple recurring literary language in stories and poetry - discussing and clarifying the meanings of words, linking new meanings to known vocabulary	We are learning to: - understand and attempt to work out the meaning of unknown words, based on our own general knowledge, context of the book and knowledge of root words.		We are learning to: - understand and attempt to work out the meaning of unknown words, based on our own general knowledge, context of the book and knowledge of root words.	We are learning to understand increasingly challenging texts through: - learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries
Performing	We are learning to: - appreciate rhymes and	We are learning to: - appreciate rhymes and	We are learning to: - continue to build up a	We are learning to: - prepare poems and play scripts	We are learning to:	We are learning to: - learn a wider range of poetry by heart	We are learning to understand how the work

	<p>poems, and to recite some by heart</p> <ul style="list-style-type: none"> - recognise and join in with predictable phrases 	<p>poems, and to recite some by heart</p> <ul style="list-style-type: none"> - recognise and join in with predictable phrases 	<p>repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p>	<p>to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>We are learning to recognise some different forms of poetry [for example, free verse, narrative poetry]</p>	<ul style="list-style-type: none"> - learn a wider range of poetry by heart - prepare 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 	<ul style="list-style-type: none"> - prepare 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>of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play</p>
<p>Being a reader</p>	<p>We are learning to demonstrate an understanding when talking with others about what they have read</p> <ul style="list-style-type: none"> - participate in discussion about what is read to them, taking turns and listening to what others say 	<p>We are learning to:</p> <ul style="list-style-type: none"> - develop pleasure in reading, motivation to read, vocabulary and understanding by: - 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. - checking that the text makes sense to them as they read and correcting inaccurate reading 	<p>We are learning to:</p> <ul style="list-style-type: none"> - participate in discussion 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 - discuss our favourite words and phrases 	<p>We are learning to:</p> <ul style="list-style-type: none"> - 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 - discuss words and phrases that capture the reader's interest and imagination <p>We are learning to understand what we read, in books we can read independently, by:</p> <ul style="list-style-type: none"> - checking that the text makes sense to us, discussing our understanding and explaining the meaning of words in context <p>We are learning to recognise some different forms of poetry [for example, free verse, narrative poetry]</p>	<p>We are learning to:</p> <ul style="list-style-type: none"> - participate in discussions about books that are read to us and those we can read by ourselves, building on our own and others' ideas and challenging views courteously - explain and discuss our understanding of what we have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary - provide reasoned justifications for our views - recommend books that we have read to our peers, giving reasons for their choices <p>We are learning to understand what we read by:</p> <ul style="list-style-type: none"> - checking that the book makes sense to us, discussing our understanding and exploring the meaning of words in context - identify how language, structure and presentation contribute to meaning <p>We are learning to:</p>	<p>We are learning to:</p> <ul style="list-style-type: none"> - participate in discussions about books that are read to us and those we can read by ourselves, building on our own and others' ideas and challenging views courteously - explain and discuss our understanding of what we have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary - provide reasoned justifications for our views - recommend books that we have read to our peers, giving reasons for their choices <p>We are learning to understand what we read by:</p> <ul style="list-style-type: none"> - checking that the book makes sense to us, discussing our understanding and exploring the meaning of words in context - identify how language, structure and presentation contribute to meaning <p>We are learning to:</p>	<p>We are learning to:</p> <ul style="list-style-type: none"> - develop an appreciation and love of reading, and read increasingly challenging material independently - study a range of authors, including at least two authors in depth each year.

			<p>We are learning to:</p> <ul style="list-style-type: none"> - understand both the books that we can already read accurately and fluently and those that we listen to by: - checking that the text makes sense to us as we read and correcting inaccurate reading <p>We are learning to:</p> <ul style="list-style-type: none"> - develop pleasure in reading, motivation to read, vocabulary and understanding by: - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales - being introduced to non-fiction books that are structured in different ways 		<ul style="list-style-type: none"> - maintain positive attitudes to reading and understanding of what we read by: - 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 - increasing our 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 	
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Reading – word reading

	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Y7 (KS3)
Phonic knowledge	<p>We are learning to:</p> <ul style="list-style-type: none"> - use phonic knowledge to decode regular words and read them aloud accurately. 	<p>We are learning to:</p> <ul style="list-style-type: none"> - apply our phonic knowledge and skills as the route to decode words - read other words of more than one syllable that contain taught GPCs - read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) 	<p>We are learning to:</p> <ul style="list-style-type: none"> - continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent - read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered 					
Graphemes	<p>We are learning to:</p> <ul style="list-style-type: none"> - respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, 	<p>We are learning to:</p> <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 	<p>We are learning to:</p> <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 					

		sounds for graphemes				
Word endings/ Suffixes		We are learning to: - read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings	We are learning to: - read words containing common suffixes	We are learning to: - apply our growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <u>English Appendix 1</u> , both to read aloud and to understand the meaning of new words we meet	We are learning to: - apply our their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in <u>English Appendix 1</u> , both to read aloud and to understand the meaning of new words that we meet.	

<p>Common exception words</p>	<p>We are learning to: Read common exception words</p>	<p>We are learning to: - read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p>	<p>We are learning to: - read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p>	<p>We are learning to: - read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>We are learning to: - read less common exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	
<p>Reading with accurately and aloud</p>	<p>We are learning to: - read accurately by blending sounds in unfamiliar words containing GPCs that have been taught - read aloud accurately books that are consistent with our developing phonic knowledge and that do not require other strategies to work out words - re-read these books to build up our fluency and confidence in word reading.</p>	<p>We are learning to: - read accurately by blending sounds in unfamiliar words containing GPCs that have been taught - read aloud accurately books that are consistent with our developing phonic knowledge and that do not require other strategies to work out words - re-read these books to build up our fluency and confidence in word reading.</p>	<p>We are learning to: - read accurately words of two or more syllables that contain the same graphemes as above - read aloud books closely matched to our improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation - re-read these books to build up our fluency and confidence in word reading.</p>	<p>We are learning to read fluently and accurately, using a range of strategies to read unknown words.</p>	<p>We are learning to read fluently and accurately, using a range of strategies to read unknown words.</p>	<p>We are learning to know and understand the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English</p>

