

Reading Curriculum Progression Early Years to Year 6



Reading at Mandale Mill Primary School-

At Mandale Mill Primary School, we want children to establish an appreciation and love of reading at all stages of their learning journey. We are committed to sharing high quality and vocabulary rich texts across the curriculum so that children may develop knowledge of themselves and the world in which they live. We encourage our pupils to discover new information and develop their comprehension skills by reading widely using both fiction and non-fiction texts which (where possible) are linked to their topics across the curriculum. We are lucky to have a wide range of books in school and class teachers select books to read aloud based on personal choices or suggestions from pupils.









By the time our pupils leave Mandale Mill, we envisage that they will be competent readers who can recommend books to their peers, seek out books from a range of different genres including poetry and engage in discussion about authorial choices or impact on the reader.

Once our pupils have unlocked the key to reading here with us at Mandale Mill, it is our intention that they will be able to apply their reading skills in order to access any subject in their secondary education and beyond.

This document should be read in conjunction with the subject policy, the Teaching and Learning Policy and the Long-Term plan for each year group and the assessment documentation.

Overarching principles-

Key Technical Concepts and Skills-

<p style="text-align: center;">Vocabulary</p>	<p style="text-align: center;">Inference</p>	<p style="text-align: center;">Prediction</p>			
<p>Draw upon knowledge of vocabulary in order to understand the text. Find and explain the meaning of words in context.</p>	<p>Make and justify inferences using evidence from the text.</p>	<p>Predict what you think will happen based on the information that you have been given.</p>			
					
<p style="text-align: center;">Explaining</p>	<p style="text-align: center;">Retrieval</p>	<p style="text-align: center;">Sequence/Summarise</p>			
<p>Explain how content is related and contributes to the meaning as a whole. Explain how meaning is enhanced through choice of language. Explain the themes and patterns that develop across the text. Explain how information contributes to the overall experience.</p>	<p>Identify and explain the key features of fiction and non-fiction texts such as: characters, events, titles and information. Retrieve and record information and identify key details from fiction and non-fiction.</p>	<p>Sequence the key events in the story. Summarise the main ideas from more than one paragraph.</p>			
					
<p style="text-align: center;">Phonics</p>	<p>Phonics is an approach to teaching some aspects of literacy, by developing pupils' knowledge and understanding of the relationship between written symbols and sounds. This involves the skills of hearing, identifying and using the patterns of sounds or phonemes to read written language. At Mandale Mill we use Read Write Inc to teach phonics</p>		<p style="text-align: center;">Fluency</p>	<p>Fluency is a combination of the ability to read with accuracy, speed, and proper expression.</p>	

Key Concepts in Reading Progression-

VIPERS-

	Vocabulary	Inference	Prediction	Explaining	Retrieval	Sequence/Summarise
Reception	<ul style="list-style-type: none"> • build up vocabulary that reflects the breadth of their experiences. • extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • use vocabulary and forms of speech that are increasingly influenced by their experiences of books. 	<ul style="list-style-type: none"> • begin to understand 'why' and 'how' questions. • answer 'how' and 'why' questions about their experiences and in response to stories or events 	<ul style="list-style-type: none"> • anticipate key events and phrases in rhymes and stories. • suggest how a story might end. 		<ul style="list-style-type: none"> • describe main story settings, events and principal characters. 	<ul style="list-style-type: none"> • begin to be aware of the way stories are structured. • follow a story without pictures or props.
Year 1	<ul style="list-style-type: none"> • discussing word meanings, linking new meanings to those already known • draw upon knowledge of vocabulary in order to understand the text 	<ul style="list-style-type: none"> • children make basic inferences about characters' feelings by using what they say as evidence. • infer basic points with direct reference to the pictures and words in the text 	<ul style="list-style-type: none"> • predicting what might happen on the basis of what has been read so far in terms of story, character and plot • make simple predictions based on the story and on their own life experience. 	<ul style="list-style-type: none"> • give my opinion including likes and dislikes (not nc objective). • link what they read or hear to their own experiences • explain clearly my understanding of what has been read to them 	<ul style="list-style-type: none"> • answer a question about what has just happened in a story. • develop their knowledge of retrieval through images. • recognize characters, events, titles and information. 	<ul style="list-style-type: none"> • retell familiar stories orally e.g fairy stories and traditional tales • sequence the events of a story they are familiar with • begin to discuss how events are linked

	<ul style="list-style-type: none"> • join in with predictable phrases • use vocabulary given by the teacher • discuss his/her favourite words and phrases 	<ul style="list-style-type: none"> • discuss the significance of the title and events • demonstrate simple inference from the text based on what is said and done 	<ul style="list-style-type: none"> • begin to explain these ideas verbally or through pictures. 	<ul style="list-style-type: none"> • express views about events or characters 	<ul style="list-style-type: none"> • recognize differences between fiction and non-fiction texts. • retrieve information by finding a few key words. • Contribute ideas and thoughts in discussion 	
Year 2	<ul style="list-style-type: none"> • discussing and clarifying the meanings of words; link new meanings to known vocabulary • discussing their favourite words and phrases • recognise some recurring language in stories and poems 	<ul style="list-style-type: none"> • make inferences about characters' feelings using what they say and do. • infer basic points and begin, with support, to pick up on subtler references. • answering and asking questions and modifying answers as the story progresses • use pictures or words to make inferences 	<ul style="list-style-type: none"> • predicting what might happen on the basis of what has been read in terms of plot, • character and language so far • make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them 	<ul style="list-style-type: none"> • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves • express my own views about a book or poem • discuss some similarities between books • listen to the opinion of others 	<ul style="list-style-type: none"> • independently read and answer simple questions about what they have just read. • asking and answering retrieval questions • draw on previously taught knowledge • remember significant event and key information about the text that they have read • Monitor their reading, checking words that they have decoded, to ensure that they fit within the text they have already read 	<ul style="list-style-type: none"> • discuss the sequence of events in books and how items of information are related. • retell using a wider variety of story language. • order events from the text. • begin to discuss how events are linked focusing on the main content of the story.

Year 3	<ul style="list-style-type: none"> • use dictionaries to check the meaning of words that they have read • discuss words that capture the readers interest or imagination • identify how language choices help build meaning • find the meaning of new words using substitution within a sentence. 	<ul style="list-style-type: none"> • children can infer characters' feelings, thoughts and motives from their stated actions. • justify inferences by referencing a specific point in the text. • ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. • make inferences about actions or events 	<ul style="list-style-type: none"> • justify predictions using evidence from the text. • use relevant prior knowledge to make predictions and justify them. • use details from the text to form further predictions. 	<ul style="list-style-type: none"> • discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books • identifying how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts • recognise authorial choices and the purpose of these 	<ul style="list-style-type: none"> • use contents page and subheadings to locate information • learn the skill of 'skim and scan' to retrieve details. • begin to use quotations from the text. • retrieve and record information from a fiction text. • retrieve information from a non-fiction text 	<ul style="list-style-type: none"> • identifying main ideas drawn from a key paragraph or page and summarising these • begin to distinguish between the important and less important information in a text. • give a brief verbal summary of a story. • teachers begin to model how to record summary writing. • identify themes from a wide range of books • make simple notes from one source of writing
Year 4	<ul style="list-style-type: none"> • using dictionaries to check the meaning of words that they have read • use a thesaurus to find synonyms • discuss why words have been chosen and the effect these have on the reader 	<ul style="list-style-type: none"> • ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know 	<ul style="list-style-type: none"> • justify predictions using evidence from the text. • use relevant prior knowledge as well as details from the text to form predictions and to justify them. • monitor these predictions and 	<ul style="list-style-type: none"> • discussing words and phrases that capture the reader's interest and imagination • identifying how language, structure, and presentation contribute to meaning 	<ul style="list-style-type: none"> • confidently skim and scan texts to record details, • using relevant quotes to support their answers to questions. • retrieve and record information from 	<ul style="list-style-type: none"> • use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information. • identifying main ideas drawn from more than one paragraph.

	<ul style="list-style-type: none"> explain how words can capture the interest of the reader discuss new and unusual vocabulary and clarify the meaning of these find the meaning of new words using the context of the sentence. 	<p>this because questions)</p> <ul style="list-style-type: none"> infer characters' feelings, thoughts and motives from their stated actions. consolidate the skill of justifying them using a specific reference point in the text use more than one piece of evidence to justify their answer 	<p>compare them with the text as they read on</p>	<ul style="list-style-type: none"> recognise authorial choices and the purpose of these 	<p>a fiction or non-fiction text.</p>	<ul style="list-style-type: none"> identify themes from a wide range of books summarise whole paragraphs, chapters or texts highlight key information and record it in bullet points, diagrams, maps etc
Year 5	<ul style="list-style-type: none"> explore the meaning of words in context, confidently using a dictionary discuss how the author's choice of language impacts the reader evaluate the authors use of language investigate alternative word choices that could be made begin to look at the use of 	<ul style="list-style-type: none"> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. make inferences about actions, feelings, events or states use figurative language to infer meaning 	<ul style="list-style-type: none"> predicting what might happen from details stated and implied support predictions with relevant evidence from the text. confirm and modify predictions as they read on. 	<ul style="list-style-type: none"> provide increasingly reasoned justification for my views recommend books for peers in detail give reasons for authorial choices begin to challenge points of view begin to distinguish between fact and opinion identifying how language, 	<ul style="list-style-type: none"> confidently skim and scan, and also use the skill of reading before and after to retrieve information. use evidence from across larger sections of text read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts. 	<ul style="list-style-type: none"> summarising the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas. make connections between information across the text and include this is an answer.

	<p>figurative language</p> <ul style="list-style-type: none"> • use a thesaurus to find synonyms for a larger variety of words • re-write passages using alternative word choices • read around the word' and *explore its meaning in the broader context of a section or paragraph. 	<ul style="list-style-type: none"> • give one or two pieces of evidence to support the point they are making. • begin to draw evidence from more than one place across a text. 		<p>structure and presentation contribute to meaning</p> <ul style="list-style-type: none"> • discuss and evaluate how authors use language, including figurative language, • considering the impact on the reader • explain and discuss their understanding of what they have read, including through formal presentations and debates. 	<ul style="list-style-type: none"> • retrieve, record and present information from non-fiction texts. • ask my own questions and follow a line of enquiry. 	<ul style="list-style-type: none"> • discuss the themes or conventions from a chapter or text • identify themes across a wide range of writing
Year 6	<ul style="list-style-type: none"> • evaluate how the authors' use of language impacts upon the reader • find examples of figurative language and how this impacts the reader and contributes to meaning or mood. • discuss how presentation and structure 	<ul style="list-style-type: none"> • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • discuss how characters change and develop through 	<ul style="list-style-type: none"> • predicting what might happen from details stated and implied • support predictions by using relevant evidence from the text • confirm and modify predictions in light of new information. 	<ul style="list-style-type: none"> • provide increasingly reasoned justification for my views • recommend books for peers in detail • give reasons for authorial choices • begin to challenge points of view • begin to distinguish 	<ul style="list-style-type: none"> • Children confidently skim and scan, and also use the skill of reading before and after to retrieve information. *They use evidence from across whole chapters or texts • Read a broader range of texts including myths, 	<ul style="list-style-type: none"> • summarise information from across a text and link information by analysing and evaluating ideas between sections of the text. • summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas

	<p>contribute to meaning.</p> <ul style="list-style-type: none"> • explore the meaning of words in context by 'reading around the word' and • independently explore its meaning in the broader context of a section or paragraph. 	<p>texts by drawing inferences based on indirect clues.</p> <ul style="list-style-type: none"> • make inferences about events, feelings, states backing these up with evidence. • infer characters' feelings, thoughts and motives, giving more than one piece of • evidence to support each point made. They can draw evidence from different places across the text 		<p>between fact and opinion</p> <ul style="list-style-type: none"> • 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 • explain and discuss their understanding of what they have read, including through formal presentations and debates. • distinguish between fact, opinion and bias explaining how they know this. 	<p>legends, stories from other cultures, modern fiction, plays, poetry and archaic texts.</p> <ul style="list-style-type: none"> • Retrieve, record and present information from a wide variety of non-fiction texts. • Ask my own questions and follow a line of enquiry. 	<ul style="list-style-type: none"> • make comparisons across different books. • summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs.
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Key Concepts in Reading Progression-

Fluency-

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>recognise and read their name automatically;</p> <p>join in with a refrain during group recitation; recite some familiar rhymes and songs by heart; recite rhymes to a given rhythm, perhaps marching or clapping to the beat;</p> <p>sing the alphabet with support;</p> <p>begin to read words and simple sentences, showing understanding by the way they say it;</p> <p>sight-read familiar labels and words in the environment e.g. Class 1, crayons, Toilets; recognise and independently read some common exception words with automaticity.</p>	<p>70 words per minute</p> <p>recite some familiar complete rhymes and songs by heart;</p> <p>use body percussion or instruments to hold the beat;</p> <p>recognise and join in with predictable phrases;</p> <p>read on sight the CE words for Y1;</p> <p>say or sing the alphabet in sequence;</p> <p>sound and blend unfamiliar printed words quickly and accurately using their phonemic knowledge and skills;</p> <p>read aloud, checking that it 'sounds</p>	<p>90 words per minute</p> <p>continue to apply phonemic knowledge and skills until automatic decoding has become embedded and reading is fluent (e.g. purple-gold book band);</p> <p>read unfamiliar words containing all common graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to word reading knowledge;</p> <p>recite familiar poems by heart;</p> <p>read many Y2 CE words automatically by sight;</p>	<p>110 words per minute</p> <p>Children can recite some poems (or songs) by heart, in groups and sometimes alone, building confidence and fluency;</p> <p>read age-appropriate books (e.g. lime book band) accurately and at a speed that is sufficient for them to focus on understanding, rather than on decoding individual words;</p> <p>read new words outside their spoken vocabulary, making a good guess at pronunciation;</p> <p>when reading aloud, speak audibly</p>	<p>140 words per minute</p> <p>read words speedily by working out the pronunciation of unfamiliar printed words (decoding) and recognising familiar words;</p> <p>sight-read a wide range of exception words (Y3-4 list and similar);</p> <p>with support, notice where commas create phrasing within sentences;</p> <p>read with expression, using the punctuation to support meaning, including multi-clause sentences;</p>	<p>150 words per minute</p> <p>Read aloud a wider range of age-appropriate poetry and other texts with accuracy and at a reasonable speaking pace;</p> <p>read most words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity;</p> <p>prepare readings using appropriate intonation to show their understanding; notice more sophisticated punctuation e.g. of parenthesis, and use expression accordingly;</p>	<p>150-200+ words per minute</p> <p>read age-appropriate texts fluently and with confidence; learn and recite a wider range of poetry, sometimes by heart;</p> <p>read aloud and perform poems and plays, showing understanding through intonation, tone and volume so that the meaning is clear to the audience;</p> <p>notice and respond to punctuation and phrasing when reading aloud;</p> <p>gain, maintain and monitor the interest of the listener;</p>

	<p>right' and that the text makes sense to them; with support, notice sentence punctuation;</p> <p>re-read favourite books to themselves, to gain confidence with word reading and fluency.</p>	<p>read most words quickly and accurately when they have been frequently encountered, without overt sounding and blending;</p> <p>check that the text makes sense to them as they read, and correct inaccurate reading;</p> <p>use expression appropriately to support the meaning of sentences, including those which use subordination.</p>	<p>and with growing fluency; read on sight all Y2 CE words and some further exception words for Y3-4;</p> <p>gradually internalise the reading process to read silently.</p>	<p>recite whole poems with growing awareness of the listener;</p> <p>as decoding becomes more secure, become independent, fluent and enthusiastic readers.</p>	<p>read silently and then discuss what they have read; sight-read all Y3-4 exception words and some Y5-6 words (and similar) with automaticity.</p>	<p>automatically read a wide range of exception words, including the Y5-6 list and similar words which occur in texts.</p>
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Key Concepts in Reading Progression-

Phonics (RWI)-

	YR children can:	Y1 children can:	Y2 children can:
End of Autumn 1	Read single-letter Set 1 sounds	Read Purple Storybooks; read some Set 2 sounds	Read Blue Storybooks with increasing fluency and comprehension
End of Autumn term	Read all Set 1 sounds; blend sounds into words orally	Read Pink Storybooks; read all Set 2 sounds	Read Grey Storybooks
End of Spring 1	Blend sounds to read words; read short Ditty stories	Read Orange Storybooks; read some Set 3 sounds	Read Grey Storybooks with fluency and comprehension
End of Spring term	Read Red Storybooks	Read Yellow Storybooks	Access RWI Comprehension and Spelling programmes
End of Summer 1	Read Green Storybooks; read some Set 2 sounds	Read Yellow Storybooks; read all of Set 3 sounds	Access RWI Comprehension and Spelling programmes
End of Summer term	Read Green or Purple Storybooks	Read Blue Storybooks	Access RWI Comprehension and Spelling programmes