



## English Curriculum READING ~ Progression of key skills



### Reading Intent

At Teagues Bridge Primary, we aspire to develop a love of reading where the children can raise their game and be the best they can be. We teach children the reading skills they need, as well as the opportunities to read a broad range of texts and provide opportunities to develop the skills needed for 21<sup>st</sup> Century.

Reading is a priority so that our pupils can fully access the curriculum and have the skills and ambition to apply new skills in different contexts. As soon as pupils start school, children are taught to decode using a systematic synthetic phonics approach. Reading is taught not only in specific reading lessons but across the wider curriculum too. It helps play a key role in knowing more, remembering and connecting their learning.

We aim to develop a love of reading through adults reading aloud to children across the school as well as celebrating reading within the school environment through assemblies, displays and in the library. Older pupils (Year 5 pupils), 'buddy' with younger pupils (year 2 pupils) to share reading experiences on a regular basis and explore the library. Younger pupils are encouraged to regularly read books which match the sounds they are learning as well as choose books to share and enjoy at home. The phonetically decodable books they take home have been carefully sorted to match their phonic stage and development. Our well stocked book corners and school library enable the independent readers to select a range of reading matters. Recommended reading is shared within the school community.

Our phonics approach ensures progression of word reading from the outset and is intended to be a 'blueprint' for everyone who supports children in their reading development. Regular professional development plays a key role in ensuring adults know how best to consistently support reading across the school. Pupils understand that they use their phonics knowledge as the first tool when tackling new words in reading but also understand the automatic recognition of whole words is the ultimate goal. Following regular assessments, additional

targeted support is provided for certain pupils, so they are able to 'keep up'. By the end of Key Stage One, our children will have developed the resilience to already be successful, fluent decoders.

As pupils progress through the school, they continue to develop comprehension about what they are reading, reading for meaning is the focus. Using quality texts, we aim to provide ambitious models to support reading development and connect their learning across the curriculum. Children are exposed to, and actively engage with, high quality language in varying forms in a meaningful, deliberate and engaging way. Pupils are taught how to infer, predict, clarify, question and summarise their understanding as well as how to understand how an author has used language for effect. This supports empowering pupils to have the confidence and ability to work collaboratively and leads to high engagement and enthusiasm.

Children will leave Teagues Bridge as confident and competent readers. They can recommend books to their peers and have a thirst for reading a wide range of high-quality texts. They participate in discussions about books and have an established love of reading for life and a thirst for lifelong learning.

The 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 word, 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, fluent 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

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Composite - End Goal
<b>Decoding (Word reading)</b>							
Do they say a sound for each letter in the alphabet and at least 10 digraphs? Do they read words consistently with their phonic knowledge by sound-blending?	Do they apply phonic knowledge and skills to decode words by: -Blending accurately and speedily using known graphemes -Re-read with fluency and confidence -Reading accurately	Do they read age-appropriate books by: -sounding out unfamiliar words? -beginning to self-correct? Do they read accurately, automatically and without undue hesitation including:	Do they decode most new words outside of spoken vocabulary? Do they read longer words with support? Do they use the context of a sentence to read unfamiliar words?	Do they decode most new words outside of spoken vocabulary? Do they read longer words with support? Do they use the context of a sentence to read unfamiliar words?	Do they read age-appropriate books with confidence and fluency, including whole novels? Do they use a range of reading strategies to work out any unfamiliar words? Do they read aloud to perform, showing understanding	Do they read age-appropriate books with confidence and fluency, including whole novels? Do they use a range of reading strategies to work out any unfamiliar words? Do they read aloud to perform, showing understanding	Do they read age-appropriate books with confidence and fluency, including whole novels? Do they read aloud with intonation that shows understanding?

<p>Do they read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words?</p>	<p>-Recognizing when a word does not make sense?</p> <p>Do they read common exception words accurately?</p>	<p>-Words of 2 or more syllables -Words containing common suffixes? -Most common exception words?</p> <p>Do they read most words quickly and accurately without blending aloud, e.g. approx. 90 words per minute?</p> <p>Do they begin to read silently with understanding?</p>	<p>Do they self-correct consistently? Do they read simple chapter books independently and silently?</p>	<p>Do they self-correct consistently? Do they read simple chapter books independently and silently?</p>	<p>through intonation, tone and volume so that meaning is clear to an audience?</p>	<p>through intonation, tone and volume so that meaning is clear to an audience?</p>	
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Deepening Learning

Do they sound out most unfamiliar words accurately, without undue hesitation?	Do they read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute?	Do they decode unfamiliar words and check it makes sense or sounds right?	Do they pause appropriately in response to punctuation and/or meaning and read aloud with increasing expression?	Do they show awareness of the listener through the use of pauses, giving emphasis and keeping an appropriate pace so as to entertain and maintain the reader?	Do they show awareness of the listener through the use of pauses, giving characterization and emphasis and keeping an appropriate pace so as to entertain and maintain the reader?	Do they show awareness of the listener through the use of pauses, giving characterization and emphasis and keeping an appropriate pace so as to entertain and maintain the reader?	
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Reading for pleasure (comprehension)

Do they sing a range of well-know nursery rhymes and songs?  Do they perform songs, rhymes, poems and stories	Do they participate actively in listening and sharing a wide range of books?	Do they read independently, demonstrating increasing stamina?	Do they read for a range of purposes independently?  Do they choose appropriate texts with	Do they read for a range of purposes independently?  Do they choose appropriate texts with support?	Do they read a broader range of texts including those from literary heritage and more challenging texts?  Do they recommend books they have	Do they read a broader range of texts including those from literary heritage and more challenging texts?  Do they recommend books they have	Do they recommend books they have read to their peers, giving reasons for their choices?
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<p>with others, and – when appropriate – try to move in time with the music?</p>	<p>Do they choose to read?</p>	<p>Do they show developing preferences through book choice?</p>	<p>support?</p> <p>Do they demonstrate engagement with reading by:</p> <ul style="list-style-type: none"> <li>-reading for sustained periods of time?</li> <li>-Completing books?</li> <li>-Engaging actively in book discussion?</li> </ul>	<p>Do they demonstrate engagement with reading by:</p> <ul style="list-style-type: none"> <li>-reading for sustained periods of time?</li> <li>-Completing books?</li> <li>-Engaging actively in book discussion?</li> <li>-responding to</li> </ul>	<p>read to their peers, giving reasons for their choices?</p> <p>Do the demonstrate continuing engagement with reading by:</p> <ul style="list-style-type: none"> <li>-reading for sustained periods of time?</li> <li>-completing a wider range of more challenging and lengthier books?</li> <li>-engaging actively in book discussions with and without adult support?</li> <li>-responding to reading in a written form, beginning to develop a critical stance?</li> </ul>	<p>read to their peers, giving reasons for their choices?</p> <p>Do the demonstrate continuing engagement with reading by:</p> <ul style="list-style-type: none"> <li>-reading for sustained periods of time?</li> <li>-completing a wider range of more challenging and lengthier books?</li> <li>-engaging actively in book discussions with and without adult support?</li> <li>-responding to reading in a written form, beginning to develop a critical stance?</li> </ul>	
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			-responding to reading in a written form?	reading in a written form?			
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**Deepening Learning**

	Do they continually demonstrate a pleasure in reading and a motivation to read?	Do they talk about their favourite authors or genres of books?	Do they actively seek a range of text types related and non-related to broaden reading experiences?	Do they actively seek a range of text types related and non-related to broaden reading experiences?	Do they actively seek a range of text types related and non-related to broaden reading experiences and make recommendations to their peers?	Do they actively seek a range of text types related and non-related to broaden reading experiences and make recommendations to their peers?	
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**Inference**

Do they offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction,	Do they make inferences on the basis of what is being said and done? E.g. How a character feels, why a character does something.	Do they make inferences from texts that they read themselves, on the basis of -what's being said and done? -cause and effect?	Do they draw inferences such as characters' feelings, thoughts and motives from their actions, and justify with evidence	Do they draw inferences such as characters' feelings, thoughts and motives from their actions, and justify with evidence	Do they make inferences drawn from across and between texts and justify with evidence?	Do they make inferences drawn from across and between texts and justify with evidence?	Do they explain and discuss their understanding of what they have read, drawing inferences and justifying these with
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rhymes and poems when appropriate?			from the text or life experience?	from the text or life experience?			evidence?
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**Deepening Learning**

Do they explain how and why a character feels using detailed sentences?	Do they justify their ideas using evidence from the text?	Do they draw on what they already know or on background information or vocabulary?	Do they deduce what the characters are like from evidence in the text?	Do they use inference and deduction to work out a range of characteristics of different people from a text?	Do they infer meaning from the text and wider reading and offer alternative viewpoints?	Do they draw inferences from subtle clues across text?	
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**Prediction**

Do they predict key events in stories?	With support, do they link own experiences to what they read? Do they make predictions about reading:	Do they predict what might happen on the basis of what has been read so far?	Do they predict what might happen from details stated and implied based on: -content?	Do they predict what might happen from details stated and implied based on: -content?	Do they predict what might happen from details stated and implied based on: -themes? -Conventions? -Knowledge about	Do they predict what might happen from details stated and implied based on: -themes? -Conventions? -Knowledge about	Do they predict what might happen from details stated and implied?
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	-from a title and front cover of a book? -on the basis of what has been read so far?		-simple themes/text? -Types?	-simple themes/text? -Types?	the author? -genres?	the author? -genres?	

### Deepening Learning

Do they make sensible predictions supported by evidence?	Do they make sensible predictions supported by evidence?	Do they make a plausible prediction about what might happen on the basis of what has been read so far?	Do they read ahead to determine direction and meaning in a story?	Do they refer to the text to support predictions and justify opinion offering different viewpoints?	Do they refer to the text to support alternative predictions and justify opinion offering different viewpoints?	Do they refer to the text to support alternative predictions and justify opinion offering different viewpoints?	
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### Clarifying

Do they make comments about what they have heard and ask	Do they discuss word meanings, making links to known	Do they discuss and clarify meaning of words to understand	Do they use dictionaries to check meaning of words they	Do they use dictionaries to check meaning of words they	Do they give the meaning of words in context? Do they explore and	Do they give the meaning of words in context? Do they explore and	Do they work out the meaning of words from the context?
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questions to clarify understanding?	vocabulary?	texts further?  In familiar books, do they check that it makes sense?	have read?	have read?	explain the meaning of words in context?  Do they distinguish between fact and opinion?  Do they clarify concepts and ideas at sentence, paragraph and whole text level?	explain the meaning of words in context?  Do they distinguish between fact and opinion?  Do they clarify concepts and ideas at sentence, paragraph and whole text level?	
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### Deepening Learning

Do they make links to other texts or events to check understanding?	Do they check that a text makes sense to them as they read and self-correct?	Do they independently research to check understanding?	Do they actively suggest alternatives to words and phrases they have read?	Do they actively suggest alternatives to words and phrases and classify what they have read?	Do they adapt their own opinion in the light of further reading or others' ideas?	Do they read several texts on the same subject to find and compare information?	
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### Questioning

Do they listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions?	Do they raise simple questions about texts they read and that are to them? Do they answer simple, information retrieval questions about texts?	Do they ask and answer questions about texts?	Do they ask and answer questions to improve understanding of a text?	Do they ask and answer questions to improve understanding of a text?	Do they ask and answer questions to improve understanding of themes and authorial intent?	Do they ask and answer questions to improve understanding of themes and authorial intent?	Do they ask and answer questions to improve understanding of themes and authorial intent?
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Deepening Learning

Do they answer simple, information retrieval questions about texts?	Do they use age appropriate non-fiction to extract information?	Do they re-read a passage if they are unhappy about their comprehensions?	Do they actively and independently ask and answer questions to evaluate their understanding	Do they actively and independently ask and answer questions to evaluate their understanding	Do they analyse and compare why different authors make specific vocabulary and structural choices?	Do they analyse and compare why different authors make specific vocabulary and structural choices?	
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			of a text?	of a text?			
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**Summarizing**

Do they demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary?	Do they link title to key events in a text?	Do they identify and explain the sequence of events in texts?	Do they identify main ideas drawn from more than one paragraph and summarise these?  Do they retrieve and record information from non-fiction?	Do they identify main ideas drawn from more than one paragraph and summarise these?  Do they retrieve and record information from non-fiction?	Do they identify and summarise main ideas from across a text?  Do they identify key details that support main ideas using quotation for illustration?  Do they retrieve, record and present key information from non-fiction?	Do they identify and summarise main ideas from across a text?  Do they identify key details that support main ideas using quotation for illustration?  Do they retrieve, record and present key information from non-fiction?	Do they summarise main ideas, identifying key details and using quotations for illustrations?  Do they retrieve information from non-fiction?
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**Deepening Learning**

Do they sequence at least 4 events in detail with	Do they sequence key events in detail?	Do they understand and summarise at least 4 main	Do they skim materials and note down key points,	Do they skim, scan and organise fiction and	Do they explain the main purpose of a text and summarise it succinctly?	Do they explain the main purpose of a text and summarise it succinctly?	
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beginning, middle and end?		points from a non-fiction text in increasing detail?	different views and arguments?	non-fiction under different headings?			
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Language for effect

Do they use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play?	Do they recognize and join in with predictable phrases?	Do they identify simple literary language in stories and poetry?  Do they discuss favourite words and phrases and their impact on meaning?	Do they identify language, structural and presentational features of texts and discuss how they contribute to the meaning?  Do they discuss words and phrases that engage the reader?	Do they identify language, structural and presentational features of texts and discuss how they contribute to the meaning?  Do they discuss words and phrases that engage the reader?	Do they discuss how the structural and presentational choices impact on meaning, theme and purpose?  Do they discuss and evaluate texts, commenting on writers' use of words, phrases and language features including figurative language?	Do they discuss how the structural and presentational choices impact on meaning, theme and purpose?  Do they discuss and evaluate texts, commenting on writers' use of words, phrases and language features including figurative language?	Do they evaluate how authors use language, including figurative language,
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			Do they give extended explanations of the impact of language choices on meaning?	Do they give extended explanations of the impact of language choices on meaning?			considering the impact on the reader?
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### Deepening Learning

Do they use new vocabulary in a range of contexts and explain its meaning?	Do they retell familiar stories in much detail and consider their particular characteristics?	Do they give extended explanations of the impact of language choices on meaning?	Do they analyse and categorise how an author conveys meaning through choice of detail and language?	Do they analyse and categorise how an author conveys meaning through choice of detail and language?	Do they evaluate the impact of grammatical features/techniques used to create mood, atmosphere, key messages and attitudes?	Do they evaluate the impact of grammatical features/techniques used to create mood, atmosphere, key messages and attitudes?	
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### Themes and Conventions

Do they retell familiar stories and rhymes?	Do they retell familiar stories and rhymes and talk about	Do they identify key aspects of texts? e.g. Fiction,	Do they begin to make connections between texts?	Do they begin to make connections between texts?	Do they identify the themes and conventions of a range of texts?	Do they identify the themes and conventions of a range of texts?	
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	<p>their key features?</p>	<p>characters, setting, plot Non-fiction: Titles/headings, contents, index, glossary?</p>	<p>Do they begin to identify simple common themes in texts e.g. good vs evil, use of magical devices?</p> <p>Do they begin to identify conventions of different types of writing?</p> <p>Do they comment on the use of</p>	<p>Do they begin to identify simple common themes in texts e.g. good vs evil, use of magical devices?</p> <p>Do they begin to identify conventions of different types of writing?</p> <p>Do they comment on the use of</p>	<p>Do they discuss/comment on themes and conventions in different genres and forms?</p> <p>Do they make comparisons and contrasts within and across texts?</p> <p>Do they discuss viewpoints (both of the author and</p>	<p>Do they discuss/comment on themes and conventions in different genres and forms?</p> <p>Do they make comparisons and contrasts within and across texts?</p> <p>Do they discuss viewpoints (both of the author and</p>	<p>Do they make comparisons within and across books?</p>
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			conventions in different types of writing?	conventions in different types of writing?	fictional characters), within a text and across more than one text?	fictional characters), within a text and across more than one text?	
		With support, do they justify personal response to texts?	Do they justify personal response to texts?	Do they justify personal response to texts?	Do they provide reasoned justifications for opinions about a book?	Do they provide reasoned justifications for opinions about a book?	

### Deepening Learning

Do they talk about similarities in texts?	Do they compare familiar themes or differences in a range of texts?	Do they make links between the book they are reading and other books they have read?	Do they investigate what is known about historical setting and events and their own importance to the story/ information?	Do they compare fictional accounts in historical novels with factual accounts?	Do they compare and contrast features of different text types, e.g., adventures, fantasy, myths?	Do they compare and contrast the styles of different writers with evidence and explanation?	
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