

ENGLISH PROGRESSION MAP 3. Reading



Overview:

The English curriculum seeks to equip pupils with a strong command of spoken and written language in readiness for their next phase in education and to be successful life-long learners and participants in society. We acknowledge the importance of English within each subject of the primary curriculum, and believe that a depth of learning secured within all aspects of this core subject, enables access to the full breadth of a rich and vibrant curriculum, and broadens pupils' experiences.

The English curriculum aims to develop effective communication skills so pupils can speak and write fluently to communicate with others, and can read confidently and listen carefully so others can communicate with them.

Reading:

We aim to develop a life-long love of Reading as this offers pupils the chance to develop culturally, emotionally, intellectually, socially and spiritually. Pupils are encouraged to read and enjoy a broad range of challenging fiction and non-fiction texts to support their development of a love of literature and understanding of language.

Reading can be separated into the two dimensions of word reading and comprehension. The structure of the English curriculum acknowledges that different kinds of teaching is required for each aspect though the provision of two sequences- Phonics and Reading.

The Reading sequence teaches the skills that develop and support good comprehension. These draw on linguistic knowledge (in particular of grammar and vocabulary) and on knowledge of the world.

The Reading curriculum develops confident, fluent readers in recognition that these skills are essential to enable pupils to read to acquire knowledge and to build upon what they already know.

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In each year, pupils will be learning to:

Themes within subject		Nursery	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word Reading		<p>understand the five key concepts about print:</p> <ul style="list-style-type: none"> -print has meaning -print can have different purposes -we read English text from left to right and top to bottom -the names of the different parts of a book (see terminology) -page sequencing <p>recognise their own name in print.</p>	<p>recognise own name, advertising logos and signs in the environment.</p>	<p>read words containing –s, –es, –ing, –ed, –er and –est endings, and know this changes the meaning of the word (beginning of morphology)</p> <p>read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).</p> <p>recognise known words within new words and link their meaning to those already known</p> <p>break up unknown polysyllabic words into syllables/chunks and break down each part individually</p> <p>use known patterns (analogy) to read unknown words (eg to read the word 'coat', use their known word 'boat')</p>	<p>read most words quickly and accurately, without overt sounding and blending</p> <p>sound out unfamiliar words accurately, automatically and without undue hesitation</p> <p>know the root word carries most of the word meaning</p> <p>read words containing common suffixes (-ly, -ful -ment, -ness), and know this changes the meaning of the word (beginning of morphology)</p>	<p>Make reference to school specific English tracker/year group word list.</p> <p>refer to Appendix 1 read words containing the common prefixes (un-, dis-, mis-, in-, il-, re-, sub-, inter-, super-, anti-, auto-), and know how this changes the meaning of the word</p> <p>read words containing the common suffixes (-ous,), where -ly is used to change adjectives to adverbs</p> <p>read Year 3 words that are spelling exceptions, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>Make reference to school specific English tracker/year group word list.</p> <p>refer to Appendix 1 read plural words with a possessive apostrophe</p> <p>read words containing the common suffixes (-ous,), where -ation is used to change verbs to nouns -ion, -ian where pronunciation sound like -tion</p> <p>read Year 4 words that are spelling exceptions, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>Make reference to school specific English tracker/year group word list.</p> <p>refer to Appendix 1 read words containing the common suffixes -able -ible</p> <p>read Year 5 words that are spelling exceptions, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>Make reference to school specific English tracker/year group word list.</p> <p>refer to Appendix 1 read words containing hyphen between prefix and root</p> <p>read words containing the common suffixes -ant, -ance, -ancy, -ent, -ence, -ency, -ably, -ibly, -fer</p> <p>read Year 6 words that are spelling exceptions, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>
	Notes:	<p>(Word reading is also covered in detailed phonics map, so specific phonics not detailed here)</p> <p>INSERT HYPER LINK TO DIVISION OF SPELLING CONTENT</p>							
Comprehension	Comprehension strategies	<p>ask questions about what they see in books and they have had read to them (once questions have been modelled)</p> <p>join in with and finish known sentences, especially repeated phrases and rhyme in stories</p>	<p>identify words they do not understand and ask for clarification</p> <p>identify parts of stories they do not understand and ask for clarification</p> <p>understand the title tells us something about the book</p>	<p>recognise that authors use paragraphs, headings and subheadings to make the content clearer</p>	<p>check sentences make sense to them as they read and correct inaccurate reading caused by omission, substitution, mispronunciation, insertion, repetition, reversal</p>				
	Retrieval	<p>retrieve information from pictures of familiar objects.</p> <p>discuss characters in books being read</p> <p>find the title of the book</p>	<p>pick out familiar words and labels in the classroom</p> <p>identify the main events, setting and principle characters in a book they have been read.</p> <p>pick out simple information from books (fiction and non-fiction)</p>	<p>find simple comparisons and differences (eg between characters and settings).</p> <p>find characteristics of fairy tales and traditional tales: repeated language e.g. Once upon a time..., simple story</p>	<p>pick out the sequence of events in books (fiction and non-fiction).</p> <p>identify items of information which are related within a text (eg how a character develops through a story or the three most important facts in a short passage of non-fiction).</p>	<p>find words that capture the reader's interest and imagination.</p> <p>identify the main ideas from one paragraph and summarise it.</p> <p>use graphs, charts or diagrams to find factual information</p>	<p>find phrases that capture the reader's interest and imagination</p> <p>identify the main ideas drawn from several paragraphs on the same topic and summarising these</p>	<p>summarise the main ideas drawn from across chapters, identifying key details that support the main ideas/events</p> <p>understand why some evidence is more useful and more reliable than other evidence</p>	<p>summarise the main ideas drawn from across chapters, identifying quotations that support the main ideas</p> <p>use quotes, paraphrasing and adapting text to give evidence</p>

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			scan for a single letter on a display	structure, good and bad characters understand that retrieval is finding information directly from the text scan a text for specific word or phrase	find recurring language across different stories and poems e.g. foe instead of enemy pick out favourite words and phrases retrieve and explain details about characters, events and information use contents page, simple index and subheadings to find information scan a text for specific information in response to written question understand the difference between close reading and scanning	skim a text quickly to get a general idea of meaning	quote key evidence from a text and identify less important information understand the difference between skim, scan and close reading	justify why they have included specific information in a summary understand the difference between paraphrasing and quotation use a complex index skim and/ scan in order to identify text to close read	make judgements about evidence e.g reality and fantasy, adequacy and validity, appropriateness and worth independently choose appropriate the combination of skills: skim, scan, close read in response to written questions
	Inference Coherence Inference across a sentence or whole text. Completed at the point of reading. Elaborative Gap-filling or knowledge based. Completed either at the point of reading or after. Global Completed after reading. When Coherence and Elaborative inference has aided full comprehension of the text. HYPERLINK TO TYPES OF INFERENCE DOC	EI relate known sequences (eg getting dressed, their day) to the text	EI infer character feelings using pictures infer character's feelings through linking them to own infer character's feelings using information explicitly stated in the text accurately predict key events understand a prediction must be based on a reason	CI identify grammatical feature of a sentence that infer additional information – pronouns, sequencing, plurals, tenses understand that inference is a suggestion based on other information that they know or they have retrieved from the text understand that some inferences are drawn as you read make inferences on the basis of what is being said make inferences on the basis of what is being done make a prediction based on stated facts	EI draw on what they already know and new vocabulary provided by the teacher identify vocabulary which infers additional information eg navy=dark blue CI identify grammatical features of a sentence that infer additional information - punctuation (eg !), tenses, prefixes and suffixes, coordinating and subordinating conjunctions make inferences on the basis of what is being said and done explain a prediction clearly referencing the text update a prediction whilst reading	EI make knowledge based inferences linked to topic specific vocab infer the meaning of a word from its context eg within a sentence, subheading CI identify grammatical features of a sentence that infer additional information – differences between tenses, prefixes and word families, conjunctions, adverbs and prepositions, inverted commas. GI identify a theme in individual paragraphs and chapters understand that some inferences are drawn after reading the whole text infer characters' feelings, thoughts from their actions justify inferences with at least two source of evidence explain why they have modified a prediction	EI explain the meaning of a word linked to examples linked to context CI identify grammatical features of a sentence that infer additional information – standard and non-standard English, fronted adverbials, modifying adjectives. GI identify a theme in whole text infer characters' feelings, thoughts and motives from their actions justify inferences with multiple sources of evidence. base a prediction on an established theme in a text	EI adjust initial thinking about the meaning of a word through gathering more information from the context infer meaning from figurative language (eg personification, similes, metaphors, abstract language, onomatopoeia) CI identify grammatical features of a sentence that infer additional information prefixes/suffixes, relative clauses, adverbs, modal verbs, adverbials, commas to mark clauses, commas for parenthesis, brackets, dashes GI identify themes within a text distinguish between statements of fact and opinion	EI draw on prior learning and new vocabulary to make inferences linked to a new text CI identify that language choice and register can infer formality and intended audience identify grammatical features of a sentence that infer additional information active, passive, subjunctive, adverbials, ellipsis, semi-colon, colon, hyphens GI identify similarities/shared themes between texts
Reading entitlement	As well as books, provide opportunities to experience different forms of print, eg comics, magazines, hard and soft books, pop-up books, big books, poems, stories (of children) from different cultures. Engage in a variety of reading activities: individual, paired, small group, whole class. Encourage children to use stories they hear in their play, using pictures, toys, small world	Encourage children to use stories they hear in their play, using pictures, toys, small world objects and puppets. Re-read books to build confidence in word reading, their fluency and their understanding and enjoyment.	Key stories, non-fiction, poems, rhymes, fairy tales, traditional tales, key stories (eg Easter and Christmas) ...at a level beyond that at which they can read independently.	Stories, narratives, non-fiction (structured in different ways), contemporary and classic poetry, fairy tales, traditional tales, ...at a level beyond that at which they can read independently	Continue reading to and with children. fiction, poetry, plays, non-fiction texts, reference (eg dictionary, thesauruses, atlases), topic text books Reading books that are structured in different ways and reading for a range of purposes (enjoyment, information, communication	Continue reading to and with children. fiction, myths, legends, fairy tales, poetry (different types e.g. free verse and narrative), plays, non-fiction texts, reference (eg dictionary, thesauruses, atlases), topic text books Reading books that are structured in different ways and	Continue reading to and with children. myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions Continue reading to and with children. Poetry, plays, reference books, text books.	Continue reading to and with children. myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions Poetry, plays, reference books, text books. Reading books that are structured in different ways and reading for a range of purposes	

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	objects within role-play, real objects and puppets.					reading for a range of purposes (enjoyment, information, communication)	Reading books that are structured in different ways and reading for a range of purposes (enjoyment, information, communication).	(enjoyment, information, communication).
School specific booklist								
<p>Terminology (use when discussing texts with children)</p> <p>Reading terminology HYPERLINK TO READING TERMINOLOGY DOC</p>	Cover Book Page Page number Front Back Title Author Left Right Print Picture Story Question Comic Magazine Newspaper Characters Start End	Fiction Non- fiction Setting Action Event Plot Next First Beginning Find Title	Retrieve Retrieval Pick out Infer Inference Suggest Suggestion Predict Prediction Characters order Fairy tale Traditional tale Poem Rhyme Rhythm Scan Re-read comparison similarity difference	Locate Sequence Structure Poetry Modern traditional Opinion View Skim	Summarise Condense Morphology Etymology Explicit Implicit Motive Effect Evidence Strategy Purpose Genre Audience Context Choice Theme fact opinion Language	Justify Identify Clarify Myth Legend Playscript Intonation Tone Volume Reference	literary heritage traditional cultures simile metaphor personification onomatopoeia figurative language abstract Deduce Concise	Formality Register Evaluate Conclude Speculate Adequacy Validity Impression Read and explain the terminology covered in this document