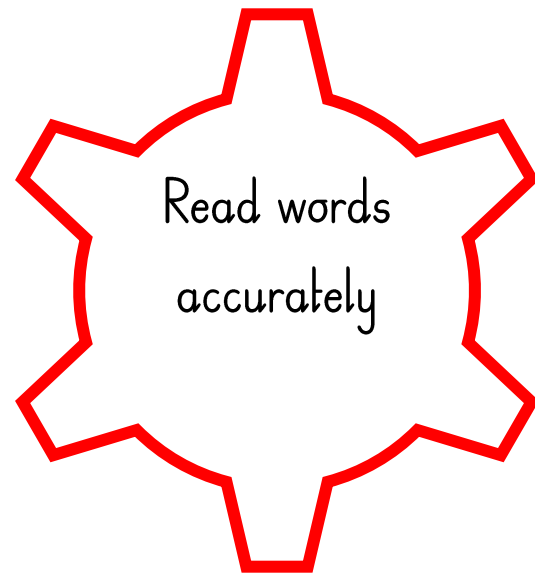
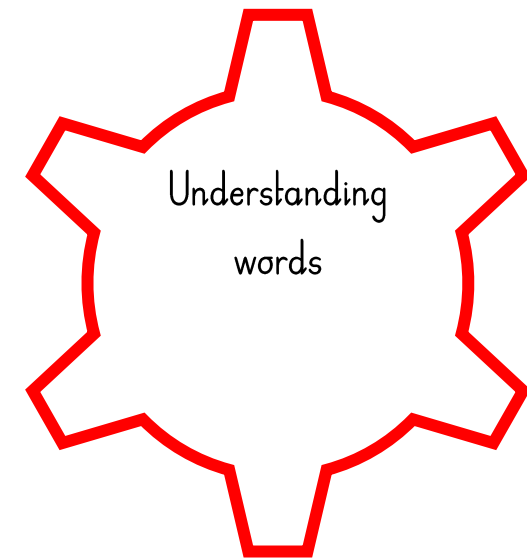




Lumbertubs Primary School

Reading Progression Document



Phonics

At Lumbertubs we follow the Read, Write Inc phonic scheme. We believe that this is the best approach for our children to have the knowledge and skills they need to be proficient at word recognition. This scheme helps our children to become fluent readers.

The learning strategies used include: the practice of word blending using Fred-talk (pushing sounds together), segmenting (pulling sounds apart) and manipulating (deleting and inserting sounds) which help children to read and spell.

Every child who walks through the Lumbertubs door is assessed for their phonics knowledge to ensure we provide the best support for each child.

Reading

At Lumbertubs, we are committed to promoting the enjoyment of reading as we believe it gives us the ability unlock doors to the future of all learning. Our library contains a wealth of fiction and non-fiction books for the children to read which is used regularly as well as links to the local library. In KS1 and until children become fluent readers we follow a reading colour band system which is assessed through phonics. Every child has a book which is relevant to the set of phonics which they are working on in class. Therefore, children can link their phonics skills to become fluent readers. When children become free readers, they will move onto the Accelerated Reader programme. This gives every child the opportunity to read a range of fiction and non-fiction books which they can later take a quiz on to show their understanding of the book. Every child who is a free reader has a log on for Accelerated reader.

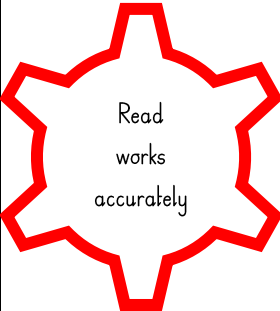
Knowledge and skills coverage in reading comprehension

Every reading session has a skill focus to ensure that the comprehension aspect of reading is taught. Comprehension skills are developed through pupils' experience of high-quality discussion with the adult, as well as from reading and discussing a range of stories, poems and non-fiction. The skills taught include:

- Vocabulary
- Inference
- Prediction
- Explanation
- Retrieval
- Sequence (KS1) Summary (KS2)

Early Learning Goals	
Communication and Language Listening, Attention and Understanding Children at the expected level of development will: - 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; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Speaking - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	Literacy Comprehension Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate — where appropriate — key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Word Reading Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Expressive Arts and Design Being Imaginative and Expressive Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and — when appropriate — try to move in time with music.
The National Curriculum – Key Stage One	The National Curriculum – Key Stage Two
<u>Word reading</u> To apply phonic knowledge and skills as the route to decode words respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes read accurately by blending sounds in unfamiliar words containing GPCs that have been taught - read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word - read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings - 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) - read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words - re-read these books to build up their fluency and confidence in word reading.	<u>Word reading</u> Pupils should be taught to: - continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent - read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes - read accurately words of two or more syllables that contain the same graphemes as above - read words containing common suffixes - read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word - read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered

Reading Comprehension Develop pleasure in reading, motivation to read, vocabulary and understanding by: - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently - being encouraged to link what they read or hear read to their own experiences - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics - recognising and joining in with predictable phrases - learning to appreciate rhymes and poems, and to recite some by heart - discussing word meanings, linking new meanings to those already known - understand both the books they can already read accurately and fluently and those they listen to by: - drawing on what they already know or on background information and vocabulary provided by the teacher - checking that the text makes sense to them as they read and correcting inaccurate reading - discussing the significance of the title and events - making inferences on the basis of what is being said and done - predicting what might happen on the basis of what has been read so far - 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.	- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation - re-read these books to build up their fluency and confidence in word reading. Reading Comprehension Pupils should be taught to: develop pleasure in reading, motivation to read, vocabulary and understanding by: - 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 - discussing the sequence of events in books and how items of information are related - 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 - recognising simple recurring literary language in stories and poetry discussing and clarifying the meanings of words, linking new meanings to known vocabulary - discussing their favourite words and phrases - continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear - understand both the books that they can already read accurately and fluently and those that they listen to by: - drawing on what they already know or on background information and vocabulary provided by the teacher - checking that the text makes sense to them as they read and correcting inaccurate reading - making inferences on the basis of what is being said and done answering and asking questions - predicting what might happen on the basis of what has been read so far - 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.
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Cog	End of EYFS Milestone	End of Key Stage One Milestone	End of Lower Key Stage 2 Milestone	End of Upper Key Stage 2 Milestone
Read words accurately 	• Children read and understand simple sentences. • They use phonic knowledge to decode regular words and read them aloud accurately. • They also read some common irregular words. • Read words by blending sound • Say a single sound for 20+ graphemes • Read some common exception words	• Apply phonic knowledge and skills as the route to decode words. • Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. • Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. • Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. • Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings. • 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). • Read aloud accurately books that are consistent with phonic knowledge and that do not require other strategies to work out words. • Re-read these books to build up fluency and confidence in word reading. • Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. • Read accurately words of two or more syllables that contain the same graphemes as above. • Read words containing common suffixes. • Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. • Re-read books to build up fluency and confidence in word reading.	• Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology). • Read further exception words, noting the spellings.	• Apply knowledge of root words, prefixes and suffixes. • Read age-appropriate books with confidence and fluency (including whole novels). (Note: this should be through normal reading rather than direct teaching.)

Understand texts Understanding words	• They demonstrate understanding when talking with others about what they have read.	• Discuss events. • Predict events. • Link reading to own experiences and other books. • Join in with stories or poems. • Check that reading makes sense and self-correct. • Infer what characters are like from actions. • Ask and answer questions about texts. • Discuss favourite words and phrases. • Listen to and discuss a wide range of texts. • Recognise and join in with (including role-play) recurring language. • Explain and discuss understanding of texts. • Discuss the significance of the title and events. • Make inferences on the basis of what is being said and done.	• Draw inferences from reading. • Predict from details stated and implied. • Recall and summarise main ideas. • Discuss words and phrases that capture the imagination. • Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes. • Prepare poems and plays to read aloud with expression, volume, tone and intonation. • Identify recurring themes and elements of different stories (e.g. good triumphing over evil). • Recognise some different forms of poetry. • Explain and discuss understanding of reading, maintaining focus on the topic. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Predict what might happen from details stated and implied. • Identify main ideas drawn from more than one paragraph and summarise these. • Identify how language, structure and presentation contribute to meaning. • Ask questions to improve understanding of a text.	• Recommend books to peers, giving reasons for choices. • Identify and discuss themes and conventions in and across a wide range of writing. • Make comparisons within and across books. • Learn a wide 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. • Check that the book makes sense, discussing understanding and exploring the meaning of words in context. • Ask questions to improve understanding. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Predict what might happen from details stated and implied. • Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. • Identify how language, structure and presentation contribute to meaning. • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. • Retrieve and record information from non-fiction. • Participate in discussion about books, taking turns and listening and responding to what others say. • Distinguish between statements of fact and opinion. • Provide reasoned justifications for views.
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Progression of Reading and Comprehension								
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading of words	Shows awareness of rhyme and alliteration Listens to and joins in with stories and poems, one-to-one and also in small groups. Enjoys rhyming and rhythmic activities.	Continues a rhyming string. Tell stories using tone and volume Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences.	Recite some simple rhymes and poems Pause at a full stop Say the correct sound to graphemes for all 40+ graphemes Give alternative sounds for graphemes Blend sounds to read unfamiliar words containing the taught GPCs Read common exception words Read words with common GPCs that end with –s, –es, –ing, –ed, –er and –est Read words of more than one syllable that contain the taught GPCs Read contracted words and understand that the apostrophe shows where letters have been omitted Read aloud a familiar text which is at an appropriate level at a rate of 50 words per minute	Recite a range of poems, using intonation to help make the meaning clear Recognise and read alternative sounds for graphemes Decode words quickly and fluently using GPCs Read 100 high frequency irregular words Read words of two or more syllables by blending sounds in words Read words containing common suffixes Read aloud a familiar text which is at an appropriate level at a rate of 90 words per minute	Reading aloud and performing poetry. Alter the voice when reading something exciting, humorous or emotional Use knowledge of root word, prefixes and suffixes to decode words while reading Use knowledge of root words, prefixes and suffixes to tell someone the meanings of many new words (-ing, un- etc.) Read aloud clearly and audibly for an audience Read aloud a familiar text which is at an appropriate level at a rate of 100 words per minute	Use pauses and body language when reading aloud Identify unusual matches between spellings and sounds to help me read exception words Read aloud a familiar text at an appropriately challenging level at a rate of 110 words per minute Use a dictionary to speedily look up an unknown word's meaning or its spelling Identify when reading is not making sense and use strategies to self-correct	Recite poems with expression that enhances their meaning Read aloud a familiar text at an appropriately challenging level at a rate of 120 words per minute	Read with great expression, showing awareness of the listener and using pauses, emphases and pacing
General understanding of books	Listens to stories with increasing attention and recall. Handles books carefully Looks at books independently Holds books the correct way up and turns pages Knows that print carries meaning and, in English, is read from left to right and top to bottom. Beginning to be aware of the way stories are structured. Shows interest in illustrations and print in books and print in the environment.	Enjoys an increasing range of books.	Join in with parts of familiar texts, especially repeated parts or rhymes Tell if a sentence that has been read does not make sense Talk about a book, poem or rhyme that is liked or disliked and say why Find where has been read up to in a book Talk about why the book has the title that it does Understand the difference between a fiction and non-fiction text Talk about some of the events in a story Talk about how a text that has been read is like other rhymes, poems or stories Talk about how a text has been listened to is like other rhymes, poems or stories Re-tell fairy stories and traditional tales and talk about what happens in them	Notice when reading does not make sense and suggest a possible correction Talk about my favourite words and phrases in different books that have been read Self-correct by looking backwards and forwards in a text Re-tell a range of familiar stories Comment on the way that non-fiction text is organised and can see how this helps the reader to find wanted information Talk about the plot, setting and characters in familiar and less familiar books Give examples of some phrases and sentences that appear in a lot of stories (e.g. Once upon a time ...)	Retell a story or relate instructions from a text that has been read Work as part of a group to discuss books that have been read or that have been read to us Retell stories that have been heard or read from a wide range of books Use actions to support the audience's understanding when reading aloud Use a contents page, index, chapters, headings and glossaries to locate a place in a text Tell people about reading preferences both by naming the author and talking about the types of stories liked	Recognise and name some different forms of poetry (e.g. free verse, narrative) Explain what type of text is being read and describe some of its features (e.g. fiction, poetry, play, non-fiction) Identify themes in a wide range of books Compare different versions of the same myth and legend Name and describe some similarities and differences between books that have been read Use a contents page, index, chapters, headings and glossary to get information to answer a question	Recommend books to their friends, giving reasons for their choices Point to features of a text that show bias in persuasive writing, including in articles and advertisements	Take part in discussions about books, including comparing them, building on the ideas of others and challenging their views courteously Plan a strategy to research a topic including choosing appropriate books and other sources, search terms, and using indexes and glossaries Distinguish between fact and opinion and explain how they know
Vocabulary	Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories Children build up a vocabulary that reflects their experiences.	Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books, to clarify their thinking, ideas and feelings.	Talk about the meanings of some simple words e.g. how they link to words already known They use the pictures to support them to do this.	Use the meanings of known words to try to understand the meaning of an unfamiliar word Children discuss new word meanings and link them to words that they already know, including root words.	Find given words in a dictionary To read around an unknown word to find the meaning of an unfamiliar word They also use the skills of looking at the picture, finding root words and breaking words down.	Consistently use knowledge of root words, prefixes and suffixes to get the likely meaning of unfamiliar words Talk about the possible meanings of new words within a sentence	Apply a wide knowledge of prefixes, suffixes and root words to work out the meaning of unfamiliar words Point to ways an author has used language precisely to get across a point of view	Explain an understanding of words in context Point to language that is expressive, figurative or descriptive and creates effects in poetry and prose Talk about an author's techniques for describing characters, settings

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						Point to different types of sentences a writer has used They also use the skill of linking words to other words that they know.	Give an antonym, a synonym and examples of their usage with a wide range of words Use a range of technical terms to describe what has been read including metaphor, simile, analogy, imagery, style and effect Point to ways a writer sets out to persuade a reader Say why a writer has chosen key words and phrases to capture the reader's interest Children read around the word and are taught to explore its broader meaning within a section or paragraph.	and actions and the impact they are designed to have on the reader Read around the word and independently explore its broader meaning within a section or paragraph.
Inference	Look at pictures to help suggest how a character might be feeling	Listen to stories read to by an adult and discuss how a character might be feeling	Make simple deductions from what people say or do in a story e.g. why they did something Talk about how a text that has been listened to links with personal experiences e.g. whether s/he has done something similar	Make inferences from what is being said or done in a story Use examples to support their point of view in a text	Suggest how a character might be feeling or why they chose to act in particular ways	Talk about the way a writer's choice of words makes the reader feel or think	Deduce from the evidence in the text what the characters are like and why they act as they do Say something about the way a writer describes characters that are not literal e.g. through details or the language used Give examples of ways in which words have been used figuratively to give a special effect	Infer, deduce and speculate about what a person in a story is thinking making reference to relevant quotations Infer, deduce and speculate about the feelings of the main characters (e.g. unhappy, angry or stressed) making reference to supporting quotations Answer questions that require thinking beyond the text
Predictions	Suggests how the story might end. Join in with predictable phrases or words	Verbally predict what might happen next	Suggest something that might happen next in a story that is being read	Talk about things that might have happened in a story and make predictions Express an opinion about the way a story is unfolding	Use the details in a text to help predict what might happen	Justify predictions about a text through talking about what has been noticed so far	Participate in discussions about a book and predict what might happen.	Make predictions about what might happen next from the stated and implied details in a text
Evidence	Find picture in a book to support their understanding	Respond to questions about a text by using the pictures and key words to help them	Find key words in a text to answer a question	Talk about a part of a story and explain why they liked it using the text to support their answers Give an opinion about events and actions within the text	Understand what they are reading by checking the text for evidence	Describe some similarities and differences between poems that have been read Find and tell the main arguments for or against a particular point of view in a text	Explain similarities and differences between different versions of a story or text Explain thoughts and use points raised from two different perspectives to help clarify ideas e.g. On the one hand ... on the other...	Provide reasoned justifications for their views using evidence in the text to support this
Retrieval	Recognises familiar words and signs such as own name and advertising logos Children answer simple recall questions verbally about known stories and can retell simple past events.	Verbally answer simple questions about a book they are reading Knows that information can be retrieved from books and computers. Children answer simple recall questions verbally about stories they can follow without pictures and prompts	Answer simple questions about the books that have been read Children verbally explain their understanding of what is being read to them by answering simple questions about what has just happened.	Ask other people simple questions about a text Refer to parts of the text to help me explain what was enjoyable and/or not enjoyable about a book Retrieve from a non-fiction text Children explain their understanding of what they have read themselves by answering simple questions about what has just happened.	Ask questions which will help to better understand a text Retrieve from a range of non-fiction text Children are taught and begin to use skimming and scanning to retrieve and record details from fiction and non-fiction, using some quotations.	Find what is needed in a book by searching quickly for key words or phrases Children use skimming and scanning to retrieve and record details from fiction and non-fiction, using relevant quotations to support responses.	Select and give the main points of an information text Locate and use information from a range of given sources, both fiction and non-fiction to investigate a question or topic Children skimming, scanning and reading before and after to retrieve and record information, using evidence from a larger part of the text.	Point to parts of a text that support an idea or an opinion Make up questions that help to review a text and improve understanding skimming, scanning and reading before and after to retrieve and record information, using evidence from across the text.
Sequence (KS1) Summary (KS2)	Knows information can be relayed in the form of print Describes main story settings, events and principal characters. Recall information from a text	Retell a story which they are familiar with	Take part in discussions about books, taking turns, listening and responding to others	Talk about the sequence of events in books and how they are linked to one another Use information in the text to talk about a story that is being read or listened to	Explain a book's message or main theme in their own words	Understand what they read independently by identifying main ideas from one than one paragraph and summarise these Tell someone else the main ideas in a fiction or non-fiction text at their own reading level	Skim materials to gain an overview of the text Summarise key points when reading appropriate texts, showing understanding of the main significant ideas, themes, events and characters	Use skimming, scanning and note-taking to identify the key points in a text

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