

# Bitterne CE Primary

## Reading Progression



## **Reading Aims:**

At Bitterne CE Primary, we aim to enable our pupils to:

- Develop a love for reading;
- Be become confident readers who can read fluently, with intonation and regard to the punctuation;
- Have opportunities to discuss texts that have been read independently or as a class;
- Be taught to use a wide range of appropriate reading strategies when reading new words, or when finding specific information;
- Have opportunities to independently choose age-appropriate texts to practise their skills;
- Be exposed to high-quality, challenging texts across the whole curriculum so they can become enthusiastic and reflective readers;
- Gain an appreciation of how authors use words and images to achieve different effects;
- Understand the importance of reading as a skill needed to access the curriculum, and as a skill for life.

This progression document, outlined by the national curriculum, includes two strands:

- Word reading (including phonics, decoding, common exception words and fluency).
- Comprehension (both listening to others and reading themselves).

Word reading involves working out pronunciation of unfamiliar words (decoding) and the recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school. As a school, we use the Letters and Sounds Phonics Programme and our own Phonics Progression document, which outlines when sounds are taught during the year. In addition to this, early reading is also supported by our reading scheme in KS1.

Comprehension draws from linguistic knowledge (vocabulary and grammar) and on knowledge of the world. At Bitterne CE Primary, our pupil's comprehension skills are developed through high-quality discussions, as well as being exposed to a range of stories, poems and non-fiction (see reading spine for a breakdown of each year group). We ensure our pupils read across both fiction and non-fiction to develop knowledge of themselves and the world they live in. In turn, this encourages a love of reading, and helps their understanding across the curriculum. Encouraging every child to 'read widely' increases their vocabulary because they will encounter words they would rarely hear or use in everyday language.

### **Appendices:**

**Appendix 1:** common exception words year 1 and year 2;

**Appendix 2:** common exception words year 3 and year 4;

**Appendix 3:** common exception words year 5 and year 6.

# Year R

The tables below are coloured coded depending on the assessment strands in year R.

30 - 50 months    40 - 60 months    Early Learning Goals

## Word Reading

Phonics and decoding	Common exception words	Fluency
<p>To enjoy rhyming and rhythmic activities. To show an awareness of rhyme and alliteration. To recognise rhythm in spoken words.</p> <p>To continue a rhyming string. To hear and say the initial sound in words. To segment the sounds in simple words and blend them together and know which letter represents some of them. To link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>To use phonic knowledge to decode regular words and read them aloud accurately.</p>	<p>To read some common irregular words.</p>	<p>To show interest in illustrations and print in books and print in the environment. To recognise familiar words and signs such as own name and advertising logos. To look and handle books independently (holds books the correct way up and turns pages).</p> <p>To ascribe meanings to marks that they see in different places. To begin to break the flow of speech into words. To begin to read words and simple sentences.</p> <p>To read and understand simple sentences.</p>

## Comprehension

Understanding and correcting inaccuracies	Comparing, contrasting and commenting	Words in context and authorial choice	Inference and prediction	Poetry and performance	Non-fiction
<p>To know that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p>To understand humour, e.g. nonsense rhymes, jokes.</p>	<p>To listen to stories with increasing attention and recall.</p> <p>To anticipate key events and phrases in rhymes and stories.</p> <p>To begin to be aware of the way stories are structured.</p> <p>To describe main story settings, events and principal characters.</p> <p>To enjoy an increasing range of books.</p> <p>To follow a story without pictures or props.</p> <p>To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>To demonstrate understanding when talking with others about what they have read.</p>	<p>To build up vocabulary that reflects the breadth of their experiences.</p> <p>To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p>	<p>To suggest how a story might end.</p> <p>To begin to understand 'why' and 'how' questions.</p> <p>To answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	<p>To listen to and join in with stories and poems, one-to-one and also in small groups.</p> <p>To join in with repeated refrains in rhymes and stories.</p> <p>To use intonation, rhythm and phrasing to make the meaning clear to others.</p> <p>To develop preference for forms of expression.</p> <p>To play cooperatively as part of a group to develop and act out a narrative.</p> <p>To express themselves effectively, showing awareness of listeners' needs.</p>	<p>To know that information can be relayed in the form of print.</p> <p>To know that information can be retrieved from books and computers.</p>

# Year 1

Progression of phonics skills shows a more detailed approach to phonics teaching in year 1; it is split into autumn, spring and summer term. This can be found on the website under reading.

## Word Reading

Phonics and decoding	Common exception words	Fluency
<p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>To read words containing taught GPCs.</p> <p>To read words containing <i>-s, -es, -ing, -ed and -est endings</i>.</p> <p>To read words with contractions, <i>e.g. I'm, I'll and we'll</i>.</p>	<p>To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words (<i>see appendix 1</i>).</p>	<p>To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</p> <p>To re-read texts to build up fluency and confidence in word reading.</p>

## Comprehension

<b>Understanding and correcting inaccuracies</b>	<b>Comparing, contrasting and commenting</b>	<b>Words in context and authorial choice</b>	<b>Inference and prediction</b>	<b>Poetry and performance</b>	<b>Non-fiction</b>
<p>To check that a text makes sense to them as they read and to self- correct.</p>	<p>To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.</p> <p>To link what they have read or have read to them to their own experiences.</p> <p>To retell familiar stories in increasing detail.</p> <p>To join in with discussions about a text, taking turns and listening to what others say.</p> <p>To discuss the significance of titles and events.</p>	<p>To discuss word meaning and link new meanings to those already known.</p>	<p>To begin to make simple inferences.</p> <p>To predict what might happen on the basis of what has been read so far.</p>	<p>To recite simple poems by heart.</p>	

## Year 2

Progression of phonics skills shows a more detailed approach to phonics teaching in year 2; it is split into autumn, spring and summer term. This can be found on the website under curriculum, English, reading.

### Word Reading

Phonics and decoding	Common exception words	Fluency
<p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent (<b>phonics progression</b>).</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes (<b>phonics progression</b>).</p> <p>To accurately read most words of two or more syllables.</p> <p>To read most words containing common suffixes <b>e.g. -ment, -ness, -ful, -less, -ly</b>.</p>	<p>To read all Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word (<b>see appendix 1</b>).</p>	<p>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>To reread these books to build up fluency and confidence in word reading.</p> <p>To read words accurately and fluently without overt sounding and blending, <b>e.g. at over 90 words per minute, in age-appropriate texts</b>.</p>

## Comprehension

Understanding and correcting inaccuracies	Comparing, contrasting and commenting	Words in context and authorial choice	Inference and prediction	Poetry and performance	Non-fiction
<p>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>To check that the text makes sense to them as they read and to correct inaccurate reading.</p>	<p>To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.</p> <p>To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p> <p>To discuss the sequence of events in books and how items of information are related.</p> <p>To recognise simple recurring literary language in stories and poetry.</p> <p>To ask and answer questions about a text.</p> <p>To make links between the text they are reading and other texts they have read (in texts that they can read independently).</p>	<p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>To discuss their favourite words and phrases.</p>	<p>To make inferences on the basis of what is being said and done.</p> <p>To predict what might happen on the basis of what has been read so far in a text.</p>	<p>To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.</p>	<p>To recognise that non-fiction books are often structured in different ways.</p>

## Year 3 and 4

The tables below are coloured coded depending whether it is an *end of year 3* or *end of year 4* strand. If the writing is black this means the strand is covered in both year groups.

Year 3      Year 4

### Word Reading

Phonics and decoding	Common exception words	Fluency
<p>To use their phonic knowledge to decode quickly and accurately (this may need to be revised in year 3 to cover any phonics gaps from year 2).</p> <p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their growing knowledge of root words and prefixes, e.g. in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto-, to begin to read aloud.</p> <p>To apply their growing knowledge of root words and suffixes/word endings, e.g. -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.</p>	<p>To begin to read Y3/Y4 common exception words (appendix 2).</p> <p>To read all Y3/4 common exception words (appendix 2) discussing the unusual correspondences between spelling and how these occur in words.</p>	<p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary (see adventurous vocabulary progression, this can be found on the website under curriculum, English, reading).</p>

## Comprehension

Understanding and correcting inaccuracies	Comparing, contrasting and commenting	Words in context and authorial choice	Inference and prediction	Poetry and performance	Non-fiction
<p>To use dictionaries to check the meaning of words that they have read.</p> <p>To use own knowledge of root words, synonyms and antonyms to discuss the meaning of words in context.</p> <p>To continue to check that the text makes sense to them as they read and to correct inaccurate reading.</p> <p>To discuss language and vocabulary when reading out loud to extend interest in the meaning and origin of words.</p>	<p>To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>To use appropriate terminology when discussing texts (plot, character, setting).</p> <p>To discuss and compare texts from a wide variety of genres and writers.</p> <p>To read for a range of purposes.</p> <p>To identify themes and conventions in a wide range of books.</p> <p>To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).</p> <p>To identify how language, structure and presentation contribute to meaning.</p> <p>To identify main ideas drawn from more than one paragraph and summarise these.</p>	<p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>To discuss authors' choice of words and phrases for effect.</p> <p>Discuss vocabulary used to capture readers' interest and imagination.</p>	<p>To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p> <p>To justify predictions using evidence from the text.</p> <p>To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.</p> <p>To justify predictions from details stated and implied.</p>	<p>To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</p> <p>To begin to use appropriate intonation and volume when reading aloud.</p> <p>To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).</p> <p>To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.</p>	<p>To retrieve and record information from non-fiction texts.</p> <p>To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.</p>

## Year 5 and 6

The tables below are coloured coded depending whether it is an *end of year 5* or *end of year 6* strand. If the writing is black this means the strand is covered in both year groups.

Year 5      Year 6

### Word Reading

Phonics and decoding	Common exception words	Fluency
<p>To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.</p> <p>To use knowledge of root words, prefixes and suffixes/word endings to read unfamiliar words with increasing speed and skill, recognising their meaning through contextual clues.</p>	<p>To read most Y5/ Y6 common exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p> <p>To read all Y5/ Y6 common exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary (see adventurous vocabulary progression, this can be found on the website under curriculum, English, reading).</p>

## Comprehension

Understanding and correcting inaccuracies	Comparing, contrasting and commenting	Words in context and authorial choice	Inference and prediction	Poetry and performance	Non-fiction
<p>To use dictionaries to check the meaning of unfamiliar/new words that they have read.</p> <p>To use own knowledge of root words, synonyms and antonyms to discuss the meaning of words in context.</p> <p>To continue to check that the text makes sense to them as they read and to correct inaccurate reading.</p> <p>To discuss language and vocabulary when reading out loud to extend interest in the meaning and origin of words.</p>	<p>To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.</p> <p>To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</p> <p>To identify main ideas drawn from more than one paragraph and to summarise these.</p> <p>To recommend texts to peers based on personal choice.</p> <p>To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books</p>	<p>To discuss vocabulary used by the author to create effect including figurative language.</p> <p>To evaluate the use of authors' language and explain how it has created an impact on the reader.</p> <p>To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.</p>	<p>To draw inferences from characters' feelings, thoughts and motives.</p> <p>To make predictions based on details stated and implied, justifying them in detail with evidence from the text.</p> <p>To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).</p> <p>To discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p>	<p>To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.</p> <p>To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.</p>	<p>To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.</p> <p>To retrieve, record and present information from non-fiction texts.</p> <p>To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).</p>

	<p>from other cultures and traditions.</p> <p>To recognise more complex themes in what they read (such as loss or heroism).</p> <p>To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p>To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.</p> <p>To draw out key information and to summarise the main ideas in a text.</p> <p>To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.</p> <p>To compare characters, settings and themes within a text and across more than one text.</p>				
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## Appendix 1: common exception words year 1 and 2

Year 1			Year 2				
the	you	where	door	old	last	sugar	money
a	your	love	floor	cold	past	eye	Mr
do	they	come	poor	gold	father	could	Mrs
to	be	some	because	hold	class	should	parents
today	he	one	find	told	grass	would	Christmas
of	me	once	kind	every	pass	who	
said	she	ask	mind	everybody	plant	whole	
says	we	friend	behind	even	path	any	
are	no	school	child	great	bath	many	
were	go	put	children	break	hour	clothes	
was	so	push	wild	steak	move	busy	
is	by	pull	climb	pretty	prove	people	
his	my	full	most	beautiful	last	water	
has	here	house	only	after	improve	again	
I	there	our	both	fast	sure	half	

## Appendix 2: common exception words year 3 and 4

accident	century	experiment	interest	particular	remember
accidentally	certain	extreme	island	peculiar	sentence
actual	circle	famous	knowledge	perhaps	separate
actually	complete	favourite	learn	popular	special
address	consider	February	length	position	straight
answer	continue	forward(s)	library	possess	strange
appear	decide	fruit	material	possession	strength
arrive	describe	grammar	medicine	possible	suppose
believe	different	group	mention	potatoes	surprise
bicycle	difficult	guard	minute	pressure	therefore
breath	disappear	guide	natural	probably	though
breathe	early	heard	naughty	promise	although
build	earth	heart	notice	purpose	thought
busy	eight	height	occasion	quarter	through
business	eighth	history	occasionally	question	various
calendar	enough	imagine	often	recent	weight
caught	exercise	increase	opposite	regular	woman
centre	experience	important	ordinary	reign	women

### Appendix 3: common exception words year 5 and 6

accommodate	communicate	equip	interfere	privilege	stomach
accompany	community	equipment	interrupt	profession	sufficient
according	competition	equipped	language	programme	suggest
achieve	conscience	especially	leisure	pronunciation	symbol
aggressive	conscious	exaggerate	lightning	queue	system
amateur	controversy	excellent	marvellous	recognise	temperature
ancient	convenience	existence	mischievous	recommend	thorough
apparent	correspond	explanation	muscle	relevant	twelfth
appreciate	criticise	familiar	necessary	restaurant	variety
attached	curiosity	foreign	neighbour	rhyme	vegetable
available	definite	forty	nuisance	rhythm	vehicle
average	desperate	frequently	occupy	sacrifice	yacht
awkward	determined	government	occur	secretary	
bargain	develop	guarantee	opportunity	shoulder	
bruise	dictionary	harass	parliament	signature	
category	disastrous	hindrance	persuade	sincere	
cemetery	embarrass	identity	physical	sincerely	
committee	environment	individual	prejudice	soldier	