Starcross Primary School

Reading Skills and Knowledge Progression 2023-2024

Intent

We are a reading school. At Starcross Primary School, we are determined that all children will be successful and fluent readers, regardless of need or barriers. We recognise that literacy is a fundamental human right and a doorway for future success, not just academically, but also for wellbeing in later life. We teach children key skills and ensure appropriate progression, as outlined in the Statutory Framework for the EYFS and the National Curriculum for Key Stages 1 and 2, and with reference to the 2023 Reading Framework. Children at Starcross develop as confident, fluent, critical and ambitious readers, who display a desire to read through our whole school commitment to the *Reading for Pleasure* (RfP) agenda. We have recently won a whole-school (Preschool – Year 6) national award for our work on RfP.

Implementation

We know that the *will* to read influences the *skill*, allowing for enhanced comprehension and greater access to other curriculum areas. The high-quality books we select for our children are challenging, but also accessible and relevant; promoting respect, equality, diversity, empathy and inclusion. Children also enjoy selecting their own books to read for skill and pleasure, which positively impacts on their fluency and personal love of reading. Pupils' voices will be listened to in decisions about reading in our school as we recognise that RfP must be learner led, informal, social and include texts that are personally tempting to them. We recognise that *'old and gold'* books have a place in every classroom, but we are also committed to providing *'new and bold'* books to every year group, as we never underestimate the value of new and current literature.

Our progressive reading curriculum is delivered through the accredited Read Write Inc (RWI) phonics programme, guided and whole class reading lessons based around the VIPERS reading skills, productive home-school relationships with parents, reading across the curriculum, daily independent reading and rich texts which are read aloud daily.

We believe that every child has the right to see their unique realities reflected in the books they read, and this is represented in our selected texts, which place equal value on all cultures and backgrounds.

We track and assess every child and provide tailored interventions to support any child who is falling behind. We also stretch and differentiate appropriately, using our results from regular phonics assessments, NFER tests, practice SATs papers, Accelerated Reader STAR tests, as well as Phonics Screening Test results and SATs data to meet and challenge individual needs. Disadvantaged pupils and those with SEND are thoughtfully considered by all staff, enabling us to close attainment gaps and foster a love of reading for every child.

Reading - Key Performance Indicators (KPIs)	
Preschool	*Understand the five key concepts about print:* *Print has meaning* *Print can have different purposes* *We read English text from left to right and from top to bottom* *The names of the different parts of a book* *Page sequencing* *Develop their phonological awareness, so that they can:* *Spot and suggest rhymes* *Count or clap syllables in a word* *Recognise words with the same initial sound, such as money and mother* *Engage in extended conversations about stories, learning new vocabulary.*
Reception	*Read and understand simple sentences.* *Use phonic knowledge to decode regular words and read them aloud accurately.* *Read some common irregular words.* *Demonstrate understanding when talking with others about what they have read.* *Decode words in phonetically decodable books at appropriate level (see below)*
Year 1	*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 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.*

	Comprehension: • *Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.* • *Understand both the books they can already read accurately and fluently and those they listen to by checking that the text makes sense to them as they read and correcting inaccurate reading.* • *Understand both the books they can already read accurately and fluently and those they listen to by predicting what might happen on the basis of what has been read so far.*
Year 2	• *Read accurately most words of two or more syllables.* • *Read most words containing common suffixes.* • *Read most common exception words. In age-appropriate books, read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words.* • *In age-appropriate books, sound out most unfamiliar words accurately, without undue hesitation.* **Comprehension:** • *In a book that they can already read fluently, check it makes sense to them, correcting any inaccurate reading.* • *In a book that they can already read fluently, answer questions and make some inferences.* • *In a book that they can already read fluently, explain what has happened so far in what they have read.*
Year 3	• *Beginning to read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.* • *Develop positive attitudes to reading and understanding of what they read by beginning to use dictionaries to check the meaning of words that they have read.* • *Develop positive attitudes to reading and understanding of what they read by identifying themes and conventions in a range of books.* **Comprehension:** • *Understand what they read, in books they can read independently, by drawing simple inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.* • *Understand what they read, in books they can read independently, by beginning to predict what might happen from details stated and implied (based on content, simple themes or text types).* • *Retrieve and record simple information from non-fiction.*
Year 4	• *Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.*

	• *Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.* • *Develop positive attitudes to reading and understanding of what they read by identifying themes and conventions in a wide range of books.* ***Comprehension:*** • *Understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.* • *Understand what they read, in books they can read independently, by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.* • *Understand what they read, in books they can read independently, by predicting what might happen from details stated and implied (based on content, simple themes or text types).* • *Understand what they read, in books they can read independently, by identifying main ideas drawn from more than one paragraph and summarising these. Retrieve and record information from non-fiction.*
Year 5	• *Apply their initial knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.* ***Comprehension:*** • *Understand what they read by checking that a text makes sense to them, discussing their understanding and exploring the meaning of words in context.* • *Understand what they read by beginning to make simple summaries of the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.* • *Beginning to retrieve, record and present information from non-fiction.* • *Begin 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.* • *Beginning to provide reasoned justifications for their views.*
Year 6	• *Read age-appropriate books with confidence and fluency (including whole novels).* • *Read aloud with intonation that shows understanding.* ***Comprehension:*** • *Work out the meaning of words from the context.* • *Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence.* • *Predict what might happen from details stated and implied.* • *Retrieve information from non-fiction.* • *Summarise main ideas, identifying key details and using quotations for illustration.*

- *Evaluate how authors use language, including figurative language, considering the impact on the reader.*
- *Make comparisons within and across books.*

Word Reading

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Say a sound for each letter in the alphabet & trigraphs taught to date. 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.	Apply phonic knowledge and skills to decode words. Blend accurately and speedily using known graphemes. Re-read text for fluency and confidence. Read accurately -recognise when a word does not make sense. Read common exception words accurately.	Read age-appropriate books, sounding out unfamiliar words and self-correct. Read accurately, automatically and without undue hesitation including words of 2 or more syllables and words containing common suffixes. Read most common exception words. Read most words quickly and accurately without blending out loud, e.g.	Decode some new words outside of spoken vocabulary. Read longer words with support. Self -correct consistently some of the time (50%) Read short, simple chapter books independently and silently. Check for fluency using rubric and age-appropriate texts.	Decode most new words outside of spoken vocabulary. Read longer words with growing independence Self-correct consistently most of the time (80%) Read longer chapter books independently and silently. Check for fluency using rubric and age-appropriate texts.	Read age-appropriate books with confidence and fluency, including whole novels. Read aloud and to perform, showing understanding through intonation, tone and volume so that meaning is clear to an audience. Check for fluency using rubric and age-appropriate texts.	Read age-appropriate books with confidence and fluency, including whole novels. Read aloud texts of growing complexity (including poetry), showing understanding through intonation, tone and volume so that meaning is clear to an audience. Check for fluency using rubric and age-appropriate texts.

			over 90 words per minute.				

Comprehension

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading for pleasure (see reading spine for core texts)	Listens and shares a wide range of books. Understands what has been read, retells stories in own words and recently introduced vocabulary. Anticipate key events in stories. Understands recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	Participates actively in listening and sharing a wide range of books. Chooses to read. Shows developing preferences through book choice.	Reads independently, demonstrating increasing stamina. Shows developing preferences through book choice.	Reads for a range of purposes independently. Chooses appropriate texts with support. Demonstrates engagement with reading.	Reads for a range of purposes independently. Chooses appropriate texts with growing independence. Demonstrates engagement with reading. Responds to reading in a written form within a given structure.	Reads a broader range of texts. Recommends books they have read to their peers. Demonstrates continuing engagement with reading. Completes a wider range of more challenging and longer books. Responds to reading in a written form.	Reads a broader range of texts including those from literary heritage and more challenging texts. Recommends books they have read to their peers, giving reasons for their choices. Demonstrates continuing engagement with reading. Responds to reading in a written form, beginning to develop a critical stance.

Vocabulary	Is able to speak to an adult about what they do / do not understand.	Discuss word meanings, linking new meanings to those already known.	Discuss their favourite words and phrases. Discuss and clarify the meanings of words, linking new meanings to known vocabulary.	Use dictionaries to check the meaning of words that they have read with support.	Use dictionaries to check the meaning of words that they have read independently. Explain the meaning of words in context.	Explore the meaning of words in context.	Use a variety of different skills to understand the meaning of words in context.
Inference	Beginning to understand feelings, actions and emotions. Understands why a character feels/acts a certain way.	Makes inferences on the basis of what is being said and done e.g. How a character feels, why a character does something.	Understands what is being said and done. Can talk about cause and effect drawing on what they already know or on background information or vocabulary.	Draws inferences such as characters' feelings, thoughts and motives from their actions, and justify with evidence from the text or life experience with support.	Draws inferences such as characters' feelings, thoughts and motives from their actions, and justify with evidence from the text or life experience with growing independence.	Makes inferences drawn from across and between texts and justify with evidence.	Makes inferences drawn from across and between texts of growing complexity and justify with evidence.
Prediction	Is able to suggest what might happen next. Joins in with repeated refrains.	Links own experiences to what they read with support. Makes predictions about reading, from a title and front cover of a book and on the	Predicts what might happen on the basis of what has been read so far.	Predicts what might happen from details stated and implied based on content, simple themes or text types. Justifies predictions with	Predicts more independently, what might happen from details stated and implied based on content and simple themes or text types. Justifies predictions with evidence independently.	Predicts what might happen from details stated and implied based on themes, knowledge about the author and/or genres.	Predicts what might happen from details stated and implied based on complex themes, conventions, knowledge about the author and/or genres.

		basis of what has been read so far		evidence with adult support.			
Explanation	Begin to identify words and pictures that they like in books.	Begin to identify words and pictures that they like in books.	Identify words that they like in books and begin to explain why.	Discuss words that capture the reader's interest and imagination. Identify how language, structure, and presentation contribute to meaning (to include paragraphs, headings, sub-headings, inverted commas to punctuate speech).	Discuss words and phrases that capture the reader's interest and imagination. Identify how language, structure, and presentation contribute to meaning, (to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials).	Discuss and evaluate how authors use language, including figurative language. Make comparisons within a book.	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Identify how language, structure and presentation contribute to meaning. Make comparisons within and across books.
Retrieval		Answer simple, information retrieval questions about texts.	Answer simple, information retrieval questions about texts, and write answers.	Answer information retrieval questions about texts, and give clear answers. Use non-fiction texts to find out information about a subject.	Answer more complex information retrieval questions about different texts. Use non-fiction texts to find out information about a range of subjects.	Retrieve, record and present key information from a range of fiction and non-fiction texts.	Retrieve, record and present more detailed information from a range of fiction and non-fiction texts.

Summarising	Beginning to recount favourite stories. Acts out a story via prompts from the teacher. Uses role play areas to engage with focus books.	Links title to key events in a text.	Identifies and explains the sequence of events in texts.	Identifies main ideas drawn from more than one paragraph and summarises these. Retrieves and records information from a paragraph of non-fiction.	Identifies main ideas drawn from more than one paragraph and summarises these. Retrieves and records information drawn from a larger section (single page) of non-fiction.	Identifies and summarises main ideas from across a text. Identifies key details that support main ideas. Retrieves and record key information from non-fiction.	Identifies and summarises main ideas from across a text. Identifies key details that support main ideas using quotation for illustration Retrieves, records and presents key information from non-fiction.
Questioning	Speaks to others about what they like and dislike about shared stories. Begins to suggest why they feel this way and answers simple questions.	Raise simple questions about texts they have read and that are read to them. Answer simple, information retrieval questions about texts.	Ask and answer questions about texts.	Ask and answer questions to improve understanding of a text.	Ask and answer questions to improve understanding of texts of increasing complexity.	Ask and answer questions to improve understanding authorial intent.	Ask and answer questions to improve understanding of themes and authorial intent.
Throughout the curriculum children are taught how to:	Retell stories, join in with refrains, predict what might happen next and discuss likes and dislikes.	Recount favourite stories and rhymes and talk about their key features.	In fiction, identify characters, setting and plot In non-fiction, identify titles, headings,	Make connections between texts. Begin to identify simple common themes in texts e.g. good vs evil,	Identify conventions of different types of writing. Comment on the use of conventions in	Identify the themes and conventions of a range of texts. Make comparisons and contrasts within and across texts.	Discuss/comment on themes and conventions in different genres and forms.

	Know about fiction and non-fiction	Discuss range of genres.	contents, index and glossary. With support, justify personal response to texts.	use of magical devices.	different types of writing.	Provide reasoned justifications for opinions about a book.	Discuss viewpoints (both of the author and fictional characters), within a text and across more than one text.
Key Vocabulary	Title Author Illustrator	Author Illustrator Blurb	Contents page Bullet points	Glossary Illustrations Photographs Subheadings	Bold/italic font Diagrams Captions	Tables Charts Graphs	Bibliography

Read Write Inc phonics

Expectations by term and year group:

	YR children can:	Y1 children can:	Y2 children can:
End of Autumn 1	Read single-letter Set 1 sounds (first 16)	Read Purple Storybooks Read Set 2 sounds	Read Blue Storybooks with increasing fluency and comprehension
End of Autumn term	Read all Set 1 single-letter sounds Blend sounds into words orally	Read Pink Storybooks Read first 5 Set 3 sounds	Read Grey Storybooks
End of Spring 1	Blend sounds to read words Read short Ditty stories	Read Orange Storybooks Read 11 Set 3 sounds	Read Grey Storybooks with fluency and comprehension
End of Spring term	Read Red Storybooks Read Set 1 Special Friends	Read Yellow Storybooks Read 17 Set 3 sounds	Access RWI Comprehension and Spelling programmes
End of Summer 1	Read Green Storybooks Read 4 double consonants	Read Yellow Storybooks Read 22 Set 3 sounds	Access RWI Comprehension and Spelling programmes