

Reading at Rolvenden Primary School

Our Reading Curriculum is designed to provide an experience for all children which enables them to become fluent and confident readers who are able to comprehend a wide range of fiction and non-fiction texts. We have included opportunities for them to explore high quality texts from both British and Worldwide authors and the progression of skills enables them to develop their fluency and performance skills when reading aloud to adults and peers. Children are supported at all stages through carefully chosen programmes including a derivative of *Letters and Sounds* for the teaching of phonics and Talk for Reading in vocabulary and comprehension lessons. In addition, children are taught to use the VIPERS (Vocabulary, Inference, Prediction, Explanation, Retrieval and Sequence/Summarise) approach to generating questions and answers about different texts and every class dedicates the final session of every day to a DEAR (Drop Everything and Read) session.

The progressions laid out in this document are based on nine strands of reading. These can be grouped into two larger categories – Word Reading (Phonics and Decoding; Common Exception Words and Fluency) and Reading Comprehension (Understanding and Correcting Inaccuracies; Comparing, Contrasting and Commenting; Words in Context/Authorial Choice; Inference and Prediction; Poetry and Performance and Non-Fiction).

A progression of age-appropriate texts is also included, although these may be adapted by teachers to enable them to fit with wider themes which may be present in the wider curriculum.

Foundation Stage – Progression of Reading Skills				
Phonics and Decoding	Common Exception Words	Fluency	Understanding and Correcting Inaccuracies	Comparing, Contrasting and Commenting
<p>To Enjoy rhyming and rhythmic activities.</p> <p>To continue a rhyming string.</p> <p>To hear and say the initial sounds in words.</p> <p>To segment the sounds in simple words and blend them together and know which letter represents some of them.</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 accurately read texts that are consistent with their developing phonic knowledge, that do not use or 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>	<p>To check that a text makes sense to them as they read and to self-correct.</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 principle 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.</p>
Words in Context and Authorial Choice	Inference and Prediction	Poetry and Performance	Non-Fiction	Example Age Appropriate Texts
<p>To discuss word meaning and link new meanings to those already known.</p>	<p>To suggest how a story might end.</p>	<p>To listen to and join in with stories and poems one-to-one and also in small groups.</p>	<p>To know that information can be relayed in the form of print.</p>	<p>Where's Spot? – Eric Hill</p> <p>Dear Zoo – Rod Campbell</p>

	<p>To begin to understand 'why' and 'how' questions.</p> <p>To answer 'why' and 'how' questions about their experiences and in response to stories or events.</p>	<p>To join in with repeated rhyme and phrasing to make the meaning clear to others.</p> <p>To develop preference for forms of expression.</p> <p>To play co-operatively 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 retrieved from books and computers.</p>	<p>You Choose – Pippa Goodhart and Nick Sharratt</p> <p>We're Going on a Bear Hunt – Michael Rosen</p> <p>Brown Bear, Brown Bear, What Do You See? – Bill Martin Jnr and Eric Carle</p> <p>Jasper's Beanstalk – Nick Butterworth and Mick Inkpen</p> <p>The Very Hungry Caterpillar – Eric Carle</p> <p>Hairy Maclary from Donaldson's Dairy – Lynley Dodd</p> <p>Each Peach Pear Plum – Allan and Janet Ahlberg</p> <p>Hug – Jez Alborough</p> <p>The Train Ride – June Crebbin</p> <p>Come on, Daisy – Jane Simmons</p> <p>Owl Babies – Martin Waddell</p> <p>The Gruffalo – Julia Donaldson</p> <p>Handa's Surprise – Eileen Browne</p>
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Year One – Progression of Reading Skills				
Before embarking on this progression of skills, children should be secure with all of the expectations of the Foundation Stage.				
Phonics and Decoding	Common Exception Words	Fluency	Understanding and Correcting Inaccuracies	Comparing, Contrasting and Commenting
<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 with contractions e.g. I'm, I'll, and We'll</p>	<p>To read Y1 common exception words, noting unusual correspondences between spelling and sound where these occur in words.</p>	<p>To read books aloud, 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.</p> <p>Children should be aiming for around 90 words per minute in age-appropriate texts.</p>	<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 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>
Words in Context and Authorial Choice	Inference and Prediction	Poetry and Performance	Non-Fiction	Example Age Appropriate Texts
<p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p>	<p>To begin to make simple inferences.</p>	<p>To recite simple poems by heart.</p>	<p>To know the difference between the content of non-fiction and fiction texts.</p>	<p>Peace at Last – Jill Murphy Can't You Sleep Little Bear? – Martin Waddell</p>

<p>To discuss their favourite words and phrases.</p>	<p>To predict what might happen on the basis of what has happened so far in a text.</p>			<p>Where the Wild Things Are – Maurice Sendak The Elephant and the Bad Baby – Elfrida Vipont and Raymond Briggs Avocado Baby – John Burningham The Tiger Who Came to Tea – Judith Kerr Lost and Found – Oliver Jeffers Knuffle Bunny – Mo Willems Beegu – Alexis Deacon Dogger – Shirley Hughes Cops and Robbers – Alan and Janet Ahlberg Elmer – David McKee</p>
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Year Two – Progression of Reading Skills				
Before embarking on this progression of skills, children should be secure with all of the expectations of the Foundation Stage and Year One.				
Phonics and Decoding	Common Exception Words	Fluency	Understanding and Correcting Inaccuracies	Comparing, Contrasting and Commenting
<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.</p> <p>To read accurately by blending sounds in words that contain the graphemes taught so far – especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables.</p> <p>To read most words containing common suffixes.</p>	<p>To read most Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word,</p>	<p><i>In this year group, comprehension teaching should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should be used to develop vocabulary.</i></p>	<p><i>Children should continue to develop their skills of self-correction and understanding through reading age-appropriate books which increase in difficulty.</i></p>	<p>To participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, explaining their understanding and expressing their views. Texts read to children should be at a level beyond that which they can read themselves.</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>
Words in Context and Authorial Choice	Inference and Prediction	Poetry and Performance	Non-Fiction	Example Age Appropriate Texts
<p>To discuss and clarify the meanings of words,</p>	<p>To make inferences on the basis of what is being said and done.</p>	<p>To continue to build up a repertoire or poems learnt by heart,</p>	<p>To recognise that non-fiction books are often</p>	<p>Traction Man is Here - Mini Grey</p>

<p>linking new meanings to known vocabulary.</p> <p>To discuss favourite words and phrases.</p>	<p>To predict what might happen on the basis of what has been read so far in a text.</p>	<p>appreciating these and reciting some with appropriate intonation to make the meaning clear.</p>	<p>structured in different ways.</p> <p>To use dictionaries to check the meaning of words that they have read.</p>	<p>Meerkat Mail – Emily Gravett Amazing Grace – Mary Hoffman Pumpkin Soup – Helen Cooper Who’s Afraid of the Big Bad Book? – Lauren Child Dr Xargle’s Book of Earthlets – Tony Ross Not Now Bernard – David McKee Tuesday – David Wiesner The Flower – John Light Gorilla – Anthony Browne Emily Brown and The Thing – Cressida Cowell Frog and Toad Together – Arnold Lobel The Owl Who Was Afraid of the Dark – Jill Tomlinson Fantastic Mr Fox – Roald Dahl The Hodgeheg – Dick King-Smith Flat Stanley – Jeff Brown Willa and Old Miss Annie – Berlie Doherty</p>
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Year Three – Progression of Reading Skills				
Before embarking on this progression of skills, children should be secure with all of the expectations of Key Stage One				
Phonics and Decoding	Common Exception Words	Fluency	Understanding and Correcting Inaccuracies	Comparing, Contrasting and Commenting
<p>To use phonic knowledge to decode quickly and accurately. Children may still need support to read longer, unknown words).</p> <p>To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- and begin to read aloud.</p> <p>To apply growing knowledge of root words and suffixes including – ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion, -cian to begin to read aloud.</p>	To begin to read Y3/Y4 exception words.	<i>In this year group, comprehension teaching should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should be used to develop vocabulary.</i>	<i>Children should continue to develop their skills of self-correction and understanding through reading age-appropriate books which increase in difficulty.</i>	<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>
Words in Context and Authorial Choice	Inference and Prediction	Poetry and Performance	Non-Fiction	Example Age Appropriate Texts
To check that a text makes sense to them, discussing their understanding and	To ask and answer questions appropriately, including some simple inference questions based on characters'	To prepare and perform poems and play scripts that show some awareness of the	To retrieve and record information from non-fiction texts.	<p>The Iron Man – Ted Hughes</p> <p>Cat Tales: Ice Cat – Linda Newberry</p> <p>The Sheep-pig – Dick King-Smith</p>

<p>explaining the meaning of words in context.</p> <p>To discuss authors' choice in words and phrases for effect.</p>	<p>feelings, thoughts and motives.</p> <p>To justify predictions using evidence from the text.</p>	<p>audience when reading aloud.</p> <p>To begin to use appropriate intonation and volume when reading aloud.</p>		<p>The Abominables- Dick King-Smith</p> <p>The Lion, The Witch and The Wardrobe – CS Lewis</p> <p>The Battle of Bubble and Squeak – Philippa Pearce</p>
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Year Four – Progression of Reading Skills				
Before embarking on this progression of skills, children should be secure with all of the expectations of Key Stage One along with those from Year Three				
Phonics and Decoding	Common Exception Words	Fluency	Understanding and Correcting Inaccuracies	Comparing, Contrasting and Commenting
<p>To read most words fluently and attempt to decode any unfamiliar words with increasing skill and speed.</p> <p>To apply knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.</p>	<p>To read all Y3/Y4 exception words discussing the unusual correspondences between spelling and where these occur in the word.</p>	<p><i>In this year group, comprehension teaching should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should be used to develop vocabulary.</i></p>	<p><i>Children should continue to develop their skills of self-correction and understanding through reading age-appropriate books which increase in difficulty.</i></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 such as triumph of good over evil. Children should also refer to features of specific genres such as greeting in letters, a diary written in the first person or use of presentational devices such as numberings and headings.</p> <p>To identify how language, structure and presentation contribute to meaning.</p>

				To identify main ideas drawn from more than one paragraph and summarise these.
Words in Context and Authorial Choice	Inference and Prediction	Poetry and Performance	Non-Fiction	Example Age Appropriate Texts
Discuss vocabulary used to capture readers' interest and imagination.	<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 recognise and discuss some different forms of poetry such as free verse or narrative.</p> <p>To prepare and perform poems with appropriate techniques, including intonation, tone, volume and action, to show awareness of the audience when reading aloud.</p>	<p>To use all of the organisational devices within a non-fiction text to retrieve, record and discuss information.</p> <p>To use dictionaries independently to check the meaning of words that they have read.</p>	<p>Bill's New Frock – Anne Fine</p> <p>Charlotte's Web – EB White</p> <p>Why the Whales Came – Michael Morpurgo</p> <p>The Firework Maker's Daughter – Phillip Pullman</p> <p>The Snow Walker's Son – Catherine Fisher</p> <p>Perry Angel's Suitcase – Glenda Millard</p> <p>Voices in the Park – Anthony Browne</p>

Year Five – Progression of Reading Skills				
Before embarking on this progression of skills, children should be secure with all of the expectations of Key Stage One along with those from Years Three and Four				
Phonics and Decoding	Common Exception Words	Fluency	Understanding and Correcting Inaccuracies	Comparing, Contrasting and Commenting
<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual clues.</p> <p>To apply growing knowledge of root words, prefixes, suffixes to read aloud fluently.</p>	<p>To read most Y5/Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>	<p><i>In this year group, comprehension teaching should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should be used to develop vocabulary.</i></p>	<p><i>Children should continue to develop their skills of self-correction and understanding through reading age-appropriate books which increase in difficulty.</i></p>	<p>To read a wide range of genres, identifying the characteristics of text types, such as the use of first person in writing diaries, 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 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>
Words in Context and Authorial Choice	Inference and Prediction	Poetry and Performance	Non-Fiction	Example Age Appropriate Texts
<p>To discuss vocabulary used by the author to create effect including figurative language.</p>	<p>To draw inferences from characters' feelings, thoughts and motives.</p>	<p>To continually show an awareness of audience when reading out loud</p>	<p>To use knowledge of texts and organisational devices to retrieve,</p>	<p>The Wolves of Willoughby Chase – Joan Aiken Varjak Paw – SF Said</p>

<p>To evaluate the use of authors' language and explain how it has created an impact on the reader.</p>	<p>To make predictions based on details stated and implied. Justifying them in detail with evidence from the text.</p>	<p>using intonation, tone, volume and action.</p>	<p>record and discuss information from fiction and non-fiction texts.</p>	<p>Wolf Brother – Michelle Paver Street Child – Berlie Doherty The Midnight Fox – Betsy Byars Tom's Midnight Garden – Phillipa Pearce FArTHER – Grahame Baker-Smith</p>
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Year Six – Progression of Reading Skills				
Before embarking on this progression of skills, children should be secure with all of the expectations of Key Stage One along with those from Years Three, Four and Five				
Phonics and Decoding	Common Exception Words	Fluency	Understanding and Correcting Inaccuracies	Comparing, Contrasting and Commenting
To read fluently with full knowledge of all Y6 exception words, root words, prefixes, suffixes and to decode any unfamiliar words with increasing skill – recognising and identifying meaning through contextual clues.	To read most Y5/Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	<i>In this year group, comprehension teaching should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should be used to develop vocabulary.</i>	<i>Children should continue to develop their skills of self-correction and understanding through reading age-appropriate books which increase in difficulty.</i>	<p>To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres including myths, legends, traditional tales, modern fiction from our literary heritage and books from other cultures and traditions.</p> <p>To recognise more complex themes in what they read – for example loss or heroism.</p> <p>To explain and discuss their understanding of what they have read, including through opportunities for formal presentations and debates.</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</p>

				To compare characters, settings and themes within a text and across more than one text.
Words in Context and Authorial Choice	Inference and Prediction	Poetry and Performance	Non-Fiction	Example Age Appropriate Texts
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.	To consider different accounts of the same event and to discuss viewpoints – both of authors and fictional characters. To discuss how characters change and develop through texts by drawing inferences based on indirect clues.	To confidently perform texts, including some poetry learnt by heart, using a wide range of techniques to engage the audience and for effect.	To retrieve, record and present information from non-fiction texts. To use non-fiction materials for purposeful information retrieval (cross-curricular links).	Holes – Louis Sachar Clockwork – Phillip Pullman The Hobbit – JRR Tolkien Skellig – David Almond Fireweed – Jill Paton Walsh River Boy – Tim Bowler The Arrival – Shaun Tan